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Implementation Of Merdeka Belajar-Kampus Merdeka And Response Of Physics Education Students At Syiah Kuala University

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Abstract

The satisfaction of students towards the Community Service Learning Program (CSLP) has become a significant focus for the university, prompting a thorough evaluation of strategies in each program. The goal is to enhance student satisfaction with the quality of CSLP services at USK Unggul University. The objective of this research is to describe the response of Physics Education students at the Faculty of Teacher Training and Education, Syiah Kuala University, regarding the implementation of Independent Learning-Campus Independent (ILCI). This research employs a qualitative approach through questionnaires and interviews, with a sample of 57 respondents who completed the questionnaire and 10 of whom were interviewed. The response of Physics Education students from the Faculty of Teacher Training and Education, Syiah Kuala University, who participated in the Independent Learning-Campus Independent program, yielded a satisfaction rate of 71%.

Keywords: merdeka belajar, satisfaction response.

INTRODUCTION

Education plays a crucial role as a social agent of change (Mukti, 2022). Therefore, education is always directed towards achieving national goals. The national education objectives are expected to nurture individuals who are religious and moral, possess the ability to master knowledge and skills, are physically and spiritually healthy, have strong personalities, and are responsible (Mukti, 2022). To achieve these goals, education needs to be developed through the curriculum. The curriculum must take into account aspects of scientific and technological development, especially concerning the foundation of skills, intelligence, creativity, and personality (Sulthon, 2014). In fact, there has been a new curriculum change known as Independent Learning-Campus Independent (Alhamuddin, 2014).

Independent Learning-Campus Independent (ILCI) is a curriculum in which students have more opportunities to engage in activities outside the campus. This aligns with Baharuddin's (2021) opinion, stating that 'independence' means freedom in choosing policy alternatives, whether to continue with the existing program curriculum design or provide a new curriculum design that offers innovation and new experiences for students. Independent Learning-Campus Independent has its own implementation based on the demands of scientific development, 21st-century competencies and skills, as well as the importance of changes in teaching activities. This policy is based on regulations from the Ministry of Education and Culture of the Republic of Indonesia.

Number 3 Year 2020 Article 15 concerning the National Standards for Higher Education, with the presence of Independent Learning-Campus Independent (ILCI), has brought about a change in the perspective of education, including higher education. ILCI aims to encourage students to acquire learning experiences with various additional competencies, within the study program or outside the campus (Junaidi, et al., 2020). There are 8 forms of activities within the ILCI program that students can engage in within the Higher Education Institution and outside of it. The 8 forms of activities within the Ministry's ILCI program are: 1) Student Exchange, 2) Internship/Work Practice, 3) Teaching Assistance in Educational Units, 4) Research Studies, 5) Humanitarian Projects, 6) Entrepreneurial Activities, 7) Independent Study/Projects, and 8) Village Development/Thematic Real-World Learning (Kemendikbud, 2020). These 8 ILCI activities have been undertaken by Physics Education program students, including Student Exchange, Internship/Work Practice, Teaching Assistance, Research Studies, and Independent Study/Projects, starting from the year 2020 (Mudrikah, 2022).

The activities of the USK Unggul CSLP program that have been participated in by Physics Education program students include Student Exchange, Teaching Assistance, and Entrepreneurial Activities. All of these activities can be carried out by students under the guidance of faculty members, and if conducted with external parties, a cooperation agreement is required. However, from the CSLP program activities that students have participated in, there is evidence from the field indicating that students have not yet fully understood the CSLP program. Therefore, there is a need for extensive CSLP awareness and promotion, so that more students can comprehend and be motivated to participate in CSLP (Sulistyo, 2022). This awareness can be done through offline or online methods, including providing students with web links to CSLP information. This aligns with the findings of a study conducted by Romla in 2021, which highlighted the need for enhanced CSLP awareness. This approach aims to provide stimuli to students to engage in CSLP (Mardiana, et al., 2020).

Many students were found to be dissatisfied with the policies and forms of activities within the Physics Education program's CSLP. Data related to student satisfaction with the CSLP program was obtained using instruments such as statements from questionnaires and interviews. In addition to collecting student data, external partner data verification was also conducted, as performed in a study verifying school data for the Teaching Assistance activity (Widiyono, et al., 2021). According to

Rahareng, et al., (2017), in their research on student satisfaction with university services, they found that 'service quality significantly influences student satisfaction, and well-managed and appropriate service provision can attract students.' Therefore, a deeper investigation is needed regarding the satisfaction of students participating in the CSLP program in relation to the service quality of the CSLP program. Research on this satisfaction is of paramount importance, as satisfaction is the comparison between expectations and performance.

