

Student Perceptions of Economic Education Through the Implementation of *Merdeka Belajar Kampus Merdeka*

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ABSTRACT

This study aimed to determine whether *Merdeka Belajar Kampus Merdeka* (MBKM) activities could achieve program goals, assess the implementation of the MBKM program, and examine how MBKM activities were developed and implemented, which included assisting teachers in teaching, supporting school administration, assisting in technology adaptation, and improving skills of students in reading and counting. This research was conducted using qualitative methods. The procedure used in this research is to identify research data sources, collect and evaluate qualitative data, and draw conclusions and suggestions based on qualitative data analysis. The subjects of this study were 27 graduates of the MBKM Batch 2 Economics Study Program. This research helped assist teaching activities in adopting technology by teachers and school administration as well as improving students' literacy and numeracy skills. The results of this study indicate that the implementation of the learning process for MBKM Batch 2 participants, both offline and through home visits, has been running in accordance with the objectives of implementing the *Kampus Mengajar* (KM). They also pointed out that the implementation of the MBKM in supporting school administration and teachers has been running according to this objective.

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1. INTRODUCTION

Everyone has their perception of what they think, see, and feel felt. This also means that perception determines what will be done to fulfil various interests for oneself, family, and others' social environment in which to interact. This perception is what distinguishes a person from others. Perception results from the concretization of thought and then gives birth to different concepts or ideas from each person, even though the object is seen the same (Isaac Kofi Nti; Adebayo Felix Adekoya; Michael Opoku; Peter Nimbe, 2020). Perception is the process of an individual choosing, organising, and interpreting information inputs to create a meaningful picture of the world. Perception is needed to know how one's view of a problem

(Bajari & Kuswarno, 2020). The effectiveness of the existing online learning program has not entirely met expectations (Uddin et al., 2022). The absence of opportunities for students to develop their interpersonal skills is the cause of this (Yulianto et al., 2022). Technology and science are advancing quickly (Kristiyanto & Indriayu, 2020). The times have also led to eliminating many obsolete jobs and creating many new ones. University graduates are therefore expected to be the driving force behind the success of the next generation of young people. The government has also made an effort to lower unemployment by trying to find a connection between education and the world of industrial activity so that university graduates would be prepared for the workforce with the necessary abilities in their field of specialization (Misra & Mazelfi, 2021). MBKM is a new policy issued by the Minister of Education and Culture of the Republic of Indonesia in 2019 and has become a new reference for compiling the current Higher Education curriculum. This policy also aims to increase link and match with the business world and the industrial world and prepare students for the world of work from the start (Ariani & Zulhawati, 2022). The main policy in the MBKM include: (1) The Policy for Opening New Study Programs is regulated in Permendikbud No.5 of 2020 and Permendikbud No.7 of 2020; (2) System Policy Higher Education Accreditation regulated in Permendikbud No.5 of 2020 concerning Accreditation of Study Programs and Higher Education (3) Higher Education Legal Entities at Minister of Education and Culture No. 4 of 2020 concerning Admission of New Student Programs Undergraduates at State Universities become Legal Entity State Universities and Permendikbud No.6 of 2020 concerning Acceptance of New Students for Undergraduate Programs at State Universities as well; (4) The Right to Study Three Semesters Outside the Study Program which is regulated in Permendikbud No.3 of 2020 concerning High National Education Standards (Baharuddin, (2021); Shabrina, (2022).

