

IMPLEMENTASI KEBIJAKAN MERDEKA BELAJAR-KAMPUS MERDEKA PADA PERGURUAN TINGGI DI KALIMANTAN TENGAH

The Policy Implementation of the Merdeka Belajar-Kampus Merdeka (MBKM-Independent Learning Independent Campus) Program at Universities in Central Kalimantan

MFA. Sahay¹,

Syamsuri¹,

SM. Ulfah¹,

I. Jaya¹,

P. Ratnasari¹,

UH. Gaffar¹,

VF. Angela¹,

EM. Bertho¹.

¹FISIP UPR, Palangka Raya,
Kalimantan Tengah, Indonesia

*email: marvysahay@gmail.com

Abstrak

Salah satu masalah yang terjadi dewasa ini adalah angka pengangguran yang tinggi yang justru didominasi oleh para lulusan Perguruan Tinggi. Program Merdeka Belajar Kampus Merdeka (MBKM) hadir sebagai respon kebijakan dalam menjawab masalah tersebut dengan upaya melakukan link and match antara pembelajaran di Perguruan Tinggi dengan kebutuhan di dunia kerja. Studi ini bertujuan untuk meneliti bagaimana implementasi kebijakan MBKM di beberapa Perguruan Tinggi di Kalimantan Tengah. Studi dilakukan dengan metode kualitatif dengan mengambil lokus di tiga Perguruan Tinggi besar di Kalimantan Tengah. Hasil penelitian menemukan fakta bahwa ada beberapa masalah yang menghambat implementasi Program MBKM.

Abstract

One of today's common problems is the high unemployment rate, dominated by university graduates. The Independent Learning Independent Campus (MBKM) program emerges as a policy response to answering this problem by attempting to make a link and match between learning in higher education and the needs in the world of work. This study aims to investigate how the MBKM policy has been implemented in several universities in Central Kalimantan. The study was conducted using a qualitative method by taking loci in three large universities in Central Kalimantan. The results found that several problems hinder the implementation of the MBKM Program.

Kata Kunci:

Implementasi;
Kebijakan;
Pendidikan.

Keywords:

Implementation;
Policy;
Education



©2024 The Authors. Published by Institute for Research and Community Services Universitas Muhammadiyah Palangkaraya. This is Open Access article under the CC-BY-SA License (<http://creativecommons.org/licenses/by-sa/4.0/>).

INTRODUCTION

Education becomes a crucial sector because educated human resources are essential capital in development. Moreover, Indonesia has currently faced a demographic bonus with a surge in the productive age population. If this opportunity is not well-executed, it is possible that, in the future, it will become a big problem for this country. The world of education faces various challenges. One of which is the higher number of educated unemployed. Data from the Central Statistics Agency (BPS) shows that the Open Unemployment Rate (TPT) in Indonesia in August 2023 reached 5.32% of the labor force, which reached 147.71 million (Central Statistics Agency, 2023). At the education level, the working

population is still dominated by elementary school graduates and below (not/not yet in school/not yet graduated from elementary school), which amounted to 36.82 percent. Meanwhile, the working population graduated from university: Diploma I/II/III and Diploma IV, S1, S2, S3 amounted to 12.76 percent. The distribution of the working population by education still shows the same pattern as in August 2022 (Central Bureau of Statistics, 2023). The government collaborated with the Ministry of Education and Culture (Kemendikbud) and issued the MBKM Policy as one of the solutions to the present problem. One of these policies is to provide options for students to study 3 (three) semesters outside their study program, (1 one) semester or the equivalent of 20 (twenty) credits

at the same university in a different study program, and a maximum of two semesters or the equivalent of 40 credits in the same study program at different universities, learning in various study programs at different universities, and/or learning outside the university. There are 8 (eight) learning activities, namely: Student Exchange, Internship / Work Practice, Teaching Assistance in Education Units, Research / Research, Entrepreneurial Activities, Humanitarian Projects, Independent Projects, and Village Building / Thematic Real Work Lectures. What has been done by the Ministry of Education and Culture is a response to the problems that occur above. In this case, policymakers respond to challenging problems in a highly dynamic and stressful context (Hill & Hupe, 2022).