Low student satisfaction with the CSLP service poses a challenge for the university in gaining trust from the public or customers, as its performance is perceived to be subpar. Consequently, one of the strategies that every organization should focus on is enhancing user satisfaction through service quality (Kitsios, et al., 2019). According to the study by Saifudin, et al., (2016), it was demonstrated that there is an influence between service quality and satisfaction, as evidenced through interviews and questionnaires distributed to students.

The implementation of the USK Unggul CSLP program in the Department of Physics Education, Faculty of Teacher Training and Education, Syiah Kuala University, encounters challenges following the participation in activities of both CSLP programs. The researcher conducted interviews with several students from the Department of Physics Education, Faculty of Teacher Training and Education, Syiah Kuala University, who had participated in the USK Unggul CSLP program. This resulted in initial data from the interviews, where students expressed dissatisfaction with the program after its implementation. Based on the initial data obtained, further exploration is needed to gather more data from students participating in the USK Unggul CSLP program.

Given the description above, the researcher is interested in delving deeper to understand the challenges related to the implementation of Independent Learning-Campus Independent and the response of Physics Education students at the Faculty of Teacher Training and Education, Syiah Kuala University.

RESEARCH METHOD

This research was conducted in the Department of Physics Education, Faculty of Teacher Training and Education, Syiah Kuala University, and the research period took place on April 4, 2023. The research is of a qualitative nature, and data collection techniques employed included questionnaires and interviews. As stated by Sugiyono (2013:142), 'Questionnaire is a data collection technique conducted by providing written questions or statements to respondents to answer.' The sample size consisted of 57 respondents for the questionnaire and 10 respondents for the interviews. Data analysis techniques encompassed questionnaire data analysis and triangulation of interview data. Triangulation was used to validate the data obtained from the questionnaire by comparing it with the results of the interviews, in accordance with Moleong (2007), who defines triangulation as a method for examining the validity of qualitative data.

RESULTS AND DISCUSSION

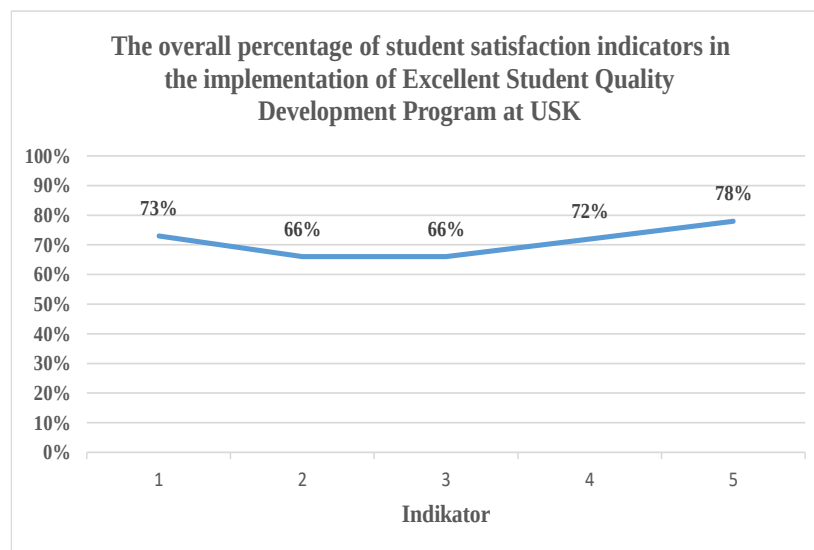
This discussion presents the satisfaction response of students in the implementation of the USK Unggul CSLP as compiled by the researcher. Based on the

analysis of questionnaire, interview, and triangulation data, students have shown a positive response regarding their satisfaction with the implementation of the USK Unggul CSLP.

Questionnaire

The results of the percentage for sub-indicators in the questionnaire yielded an average percentage from the 5 indicators shown in Figure 1.

Figure 1 Overall Percentage of Student Satisfaction Indicators in the Implementation of USK Unggul CSLP

