

Student Perspective of New Curriculum: Program Pertukaran Mahasiswa Merdeka

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Abstract

MBKM is new curriculum initiated by Indonesia Minister Mr Nadiem Makarim. Certainly MBKM has various program, namely Kampus Mengajar, Kewirusahaan Merdeka, Praktisi Mengajar, untill Program Pertukaran Mahasiswa Merdeka (PMM). Inconnections with several programs that contained in MBKM learning. In this research discusses about the perspective of students in student's exchange program (PMM). The reseacher is reseach the perpspective of inbound from various collage. Totally 30 students are used as sampling of this research. The technique that used in collecting sampling is a simple random sampling. The method that used in the research is descriptif quantitatif method, the object of research is given a questionnaire which contains questions that related to research subject. The result of the research is 83% students get the effectivness in teaching leraning target's of univerity, 77% PMM students think that there is a compability of lesson and teaching material with their base university. While 94% of PMM students think that there is a culture shocks in the teaching learning activities of university's destination.

Keywords: MBKM, PMM, curriculum, student

INTRODUCTION

Education is integrated with the world of work and industry, so that graduates of higher education institutions are job-ready with expertise aligned with the needs of the workforce (Arifin & Muslim, 2020). This effort is realized by the Ministry of Education and Culture through the launch of a new policy called Merdeka Belajar - Kampus Merdeka (Aan et al., 2021)

The MBKM program is a new policy from the Minister of Education and Culture that is being implemented by higher education institutions (Baharuddin, 2021) Minister Nadiem Makarim stated, 'There are four main policies of independent learning: campus freedom; first, opening new study programs; second, the accreditation system for higher education institutions; third, legally recognized higher education institutions; fourth, the right to study for three semesters outside the study program' (Tohir, 2020). The emergence of the Ministry

of Education and Culture's policy in 2020 with the introduction of Merdeka Belajar and Kampus Merdeka (MBKM) has led to a shift in the perspective of education, including higher education. The concept of Merdeka Belajar and Kampus Merdeka implies independence and freedom for educational institutions, both in schools and universities (Susilawati, 2021).

The purpose of the Merdeka Belajar Kampus Merdeka (MBKM) program is to prepare for the challenges of the 5th industrial revolution by enhancing human resources. The activities of independent learning can provide students with opportunities to develop both soft skills and hard skills through self-development challenges (Anwar, 2021). Various Kampus Merdeka activities serve as steps to enhance the quality of student learning, aiming to foster and develop students' critical thinking abilities both inside and outside the classroom or study program, with the hope of eliciting a positive response (Al Anshori & Syam, 2021). The essence of the Merdeka Curriculum is to encourage the realization of independent teachers and students in exploring knowledge (Daga, 2021). This means that as beings who are gifted with reason, Merdeka Belajar encourages Indonesian students to their nature, which is to have freedom of thought. The Merdeka curriculum encourages learning to be more relevant and interactive. This curriculum also encourages project-based learning activities (Prasetyo, 2022). Thus, students can be encouraged to actively explore existing factual issues (R. Restu, R. Rita, R. Yayu Sri, H. Asep Herry, 2022). The concept of Kampus Merdeka aligns with the advancements in education in the 4.0 era. This change serves as a paradigm shift for higher education institutions to establish independent campuses that are ready to face the challenges of the 4.0 era (Aini et al., 2021)

Many students are actively and enthusiastically involved in MBKM activities, as evidenced by the increasing number of registrations for the Merdeka Belajar Kampus Merdeka program each semester (Anwar, 2022). The participation of students in various programs mentioned above is certainly acknowledged through the conversion of credits, as stated in the Ministry of Education and Culture's Decree No. 74/P/2021 on the Recognition of Semester Credit Units for Learning in the Program Kampus Merdeka (Sirojuddin et al., 2023). Student exchange is one of the off-campus activities that is highly sought after by students. Students have the opportunity to take classes at both foreign and domestic universities. Therefore, students can gain additional knowledge and experience a new environment at other campuses (I. Nisrina Nurul, F. Susan, 2021)