The purpose of the MBKM policy is to improve the competence of graduates, both soft skills and hard skills, to be better prepared and relevant to the needs of the times, preparing graduates as future leaders of a superior nation and personality (Directorate General of Higher Education, 2020). Experiential learning programs with flexible pathways are expected to facilitate students to develop their potential according to their passions and talents. As a policy, this MBKM policy requires the speed of Higher Education to adapt and implement it. This problem is also the case in Central Kalimantan province. Universities in Central Kalimantan are around 24 (twenty-four) universities and located across several districts and cities. This study aims to investigate how the implementation of the MBKM policy in several universities in Central Kalimantan.

METHODOLOGY

This research will use qualitative research methods. Qualitative research is a method to explore and understand the meaning that some individuals or groups of people ascribe to social or human problems. This qualitative research process involves serious efforts, such as asking questions and procedures, collecting specific data from participants, analyzing data inductively (from particular to general themes), and interpreting the meaning of the data (Creswell & Creswell, 2017).

The approach taken in this research is a case study. The case study approach in qualitative research in educational settings is systematic, critical, and introspective research that aims to contribute to the advancement of knowledge and wisdom about the experience and maintenance of

personal and social development towards a meaningful life, as well as the acquisition, development, transmission, preservation, discovery, and renewal of valuable culture (Bassey, 2000).

This research took place in three major universities in Central Kalimantan that run the MBKM Program, namely: University of Palangka Raya (UPR), Muhammadiyah University of Palangka Raya (UMPR), and State Islamic Institute (IAIN) of Palangka Raya. Data were collected using interview techniques with resource persons consisting of lecturers or managers of the MBKM Program in the department and students..

RESULTS AND DISCUSSION

Policy implementation is a stage in the policy process between the formulation stage and the results and consequences arising from the policy implementation (Edwards III, 1980). In more simplified terms, the process can be defined as a series of efforts to turn the policy into practice (Bochel & Bochel, 2018). Policy implementation should be seriously applied with clear targets and efficient ways (Shafa et al., 2022). The success or failure of implementation is determined by four indicators: communication, resources, disposition (attitude of implementers), and bureaucratic structure. Each indicator is interrelated and influences one another. Therefore, it becomes the researcher's theoretical framework for the research entitled "Implementation of the Independent Learning Independent Campus Policy at Universities in Central Kalimantan. The researchers took the data from three different universities, namely Palangka Raya University (UPR), Muhammadiyah University of Palangka Raya (UMPR), and State Islamic Institute (IAIN) of Palangka Raya.

At UPR, the researcher took the data from one of the Study Programs at the Faculty of Social and Political Sciences, the Government Science Study Program. While at UMPR, data was collected from the Civil Engineering Study Program. Finally, at IAIN, the data collection was carried out in the Constitutional Law Study Program. The following are the results and discussion of the research.

COMMUNICATION

Communication is the conveyance of information by an individual to another individual using verbal and nonverbal means. In this context, the first requirement for effective communication is that those who implement decisions must know what they need to do (Edwards III, 1980). Some things

need to exist in communication. Firstly, transformation (transmission) is to convey information from policymakers to policy implementers, target groups, and related parties. Secondly, clarity requires that implementation instructions are not only received by policy implementers, but the information conveyed must be clear and easy to understand to avoid misinterpretation of consistency. Finally, if a policy is to be implemented effectively, information and notifications related to the implemented policy must be consistent and clear. Orders in implementing this policy must also be in line with existing policies.

As for the results of interviews with communication indicators, it was found that there was communication between policymakers, namely the Ministry of Education and Culture, and universities in Central Kalimantan, including through the provision of grants from the Ministry of Education and Culture to one of the universities related to the MBKM Program. In the communication that was established, there was the delivery of several programs and information related to the MBKM Program. However, the communication is still in the macro realm, not yet touching the operationalization in the field. All lecturers or managers of the MBKM Program at the Study Program level are still confused about the program mechanism, including how to convert courses that are eligible for conversion.

At the student level, there is also a policy communication process. However, this communication has a long period and inconsistent socialization that have hampered the information obtained by students who want to participate in activities in the MBKM Program. This condition makes students need to work extra in finding or digging up existing information to find out about these programs through social media platforms such as Instagram, Whatsapp, and the MBKM website. In this case, it certainly affects the effectiveness of MBKM policy implementation, namely the lack of transmission and consistency. The inconsistency of communication and information in implementing the MBKM policy makes this policy less than optimal absorption of information by policy actors, namely students and universities.

RESOURCES

One of the influential factors in determining the success of a policy implementation is the support of resources. Resources in the form of human, financial, and supporting facilities are the

elements that can be one of the things that determine the success of the implementation process. At the policy implementation stage, qualified human resources are directed to follow the required competencies. There must be sufficient resource mobilization so that implementation can run and, in general, the policy can meet its targets (Hill & Hupe, 2022).