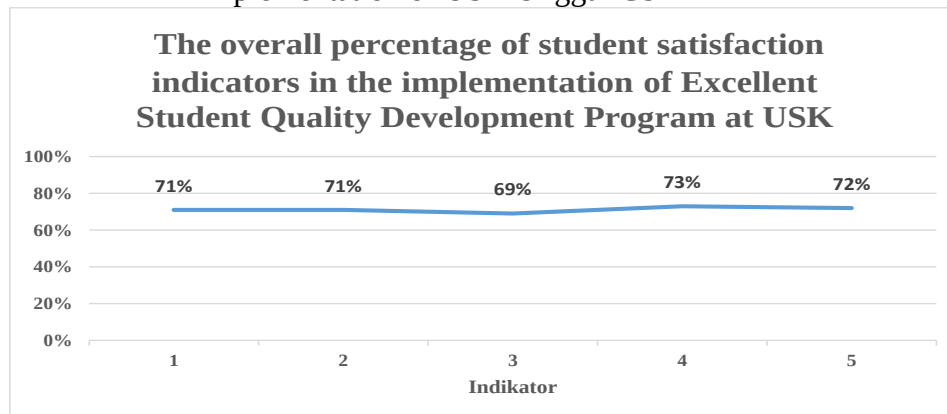


Based on Figure 1, Indicator 1 achieved a percentage of 73%, categorized as satisfied. Indicator 2 and Indicator 3 obtained a percentage of 66%, categorized as satisfied. Indicator 4 obtained a percentage of 72%, categorized as satisfied, while Indicator 5 obtained a percentage of 78%, categorized as satisfied. Thus, the average satisfaction percentage based on the questionnaire is 71%. This is in line with the opinion of Riduwan (2007), who stated, 'Satisfaction level can be considered satisfactory if it reaches a percentage between 61% - 80%'.

Interview

The results of the percentage for sub-indicators in the questionnaire yielded an average percentage from the 5 indicators shown in Figure 2.

Figure 2 Overall Percentage of Student Satisfaction Indicators in the Implementation of USK Unggul CSLP

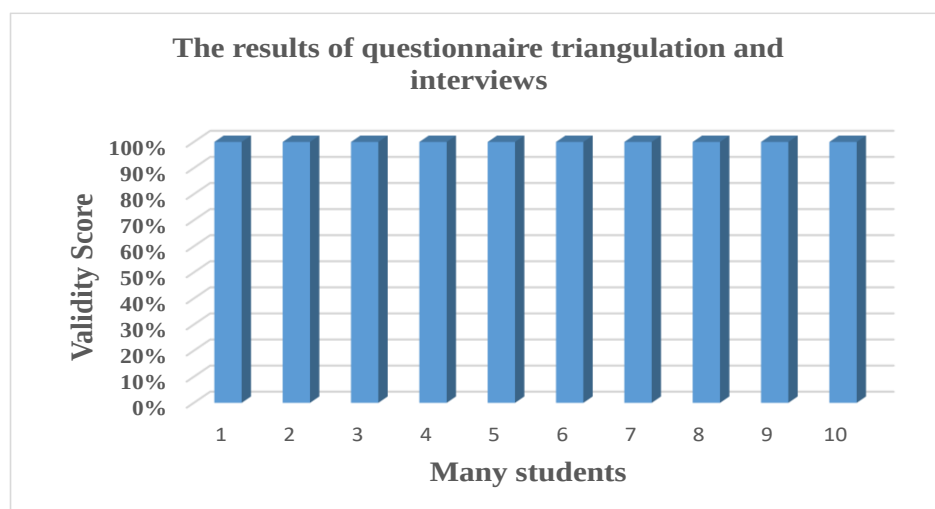


Based on Figure 4.12, Indicator 1 and Indicator 2 achieved a percentage of 71%, categorized as satisfied. Indicator 3 obtained a percentage of 69%, also categorized as satisfied. Indicator 4 obtained a percentage of 73%, categorized as satisfied, and Indicator 5 obtained a percentage of 72%, categorized as satisfied. Thus, the average satisfaction percentage obtained from the interviews is 71%, falling under the satisfied category.

Triangulation (Questionnaire and Interview)

Triangulation is used to validate the data collected from questionnaires and interviews involving 10 subjects. The validation of these two data sets can be presented as shown in Figure 3:

Figure 3 Results of Questionnaire and Interview Triangulation



Based on Figure 3, the triangulation results indicate the validity of data obtained from 23 items after validation. Among these, only 15 sub-indicator items from 10 subjects are considered valid with a validity rate of 100%, categorized as very high.

For Indicator 1 (student satisfaction in the socialization of USK Unggul CSLP), the valid items are number 1, 3, 4, 5, 6, and 7. Item 1, regarding the socialization media through questionnaires and interviews, reveals that respondents obtained very clear information from professors, peers, and social media. This is consistent with the study conducted by Siregar, et al. (2022), stating, 'Information about CSLP can be obtained through social media, mass media, and offline/online socialization activities organized by universities. Social media is one of the sources of information related to the CSLP program for students.

For item 3, which pertains to information about CSLP locations, data from questionnaires and interviews show that respondents obtain information from professors, peers in the Physics Education Department, and the PLP coordinator. Item 4, concerning sharing sessions, reveals that respondents feel that their understanding has improved through sharing sessions, helping them comprehend USK Unggul CSLP before registering. This is in line with the study conducted by Sipayung, Simanjuntak, and Silitonga (2022), stating, 'Sharing session activities are a crucial part of the CSLP program as they serve as a means for reflection, improvement, and sharing of information among participants.