The essence of the MBKM policy in the student exchange program is to facilitate students in developing flexible and comprehensive thinking in other fields of study that they have not previously explored. Additionally, it provides preparation and character development to understand different ethnicities, nations, cultures, races, and religions, thereby strengthening the essence of national unity. This student exchange program also introduces a new paradigm where every field of knowledge has the opportunity to collaborate and develop knowledge for the betterment of society (Faiz & Purwati, 2021). The implementation process of the student exchange program in MB-KM can be conducted through three different techniques: (1) student exchange between different study programs within the same university, (2) student exchange within the same study program but with different universities, and (3) student exchange between different study programs at different universities (Pribadi, 2019). Moreover, students have certain obligations to fulfill during the implementation of the student exchange program under the MB-KM policy, such

as complying with academic administration requirements and campus life regulations according to the applicable academic rules of the host university. Students have the opportunity to learn and understand the culture, customs, and social characteristics of the receiving university's community (I. Nisrina Nurul, F. Susan, 2021)

In previous research on the Mahasiswa Program Pertukaran Mahasiswa Merdeka, there is still a very limited number of available references, as the program has only been implemented for 2 years. Some previous studies have focused on the effectiveness of the MBKM curriculum (Arjanto et al., 2022) at the higher education level, demonstrating its effectiveness in implementing the MBKM Curriculum. Another study explores the student exchange program and its potential to create a new paradigm where every field of knowledge has the opportunity to collaborate and develop knowledge for the betterment of society (Faiz & Purwati, 2021).

Previous studies have also examined the Merdeka Belajar Kampus Merdeka policy (Simatupang & Yuhertiana, 2021) and found that students' perceptions of the MBKM policy significantly influence their interest in participating in its activities, accompanied by motivational factors that enhance their enthusiasm. A study focusing on the electrical engineering education program also revealed variations in students' perceptions of the MBKM policy (A. Livear Olivia, 2021)

The difference between this study and previous research lies in the fact that previous studies broadly discussed the MBKM Curriculum, while this study aims to explore students' perceptions of the Mahasiswa Program Pertukaran Mahasiswa Merdeka in the kurikulum Merdeka, specifically examining the scope of learning materials at the host institution, the learning experience at the host institution, and the cultural shock experienced by students in the Mahasiswa Program Pertukaran Mahasiswa.

LITERATURE REVIEW

This Education is integrated with the world of work and industry, so that graduates of higher education institutions are job-ready with expertise aligned with the needs of the workforce (Arifin & Muslim, 2020). This effort is realized by the Ministry of Education and Culture through the launch of a new policy called Merdeka Belajar - Kampus Merdeka (Aan et al., 2021)

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METHOD

This study is a qualitative research that utilizes a descriptive research design with a survey method. The results of each variable were analyzed using a Likert scale. The research is based on the perceptions of students who are participating in the inbound Mahasiswa Program Pertukaran Mahasiswa Merdeka at a private university in the city. The study includes a total of 30 students from various universities across Indonesia. The data of the Mahasiswa Program Pertukaran Mahasiswa Merdeka participants can be seen in Table 1 below.

Tabel 1: Data Mahasiswa PMM

No	Jumlah Mahasiswa	Asal Universitas
1	2	Universitas Muhammadiyah Metro
2	4	Universitas Medan
3	3	Universitas Khairun
4	5	Universitas Muhammadiyah Sorong
6	3	Universitas Muhammadiyah Kendari
7	4	Universitas Gorontalo
8	3	Universitas Samratulangi
9	2	Universitas Teknokrat
10	4	Universitas Negeri Makasar

The research instrument used in this study is a questionnaire. The questionnaire consists of statements that students need to answer regarding the implementation of the Mahasiswa Program Pertukaran Mahasiswa Merdeka, utilizing a 4-point scale:

TS (Tidak Setuju) indicating criteria of disagree with a weight of 1 point

KS (Kurang Setuju) indicating criteria of hesitate with a weight of 2 point

S (Setuju) indicating criteria of agree with a weight of 3 point

SS (Sangat Setuju) indicating criteria of really agree with a weight of 4 point

The collected data will be presented and analyzed using the following formulas and guidelines:

$$P = \frac{\sum X}{\sum Xi} \times 100$$

Explanation:

P: Percentage

$\sum X$: Total score of the questionnaire items

$\sum Xi$: Maximum score of the questionnaire items

Selecting evaluation tools

After obtaining the percentage using the provided formula, the percentage is used to determine the level of perception. The determination of the perception percentage measurement is based on the criteria for percentage as outlined in Table 2.