Another resource that needs to be provided is financial resources. If human resources are fulfilled but financial resources are not available, there will be obstacles in realizing the policy objectives. The existence of adequate facilities and infrastructure is also a crucial support in implementing the policy. The resource indicator has several elements involving staff, information, authority, and facilities. In this study, there are three resource factors analysis in this discussion, namely human resources, finance, and facilities.

Based on the results of interviews with several informants, it is stated that in the implementation of this MBKM in Higher Education in Central Kalimantan, there are competent human resources in their fields, both in terms of quality and quantity, such as the availability of lecturers in this case as supervisors and department staff who can provide services to students properly. What is noted is the imbalance between the number of students who are guided/served with the number of lecturers/staff available.

Facility resources, namely facilities and infrastructure supporting the implementation of MBKM in Higher Education in Central Kalimantan, have not been running optimally. There is still a lack of support for adequate facilities and infrastructure to support effective and efficient learning. However, technical support is available, such as the fulfillment of administrative support, and the existence of cooperation agreements where the Head of the Department has accommodated in advance with the destination agency.

In terms of financial resources at universities in Central Kalimantan, the implementation of this MBKM policy has not gone well. There is a lack of budget provision that supports both lecturers and students for this MBKM. However, at Muhamadiyah University of Palangka Raya, there is grant support that helps encourage students to be motivated to participate in this MBKM program. Still related to financial resources, the implementing universities still have not made proper budgeting related to the honorarium of

Field Supervisors (DPL) to mentors at the destination agency.

Other supporting resources, namely the information element in the resource indicator, can be seen that the implementation of the MBKM policy at universities in Central Kalimantan is not sufficient where there is a lack of openness and dissemination of clear and comprehensive information and a lack of socialization related to the MBKM program. In addition, lecturers as implementers are also not given enough training for how these lecturers can have innovation and know how to implement effective learning needed for MBKM curriculum-based learning.

DISPOSITION

The disposition or attitude of policy implementers is the third important factor in approaching the implementation of a public policy. If the implementation of a policy is to be effective, then policy implementers must not only know what they will do but also implement a policy (Edwards III, 1980). From the results of the interviews, an analysis can be carried out regarding the attitude of the implementers of the MBKM Program policy implementation that the information conveyed by the Higher Education Institution to the faculty or department experienced unclear information, as well as that conveyed to students who participated in the MBKM program. In general, there are also some differences in technical policies set by each university due to the absence of specific technical guidelines formulated by the Ministry of Education and Culture.

Then, from the lecturer's point of view, the obstacles are in the technical program, so the information conveyed to students is not perfect. In general, from the perspective of the disposition variable, the attitude of implementers at the university is excellent and supportive of program implementation. The problem was that the supportive attitude of the implementers was not supported by sufficient information related to program technicalities.

BUREAUCRATIC STRUCTURE

Bureaucratic structure is also influential in determining the success of a policy implementation. Bureaucracy is one of the influential things in a policy agenda (Baekgaard et al., 2018). Especially when the policy is so complex and involves many institutions, when the bureaucratic structure is not conducive, it can make the existing resources ineffective and

hinder the implementation of the policy. As a policy implementer, the bureaucracy must provide support by coordinating well in implementing the policy.

In the flow of the bureaucratic structure, Standard Operating Procedures (SOPs) become the fundamental work of procedures. From the field findings, the implementation of the MBKM policy at each university is to make SOPs at some points that differ from one university to another. This SOP is created based on the MBKM Guidebook published by the Director General of Higher Education. However, the guidebook is not detailed enough to regulate technical matters in the operational realm.

In addition, the Palangka Raya State Islamic Institute is also unclear regarding the existing SOPs, so the bureaucratic structure regarding the policy has not run optimally. However, there is an internship implementation guidebook, and is one of the programs in the MBKM policy at Palangka Raya University and the State Islamic Institute. Then, the SOP in the implementation of the internship has run with the established procedures from the beginning of the activity till to the end of the activity. This lack of clarity is due to the absence of sufficient information from the policymakers above regarding the MBKM Program. This condition is unfortunate considering that universities and study programs in them act as street-level bureaucracies that carry out the practice of policy (Hupe, 2015). Policymakers should be able to provide sufficient information for implementers in the field.