Item 5 (five), regarding the socialization material, obtained from questionnaires and interviews, indicates that respondents feel that the material provided during the socialization of USK Unggul CSLP by the coordinator professor of FKIP USK is clear and detailed. Item 6 (six), concerning the socialization speaker, obtained from questionnaires and interviews, reveals that respondents received clear and detailed guidance on the flow of USK Unggul CSLP provided by the coordinator professor of FKIP USK. This leads to respondents feeling satisfied with the guidance when participating in USK Unggul CSLP. This finding aligns with the study conducted by Yuherman, Nugroho, and Surnasi (2021), which stated that speakers provide explanations related to the MBKM program at the university and faculty levels. Item 7 (seven), regarding the timing of socialization, obtained from questionnaires and interviews, shows that respondents find the opportunity to discuss/socialize with the coordinator professor regarding USK Unggul CSLP to be adequate. Respondents appreciate the ample opportunity to ask questions when they are still not fully understanding USK Unggul CSLP, and note the good service provided by the coordinator professor.

Student satisfaction in the registration process for USK Unggul CSLP (Indicator 2) has valid items at numbers 8, 9, and 11. Item 8, concerning document format, obtained from questionnaires and interviews, shows that respondents are satisfied with the provided document format, which is equipped with examples. For the first batch of USK Unggul CSLP, there is no need for creating special documents. Instead, only the PLP registration form needs to be filled out initially, which later transitions to USK Unggul CSLP by filling out a link form and uploading the academic transcript. For item 9, concerning document requirements, obtained from questionnaires and interviews, respondents are satisfied with the document requirements provided by USK Unggul

CSLP, finding them very easy and practical. The requirements involve filling in a link form, providing their name and student ID, uploading the academic transcript, and creating a password for the USK Unggul CSLP account. Here, there are no specific document requirements during registration due to USK Unggul CSLP being in its first batch.

For Item 11, concerning the reliability of the registration website, obtained from questionnaires and interviews, respondents express satisfaction with the reliability of the registration website provided by USK Unggul CSLP. It offers services as promised and experiences no issues in the registration process.

Student satisfaction in the USK Unggul CSLP selection process (Indicator 3) has valid items at numbers 12 and 14. Item 12, concerning the reliability of the selection website, obtained from questionnaires and interviews, shows that respondents are satisfied with the USK Unggul CSLP website during the selection process, finding it easily accessible. Item 14, concerning transparency in the selection results, obtained from questionnaires and interviews, shows that respondents are satisfied with the openness of the selection results for USK Unggul CSLP. They find that the selection results are transparent and free from any manipulation.

Student satisfaction in the implementation of USK Unggul CSLP (Indicator 4) has valid items at numbers 15, 18, and 19. Item 15, concerning the planning phase, obtained from questionnaires and interviews, shows that respondents are satisfied with the planning stages set by USK Unggul CSLP, as they have been well achieved in the USK Unggul CSLP that students of the Physics Education Department have participated in. Item 18, regarding the timing of USK Unggul CSLP activities, obtained from questionnaires and interviews, indicates that respondents are satisfied with the timing of the activities as it aligns with the anticipated 3-month duration. The timeline is divided into three parts: the first month for observation and PLP 1, the second month for micro teaching and community service, and the third month for PLP 2. This finding is consistent with the research conducted by Arisandi, Mutiara, and Mawardi (2022), who state that the timing of USK Unggul CSLP activities is appropriate and aligned with the expected duration.

For item 19, concerning mentors/supervisors/field guides, obtained from questionnaires and interviews, respondents express satisfaction with the field guide professors who provide valuable input and guidance in developing the work plan for USK Unggul CSLP. Even before the fieldwork, the field guide professors conduct pre-teaching sessions with students to provide direction for the work plan. Regarding Indicator 5 (student satisfaction in daily logbook completion, reports, and guide steps), item 22 is valid. Item 22, concerning the systematics, obtained from questionnaires and interviews, indicates that respondents are able to carry out USK Unggul CSLP following the organized and sequential procedures laid out in the guide provided by the Physics Education Department of FKIP USK, as long as the procedures are clear and easy to understand.

CONCLUSION

The response of students from the Physics Education Department, FKIP, Universitas Syiah Kuala, who participated in the Merdeka Belajar-Kampus Merdeka program, yielded a satisfaction score of 71%. Thus, the kampus merdeka belajar program has a very positive response to students majoring in physics.

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