The efficiency of the online learning process is significantly impacted by logistical issues such as signals, quotas, and a lack of funding for learning support services. The distance learning procedure is unproductive because of the unpreparedness of schools and madrasahs, including their lack of infrastructure, internet networks, and technological expertise (Jufriadi et al., 2022). However, some MBKM initiatives are still in place and have been made available to Classes I, II, and III, as well as perhaps the next batch through the MBKM (Lestari et al., 2022). Students are expected to be better prepared to meet the needs of the times and become graduates who can become future leaders of the nation who are superior and have personalities. Experiential learning programs with flexible pathways are expected to facilitate students to develop their potential according to their passion and talent. To realize the learning experience of higher education must build cooperation with the business world, industry, and government. Collaboration is based on the framework of increasing the professionalism of the academic community. It is essential for universities to establish partnerships, especially in implementing transfer credit, monitoring, assessment, and program evaluation. One of the keys to the success of the MBKM Policy implementation is to seek to make the learning process in Higher Education more autonomous and flexible so that universities can design and carry out innovative learning processes so that students can achieve learning outcomes, including aspects of attitude, optimal knowledge and skills (Tejedor et al., 2020);(Saddler & Sundin, 2020).

Currently, cooperation between many parties is required to respond to the dynamically changing times rather than competition in order for the Ministry of Education and Culture to build the Independent Learning-Independent Campus initiative, also known as MBKM. Every Indonesian university's study program must change its curricula in relation to the MBKM program in order to create student quotas, determine the courses that may be taken, and determine the number of credits that can be taken at the MBKM. Through the MBKM program, students can take up to two semesters, or a maximum of 40 credits, of learning in the same study program at different universities, learning in different study programs at different universities, or learning outside of universities. One semester, or 20 credits, is equivalent to studying outside the same university's study program (Bahari et al., 2022). The MBKM Policy, overseen directly by the Ministry of Education and Culture, includes *kampus mengajar* (KM) (La Ede et al., 2022). The *kampus mengajar* (KM) Program was created to put it into practice to give students the tools they need to support instruction in elementary schools near their home village or city. In addition to students, Field

Supervisors (Sandra et al., 2022) participate in Kampus Mengajar activities to supervise and assist students working in elementary schools Pierron et al., (2020); Jufriadi et al., (2022).

In line with the results of previous research conducted by Rachman et al. (2022), using this type of quantitative case study methodology in her study on students' perceptions of the *merdeka belajar kampus merdeka* (MBKM) with a focus on the implementation of learning activities off campus, specifically the exchange of data the author obtained from the outcomes of observations and interviews conducted with 23 students who had implemented a student exchange program at the University of Education Indonesia. When putting student exchange programs into action, data analysis makes use of data triangulation from observations, interviews, and field notes. In the subject of her study on student self-efficacy participants in student exchange activities through distance lectures, Astuti et al. (2022) noted that the requirements of the Ministry of Education and Culture To foster a flexible, independent learning environment in higher education that is in line with students' interests and talents, Nadiem Makarim of the Republic of Indonesia created a program called *merdeka belajar kampus merdeka* (MBKM) (Rohma et al., 2020). The design of the learning model implemented by the Study Program accommodates four MBKM learning partnership models, namely: (1) Students have the opportunity to study in their own study program; (2) In the same study program at different tertiary institutions; (3) In the study program different at different tertiary institutions; (4) Conducting learning outside the college. Through these 4 models, students are expected to receive challenges and opportunities for self-development in creativity, personality and a spirit of independence in seeking and finding knowledge in the field.

The campus learning scope includes instruction in all topics with a literacy and numeracy component. By supporting the adoption of technology-based 4.0 learning systems, such as the usage of applications in online learning, technology is being adapted and covers topics relevant to learning administration and school administration Defrizal et al.,(2022; Dwi. 2022). Several articles have examined the benefits of the MBKM program, including Susilawati (2021) states that the MBKM concept offers students the ability to develop critical and future-oriented thinking. Another researcher, Mustaghfiroh (2020), also explained the benefits MBKM actors and organizations felt by not eliminating cultural values. Muslikh (2020) added that the policies implemented for MBKM activities are in line with efforts to increase competence and learning outcomes for graduates. To improve student competency as a whole, MBKM is expected to be able to provide full contextual field experience, be ready to work or become an entrepreneur who 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 reality and field dynamics such as ability requirements, real problems, social interaction, collaboration and performance demands, which in the end the hard skills and soft skills of students will be strongly formed (Rachman et al., 2022).