Tabel 2: Criteria prosentase (akbar, 2013)

No	Presentase	Kategori
1	76% - 100%	Sangat Tinggi
2	51% - 75%	Tinggi
3	26% - 50%	Rendah
4	1% - 25%	Sangat Rendah

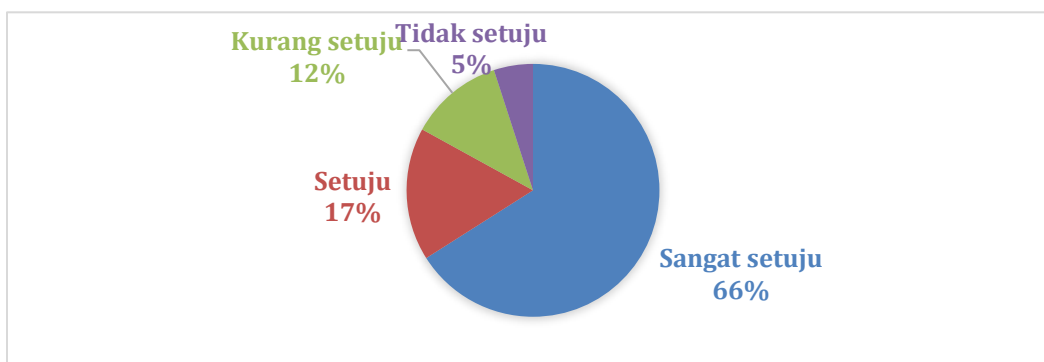
FINDINGS

Student exchange is a program that enables school or university students to experience learning in other schools or universities (Arjanto et al., 2022). This involves attending classes or completing semesters at domestic or international universities based on agreements or collaborations established by the government (Tohir, 2020). The purpose of student exchange programs is to instill certain attitudes in students, as outlined in Ministry of Education and Culture Regulation (Permendikbud) No. 3 of 2020. These attitudes include respecting cultural diversity, perspectives, religions, beliefs, as well as acknowledging the original opinions or findings of others. Additionally, student exchange programs aim to foster collaboration, social sensitivity, and a sense of responsibility towards society and the environment. Within the Merdeka Belajar–Kampus Merdeka framework, student exchanges are categorized into three types: (1) exchange between study programs within the same campus, (2) exchange within the same study program but at different campuses, and (3) exchange between different study programs at different campuses.

The second cohort of Mahasiswa Program Pertukaran Mahasiswa Merdeka participants carried out the program during the odd semester of the academic year 2022/2023. The implementation and learning undertaken by the students aimed to enrich their experience and knowledge in the field of teaching and education, acquired from the host university that offers distinctive characteristics or specific learning support facilities to optimize learning outcomes. The learning in this student exchange program was conducted online and included two courses with a weightage of 2 credit hours and 3 credit hours.

The implementation of the Mahasiswa Program Pertukaran Mahasiswa Merdeka not only introduces culture and customs but also aims to enhance students' experience and knowledge in comprehending the subjects presented in lectures at the host university. Based on survey results, the students' perception of the implementation of the student exchange activities regarding the scope of learning materials received at the host institution can be seen in the following diagram 1.

Diagram 1: Students' Perception of the Scope of Learning Materials at the Host Institution.



In the diagram above, students' perception of the scope of learning materials at the host institution shows agree (17%) and really agree (66%), while the remaining hesitate (12%) expresses uncertainty, disagree (5%), as depicted in Diagram 1. It can be concluded that students generally agree that the coverage or extent of learning materials provided by the course instructors at the host institution meets various aspects, including cognitive aspects (facts, concepts, principles, procedures), affective aspects, and psychomotor aspects (Akhiruddin et al., 2020). Additionally, it encompasses the breadth of material coverage, representing the quantity of content included in the learning materials. The depth of the material refers to the detailed concepts that students are required to learn, and the adequacy or sufficiency of the material coverage provided by the course instructors at the host institution. The similarity in the material coverage provided by the course lecturer in the home institution and the host institution is determined by comparing the material coverage in both institutions. This is done by distributing questionnaires to several students at the home institution who are participating in the Mahasiswa Program Pertukaran Mahasiswa Merdeka.

Not only does the scope of learning materials play a role, but aspects such as the learning experience at the host campus also significantly contribute to the successful implementation of the Mahasiswa Program Pertukaran Mahasiswa Merdeka. Based on the survey results, students' perception of the learning experience at the host campus is presented in Diagram 2.