One example of ambiguity in the Bureaucratic Structure is from one of the MBKM activities, namely internships, where there are internships whose bureaucratic channels are from the center with the name Internships and Certified Independent Studies (MSIB). However, in the local realm, Universities can also create their own MBKM internship activities. From the technical implementation, the two types of internships are different. MSIB starts from registration to the selection of internship destinations, and the selection is carried out centrally through the official MBKM website. In the other hand, local MBKM internships are developed by the universities themselves, including in finding partners for internship destinations.

CONCLUSIONS

As the results of the research and discussion that have been described, from the results of the analysis of the policy implementation theory used by researchers, namely Edwards III Policy Implementation Theory, it can be concluded that the Implementation of the MBKM Policy at Universities in Central Kalimantan is still not implemented optimally. This problem happens because three out of four indicators, namely communication, resources and bureaucratic structure, still have weaknesses.

In particular, the researcher highlighted the indicator of communication which is still poorly established between the Ministry of Education and Culture as a policy formulator and universities in the regions. The main complaints come from technical areas such as the conversion of the lecture period, the implementation period, and funding. This complaint is in line with one of the studies related to MBKM, stating that the socialization of the program is still less massive (Mudrikah et al., 2022) and various other technical issues (Rahmadia et al., 2022). Meanwhile, in the disposition indicator, researchers argue that implementers at universities already have a good and supportive attitude towards the presence of the MBKM Program. The problem is the lack of detailed information. MBKM policy should be designed holistically by prioritizing communication with implementers, namely universities. The policy design and the human dimension of education policy are essential in creating and implementing the strategies (Viennet & Pont, 2017). In general, researchers argue that the MBKM Program has many beneficial goals, one of which is to try to make a link and match between universities and the world of work. However, in its implementation, some technical issues should be addressed to sustainability of the program in the future.

ACKNOWLEDMENT

This research was conducted by research grant from the Faculty of Social and Political Sciences, University of Palangka Raya, in 2023.

REFERENCES

- Badan Pusat Statistik. (2023). Berita Resmi Statistik No. 77/11/Th. XXVI, 6 November 2023.
- Baekgaard, M., Mortensen, P. B., & Bech Seeberg, H. (2018). The Bureaucracy and the Policy Agenda. *Journal of Public Administration Research and Theory*, 28(2), 239–253. <https://doi.org/10.1093/jopart/mux045>
- Bassey, M. (2000). Case study research in educational settings (1. publ., repr). Open University Press.
- Bochel, C., & Bochel, H. (2018). Making and implementing public policy: Key concepts and issues. Palgrave, Macmillan education.
- Creswell, J. W., & Creswell, J. D. (2017). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*.
- Direktorat Jenderal Pendidikan Tinggi. (2020). *Buku Panduan Merdeka Belajar Kampus Merdeka*. Kementerian Pendidikan dan Kebudayaan.
- Edwards III, G. C. (1980). *Implementing public policy*. Congressional Quarterly Press.
- Hill, M. J., & Hupe, P. L. (2022). *Implementing public policy: An introduction to the study of operational governance (Fourth edition)*. SAGE.
- Hupe, P. (Ed.). (2015). *Understanding street-level bureaucracy*. Policy Press.
- Mudrikah, A., Khorri, A., Hamdani, H., Holik, A., Hakim, L. L., Yasmadi, B., & Hidayat, H. (2022). Implementasi Merdeka Belajar Kampus Merdeka (MBKM) di Universitas Islam Nusantara. *Islamic Management: Jurnal Manajemen Pendidikan Islam*, 5(01), 137. <https://doi.org/10.30868/im.v5i01.2177>
- Rahmadia, C. I., Rahma, A. A., & Shoubil Haq, M. Y. (2022). Implementasi Kurikulum Merdeka Belajar Kampus Merdeka

(MBKM) melalui Analisa Problematika. J-MPI (Jurnal Manajemen Pendidikan Islam), 7(2), 143–150. <https://doi.org/10.18860/jmpi.v7i2.16316>

Shafa, A. Y., Sahita, L. D., Laksono, M. P., Rianda, R. A., & Sybelle, J. A. (2022). GENERAL CONCEPT OF PUBLIC POLICY IMPLEMENTATION. 1(1).

Viennet, R., & Pont, B. (2017). Education policy implementation: A literature review and proposed framework (OECD Education Working Papers No. 162 162; OECD Education Working Papers, Vol. 162). <https://doi.org/10.1787/fc467a64-en>