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Implementation of Public Policy in the Implementation of the Independent Curriculum at Bina Bangsa University, Banten

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ABSTRACT

The Freedom of Learning Independent Campus (Merdeka Belajar Kampus Merdeka) is an education policy introduced to improve the quality of learning in Indonesia. The main purpose of this policy is to provide freedom in choosing, accessing, and managing their own learning process. One of the universities that implements this policy is Bina Bangsa University. The purpose of this study is to determine the extent to which the implementation of the Independent Campus has been implemented at Bina Bangsa University. The research method used is a qualitative method with a case study approach. Data was collected through in-depth interviews with key informants, participant observation, and documentation. The results showed that the implementation of the Independent Curriculum policy at Bina Bangsa University has gone well.

Keywords: *Implementation; Policy; Independent Curriculum.*

INTRODUCTION

The need for superior human resources is a global demand that requires development, especially in the field of education. Therefore, the most important thing in this 4.0 era is to increase the development and improvement of the quality of higher education, in order to create superior human resources. A very decisive factor in the success of education as a driving force for the formation of national character is curriculum development. According to Abdul Wahab, the curriculum is the "heart" of educational institutions or learning systems (Abdul Wahab, 2016, p.37). This opinion is very relevant to the issuance of the Ministry of Education and Culture policy related to the Merdeka Belajar Kampus Merdeka (MBKM) program is the right policy to create a generation that has soft skills and hard skills.

According to Nadiem Makarim: "Along with the changes in time in the era of the industrial revolution 4.0 which is very close to this technology, MBKM wants to provide freedom and autonomy to educational institutions, and be free from bureaucratization, lecturers are freed from complicated bureaucracy and students are given the freedom to choose the fields they like" (Makarim, 2021, p.13-19).

Therefore, the role of stakeholders in the world of education is very important, where there is a need for complete implementation by lecturers, students and education staff so that this independent campus policy can support the learning process in higher education. Rapid technological advances, make students have to prepare themselves to face changes for the changes that are happening. To support students to prepare themselves, the role of the University is also needed. Universities must also build an effective and efficient education system to implement the Independent Curriculum completely. Of course, the implementation of the Independent Curriculum at universities must be adjusted to each need and goal of each university, and pay attention to aspects that affect public application policies.

Independence means having the freedom to choose alternative policies between continuing the curriculum design of existing study programs or offering new curriculum designs that provide innovation and new experiences for students. (Dr. Fauzan, n.d.) The KKN policy indirectly requires all study program managers to be able to perfect curriculum documents that are references for lecturers and students in lectures. Starting from updating the vision of the institution, adjusting the main and additional profiles, the linkage of learning outcomes (learning outcomes), study materials, to determining the curriculum structure with the feasibility of the semester credit system.

(Dr. Fauzan, n.d.) The Independent Curriculum is an alternative solution for the government to provide freedom and authority for education units in developing curricula according to the needs of students and the education units themselves. Learning lag that has an impact on the low achievement of student competencies can occur due to several things beyond expectations such as Covid 19. Therefore, the implementation of the Independent Curriculum is expected to accelerate the recovery of learning lag experienced by students and become a way to create changes in the national curriculum for the better. The learning designed in the Merdeka curriculum is diverse intracurricular learning by maximizing content.

The context of the Independent Curriculum in Higher Education, is important for creating diverse learning experiences that combine elements from behavioristic, cognitive, and constructivistic theories. This will enable students to develop a deep understanding, build skills, and prepare for real-world challenges. Here is how the integration of these three theories can be achieved:

1. Behavioristic Learning Theory Structured Feedback

The context of the Merdeka curriculum, lecturers can provide structured and clear feedback on student work. This includes the use of rubric-based assessment to guide students on success criteria and areas for improvement.

2. Cognitive Learning Theory Development of Thinking Skills

The integration of cognitive theory involves the development of critical and analytical thinking skills. Lecturers can design tasks that encourage students to solve problems, analyze information, and develop in-depth understanding.

3. Constructivist Learning Theory Project Based Learning

A learning project involving students in learning projects that enable them to actively build their own understanding. It involves exploration, collaboration, and reflection Integration: in practice, teaching in college can integrate these three theories according to matricular content and learning objectives. It allows students to experience variations in learning approaches and develop as self-reliant learners with a deeper understanding, it also prepares them to face challenges outside the college.

METHODS OF RESEARCH

Descriptive qualitative approach was chosen in this study. The perpetrator observed written data about people, producing descriptive data is the result of qualitative research (Moleong: 2005). The descriptive approach is used because this research is not intended for the testing of hypotheses, but is limited to the description of an object or situation to be studied, as usual and aims to systematically and accurately explain facts, events, only for simple facts to represent an object, or a research situation as it is, with the aim of describing facts and events in a systematic and accurate manner.

RESULT AND DISCUSSION

Education sociology includes: the interaction of teachers with students, the dynamics of class group or school, the structure and function of education, as well as the systems of society and their influence on education, how the implementation of the sociological platform of education in Indonesia, the implications of sociological foundation of education for education Indonesia (Maulana, 2022). Merdeka Learning-Kampus Merdeka discredit the curriculum of PT (Higher Education) capable of developing curricula to produce graduates who are able to welcome the social cultural exchange, the progress of IPTEK and the advancement of the industrial world and the demands of the world of work.

The following will be outlined in the Curriculum in the Free Learning-Free Campus Policy, based on the findings of the research. Merdeka Campus is based on: (1) the National Education System contained in the RI Law No. 20 of 2003; (2) the Higher Education Act No. 12 of 2012; (3) the maintenance of higher education and management of colleges; (4) religious higher education included in the PP No. 46 of 2019; (5) the Indonesian National Qualification Framework contained on PERPRES RI No. 8 of 2012, (6) the National Standard of Higher education contained at PERMEN Education and Culture No. 3 of 2020; (7) the Development Guide of the PTKIN Curriculum Referring to the KKNI and SN-Dictated containing in the PENDIS Executive Decision No. The Merdeka Study-Campus curriculum gives students the freedom to complete a series of courses and semester credits (SKS) in the curricula as well as to take the learning

series and SKS outside the Curriculum. Non-academic learning activities include internships/job placement, village projects, school teaching, student exchange, research, entrepreneurship, self-employment, and humanitarian projects. All learning activities should be led by educators and stake holders. Merdeka Study-Merdeka Campus curriculum relates to independent learning in an independent location, expected work and comprehensive preparation to be carried out as a support in providing field experience contextually and empirically that enhances the general competence of students of Bina Bangsa University. (Wati et al., 2023)

CONCLUSION

Based on research activities on the implementation of Merdeka campus policies at the Bina Bangsa University, it can be concluded that UNIBA has demonstrated its commitment to implementing Merdeka Curriculum, despite some obstacles, among others: • The teachers' understanding of Merdeka curriculum still needs to be improved. • The UNIBA infrastructure still need to be enhanced to support its implementation. • Sustainable funding resources are needed to ensure effective Merdeka curriculum implementation, based on the results of research, here are some recommendations for improving Merdeka curriculum implementation at UNIBA: Improving teacher's understanding of the Merdeka curriculum through training and workshops, developing UNIBA infrastructure to support Merdeka Curriculum implementation; seeking sustainable sources of funding to ensure the effective implementation and monitoring to effectively learn about the effectiveness of implementation Merdeka curriculum

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