The MBKM Program, which the Faculty of Economics will design, is expected to be able to answer the challenges of universities to produce graduates who are in line with the times by taking into account the development of Science and Technology and the demands, both for the business world and for the industrial world. Through a well-designed and implemented independent learning program, students' hard skills and soft skills will be strongly formed. Research conducted by Ortagus et al. (2020) emphasizes the need for higher education support for the success of activities and collaboration with partners both inside and outside universities. It is undeniable that the implementation of MBKM is not as easy as expected. In the implementation process, challenges and obstacles arise that need to be faced by various related parties. Saddler & Sundin (2020) added that these challenges can come from within and outside the university. Therefore, it requires a high commitment to work together to facilitate the management of MBKM activities. Before completing the project, students will participate in a pre-assignment involving debriefing and organizing participants. After moving through these stages, they complete tasks following the assignment's beginning, middle, and end activities. Therefore, by examining the perspectives of Class 2 students at the Economic Education Study Program, we seek to learn how to integrate MBKM through campus teaching activities.

2. METHODS

To find out the description of the activities of the *kampus mengajar* (KM)-2, interviews were designed with students as informants to collect all the activities carried out during the KM-2 process. The research method used is a method with qualitative approach Suryani, (2022); Field-Springer, (2020); Hayashi Jr et al., (2019). Informants in this study were all campus students teaching batch 2 in the Economics Education study program. Data was collected by using interviews, observation and documentation techniques. The following graphic describes the procedures used in this investigation in detail:

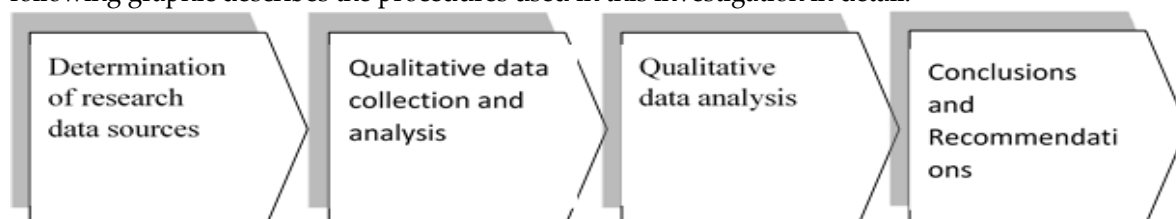


Figure 1. Procedures in Research

The subjects of this study were 27 Economics Education study program graduates from KM-2 who what accepted into the study program. This study uses interview, observation, and documentation techniques to collect the data. The gathered data is subsequently analyzed using qualitative data processing methods proposed by Miles and Huberman (Miles et al., 2018). Not receiving new data or information is considered data saturation.

3. FINDINGS AND DISCUSSION

3.1 Findings

Students are expected to help with educational tasks, technology adaptation, and administration through the KM program. Interviews with respondents who graduated from the KM batch 2 and were put in various areas, as shown in Table 1 below, were done to gather data.

Table 1. List of participants who passed KM-2 and their Placement Locations.

No.	NPM	Location
1.	19140016	SD Negeri Barisan Nauli Sumbul
2.	19140018	SD Negeri 094146 Partimbalan
3.	19140027	SD N 1 Paraduan, Kecamatan Ronggurnihuta, Kabupaten Samosir
4.	18140050	SDN 100160 MORANG
5.	19140003	SDN 105269 SEI BERAS SEKATA
6.	18140038	SD Negeri 026 Bagan Punak Pesisir, Riau.
7.	18140012	SD Negeri 173262 Lumban garaga Pahae Julu
8.	18140003	SDN 24 Mandau
9.	19140004	SD N 173452 SANGGARAN
10.	18140018	SD HKBP 2 Sibolga
11.	18140045	SD 177041 Simarhompa
12.	18140015	SD Negeri 060874 Medan
13.	18140007	SDS AL ISLAM MEDAN