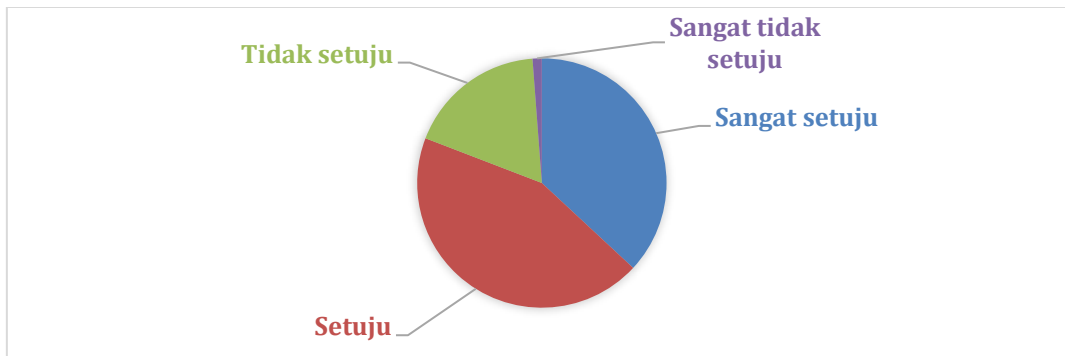


Diagram 2: Students' perception of the learning experience at the host campus

In Diagram 2, students' perception of the learning experience during teaching and learning activities at the host campus indicates agree (44%) and really agree (37%), while the remaining hesitate (18%) expresses uncertainty, disagree (1%). This suggests that students in the Mahasiswa Program Pertukaran Mahasiswa Merdeka are interested in actively participating in the teaching and learning activities. This positive perception can be attributed to the course instructors' ability to provide comprehensible materials through the development of teaching materials. Teaching materials are crucial components, whether in written or unwritten form, that contain systematically organized content (Pribadi, 2019). By utilizing modules or supportive learning applications, students can better comprehend the materials. In the host institution, students receive a wealth of knowledge from the learning materials provided. This is due to the course lecturer at the target institution utilizing various learning media, such as videos, audios, and outing classes, to enhance the depth of the learning materials.

Moreover, Mahasiswa Program Pertukaran Mahasiswa Merdeka participants come from diverse regions, each with its own unique culture, language, and customs. These differences often lead to cultural shock experienced by the participating students. Diagram 3 presents the students' perception of cultural shock at the host campus, based on the survey results.

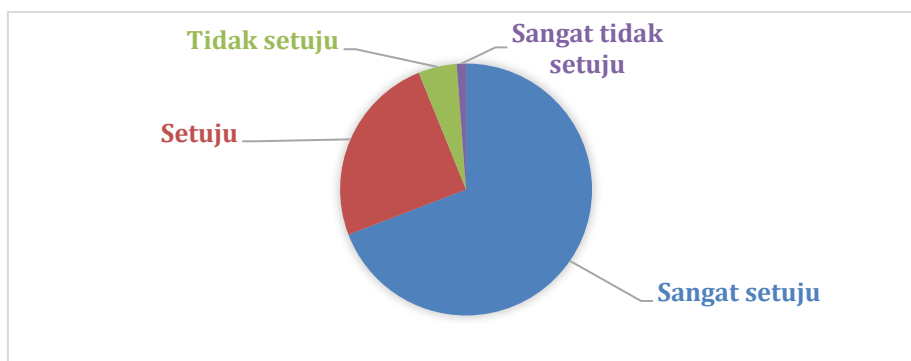


Diagram 3: The students' perception of cultural shock at the host campus

Students' perception of the cultural shock experienced at the host campus indicates agree (25%) and really agree (69%), while the remaining hesitate (5%) expresses uncertainty, disagree (1%), as shown in Diagram 3. Based on the diagram, it can be concluded that a considerable number of students in the Mahasiswa Program Pertukaran Mahasiswa Merdeka experience culture shock. The term "culture shock" was first introduced by anthropologist named Oberg in 1960 to describe the profound and negative response of depression, frustration, and disorientation experienced by individuals living in a new cultural environment (Devinta & hidayah, nur, 2013). The majority of them encounter culture shock related to language usage. However, as time passes, students in the Program Pertukaran Mahasiswa Merdeka are able to adapt to the surrounding environment at the host institution.

CONCLUSION

The findings of the study indicate that students generally agree with the scope of learning materials provided at the host institution, emphasizing the cognitive, affective, and psychomotor aspects of the materials. Additionally, students have a positive perception of the learning experience at the host campus, showing interest and active participation in teaching and learning activities. However, a significant number of students experience culture shock, primarily related to language usage. Over time, students are able to adapt and overcome this culture shock in the host institution's environment.

In conclusion, the Program Pertukaran Mahasiswa Merdeka contributes to students' personal and academic development by providing them with diverse learning opportunities and cultural experiences. While some challenges, such as culture shock, may arise initially, students gradually adjust and benefit from the program's offerings.

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