14.	19140013	SD 173333 Lintong Nihuta
15.	19140002	SD N 030398 Lae Rambong
16.	18140036	SDS NASIONAL PENAMPEN
17.	19140005	SDN 15 Kampung Perlabian
18.	19140034	Medan
19.	19140024	Samosir
20.	18140020	SD Swasta Taruna bangsa utama kampung Pon
21.	19140039	SDS PRABHUDY PWKI SUMUT
22.	18140043	SD N 173124 Gonting siararang
23.	18140017	SDN 010 Melayu Besar, Tanjung Melawan
24.	18140048	SD Negeri 037994 Juma Borno

Twenty-three questions were posed to the 24 participants. The responses from respondents indicate that all learning occurs offline (face-to-face) and that practically all teachers use the resources offered by the school to carry out their regular teaching duties. The school maintains health precautions by limiting student attendance to small numbers, even when learning activities occur offline.

Only 3 (three) MBKM-2 participants did not conduct face-to-face learning based on Higher Order Thinking Skills (HOTS) during the pandemic, namely at SD N 1 Paraduan, Kec. Ronggurnihuta, Kab. Samosir, SDN 24 Mandau, and SDN 9 Hutaginjang, in order to strengthen students' moral character through HOTS-based learning. Two participants, SD N 1 Paraduan, Kec. Ronggurnihuta, Kab. Samosir, and SDN 9 Hutaginjang, did not participate in active learning, which could drive the growth in knowledge and skills through listening, observing, and empathy.

According to observations made by MBKM -2 participants, all school administrations are disorganized. This is evident in the management of the operational aspects of the schools, the learning environments, the operators' technological proficiency, and the facilities and infrastructure. So, to assist schools in handling their administration, MBKM-2 participants carried out administrative arrangements to support and prepare for school accreditation (6 participants); assisted administrative completeness in a structured and orderly manner (1 participant), and assisted teachers in the preparation of learning tools as administrative completeness such as lesson plans, teaching materials, and teaching materials, learning media, Student Worksheets (LKPD), evaluation/assessment instruments (19 participants); as well as assisting in copying student report cards into school pocketbooks (12 participants).

3.2 Discussion

Twenty-four students in Economic Education worked with elementary school teachers, where they were placed as part of the teaching-learning process during the class 2 teaching campus. According to research findings, learning occurs offline (face-to-face) and during home visits (visit). First, face-to-face instruction is given while adhering to strict health regulations in the Covid-19 scenario. A maximum of 15 children may attend school each day to participate in instructional activities. Students are expected to study more and develop their character through offline learning.

Participants in KM-2 employ educational material to aid in implementing the learning process. Learning resources are crucial in the classroom to prevent students from becoming trapped or bored. Resources like textbooks and instructional aids can aid in student retention (Anugrah, 2021). Higher Order Thinking Skills (HOTS) are used in face-to-face instruction to foster as much contact and participation between students as possible (Alfina & Anwar, 2020). Learning achievement and student

participation in classroom instruction are related. Additionally, it can blend HOTS learning with enhancing kids' character education (Sofanudin, 2020). Through active learning, knowledge and skills can be gained through observation, empathy, and listening. Second, instruction through home visits (Zarocostas, 2020). implementation of home visits by formation of small groups at the student's house or home with one student serving as the teacher and 4–6 students. In order to promote students' interest in reading and learning and to help them develop healthy habits, teaching is done in stages according to the levels of student competency (Defrizal et al., 2022).

Participants help teachers and school administration by assisting with administrative completeness in a structured and orderly manner, collecting/taking student assignments, managing student absenteeism, correcting exam questions and assignments/exams, and helping teachers prepare to learn tools such as lesson plans, teaching materials, and teaching aids. Completeness of administrative tasks is a component of school reform (Wahyuningtyas et al., 2022).

Participants in KM-2 who work in school administration make administrative measures to assist and get ready for school accreditation. The plan is to ensure the school is ready and administratively complete when the visitation is conducted systematically and orderly. Every level of education's programs and units are evaluated for viability through accreditation (. National accreditation agencies carry out the accreditation of educational programs and units as a form of public accountability (Kamalia & Andriansyah, 2021).

Only 30% of participants engage in activities that aid in technology adaptation, and even they only contribute to creating instructional videos. This could be because learning takes place offline (face-to-face), and there are no additional applications outside Whatsapp, such as YouTube, Zoom, Gmeet, or Google Classroom. Teachers use only lesson plans to offer educational resources. This results from teachers' lack of expertise and familiarity with using YouTube media to deliver lessons. Using YouTube media is acceptable to pique pupils' interest in studying because they frequently exhibit laziness and inactivity while learning. It is possible to make the subject taught to students more engaging (Rizki, 2022).

Analysis of the results of the implementation of the Kampus Mengajar Program batch 2 in the teaching process that students have carried out has been by the objectives of the Kampus Mengajar Program. The activity plan and the results of the implementation of the activities are by the initial plan, namely, conducting offline learning and home visits, helping to create learning media, and optimizing literacy and numeracy in learning. The impact felt by students was increased motivation and interest in learning, both in terms of literacy and numeracy. This is to the achievements stated in the objectives of the Kampus Mengajar Program. While the impact felt by teachers and schools can facilitate and assist teachers in conducting offline learning (Sampelolo & Kombong, 2022). This is consistent with Lestari et al. (2022) 's assertion that students would gain both hard and soft skills through MBKM learning in order to meet the demands of the modern world and that this will produce graduates who are superior and ready for the benefit of a nation's quality generation. Students gain new experiences during MBKM learning, which can enhance competence in the future (Wahyuningtyas et al., 2022). But if it was claimed that the information obtained was greater than that of those who did not participate in MBKM learning, most students disagreed. Thus, the amount of knowledge acquired is about equivalent to that of other students who do not participate in MBKM learning. The only difference is that students participating in MBKM learning can improve their relationships and communication talents. In keeping with Ariani & Zulhawati (2022), human resources are crucial for the success of online learning. The MBKM learning objectives are challenging to accomplish if human resources lack technical proficiency and have trouble accessing online learning (Yulianto et al., 2022). There won't be any technical issues when the bulk of students can access MBKM studying online.

The program and activity plans have been used to analyze the outcomes of the MBKM batch-2 implementation to support school administration and instructors. Various activities have been completed, from school administration tasks like filling out the main book and student assessments from the previous semester to helping teachers with class attendance, student assessments, creating

questions, and completing the student report card assessment process. This may lessen teachers' workloads, and participants may get experience in school and learning administration.

However, according to a review of the implementation of initiatives to help teachers and schools adapt to technology, they have not gone according to planned programs and activities. Because none of the participants made applications for YouTube, Zoom, Gmeet, or Google Classroom other than using learning media, this project was poorly implemented. There are still problems with student technology adaptation due to factors other than face-to-face learning, which is still taking place offline. This is caused by a lack of facilities such as quotas and electronic equipment. As a result, operations involving technology adaptation are still challenging.

4. CONCLUSION

The study found that students in the Economics Education Study Programme did not understand the MBKM programme well, even if many were unfamiliar with it. The Ministry of Education and Culture suggests that the campus needs to improve its connection with students. Students who are familiar with MBKM recognise the value of the curriculum in preparing them for the workplace. Most MBKM students participate in the internship/work programme offered by the industry. Students learn more about the MBKM programme from sources outside the university than from within. There needs to be a greater push on campus to inform students about MBKM, particularly through the academic programme. The MBKM requirement is off-campus, hopefully for more than 40 credits, the students say they hope. There is a dearth of information support and institutional support for the MBKM programme, and students are concerned about the rising fees they would incur if they enrol.

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