



EUPHORIA OF INDEPENDENT LEARNING CAMPUS INDEPENDENT (MBKM) MULTICULTURAL PERSPECTIVE; OPPORTUNITIES AND CHALLENGES OF EDUCATION SYSTEM FOR GEN Z

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Abstract:

The aim of the Merdeka Belajar Kampus Merdeka policy is to encourage students to master various fields of science with their areas of expertise, so that they are ready to compete in the global world. This policy gives students the opportunity to choose the courses they will take based on their own wishes. The implementation of the Independent Campus Learning policy encourages the learning process in higher education to become more autonomous and flexible. Education always strives to create students who always make updates all the time. Not only highly educated but able to be an agent of change in small and large scopes. The resulting changes and innovations are able to provide maximum contribution to the progress of a nation so that it has quality human resources. In writing this article, we used qualitative research methods and approaches with the type of library study. The learning process on an independent campus is one manifestation of student-centered learning which is very essential. Learning on an independent campus provides opportunities as well as challenges and opportunities for developing innovation, creativity, capacity, personality and student needs, as well as developing independence in seeking and finding knowledge through the realities and dynamics of the field such as ability requirements, real problems, social interaction, collaboration, management self, performance demands, targets and achievements. Through the Merdeka Belajar program which is well designed and implemented, students' hard skills and soft skills will be formed strongly. However, a curriculum that is considered to be able to develop student capacity has challenges that must be faced and prepared for by the implementing agency Merdeka Belajar Kampus Merdeka (MBKM). Among the opportunities for implementing BMKM are collaborative learning-based learning, encouraging opportunities for cooperation and fostering a sense of diversity in accordance with the mandate of Pancasila as the basic norm of the Unitary State of the Republic of Indonesia (NKRI). The challenges are technical, namely the established program implementation mechanisms, accessibility of information and communication technology and human resources (HR). Talking about the accessibility of information technology is closely related to the thinking patterns of generation Z.

Keywords: *Euphoria, Freedom to Learn at Independent Campus (MBKM), Multikultural, Gen Z.*

INTRODUCTION

Education always makes efforts to create students who always make updates all the time. Not only able to be highly educated but also able to be an agent of change in small and large areas of life. The resulting changes and innovations are able to provide maximum contribution to the progress of a nation that has quality human resources. That is why universities are expected to be able to make innovations in every learning process, namely student-centered learning to support the achievement of quality graduates who are ready to face changing times (Cahdriyana & Richardo, 2021).

The aim of the Merdeka Belajar Kampus Merdeka policy is to encourage students to master various fields of knowledge according to their field of expertise, so that they are ready to compete in the global world. This policy gives students the opportunity to choose the courses they will take based on their own wishes. The Independent Campus Learning Policy in Higher Education gives the right of autonomy to Higher Education. In principle, it is a change in the educational paradigm to become more autonomous with an innovative learning culture. The implementation of the Independent Campus Learning policy encourages the learning process in higher education to become more autonomous and flexible (Puspitasari & Nugroho, 2021)

The learning process at the Merdeka Campus is one manifestation of student-centered learning which is very essential. Learning at the Independent Campus provides challenges and opportunities for developing innovation, creativity, capacity, personality and student needs, as well as developing independence in seeking and finding knowledge through the realities and dynamics of the field such as ability requirements, real problems, social interaction, collaboration, self-management, performance demands, targets and achievements. Through a well-designed and implemented Merdeka Belajar program, students' hard skills and soft skills will be strongly formed (Abna et al., 2022)

From the description above, it is clear that the movement of change and dynamics of scientific progress (the world of education) is very fast, dynamic and innovative. The issuance of the Minister of Education and Culture's regulation above needs to be followed up by all universities, which is the beginning of implementing the above policy so that it can provide significant changes for university graduates who are ready to compete in the world of work, both on a national and international scale. The opportunity for students to study outside their campus and take courses in different study programs requires new adaptations for students. The world of education is increasingly innovating in developing new paradigms and requires a sense of collective awareness and tolerance (Rahmawati et al., 2020)

The legal basis for implementing the MBKM (Free Learning Campus) curriculum is Minister of Education and Culture Regulation Number 3 of 2020 concerning higher education standards. Expansion of the concept of curriculum as a process by adding the need for mutual commitment to agree (between educational actors) and the activities required (as part of the learning process) to achieve certain targets that have been set. The concept of the MBKM curriculum is currently in the process of being refined where its preparation is handed over to universities that have autonomous rights, in the implementation process it is adjusted to the needs and readiness of the universities concerned (Simatupang & Yuhertiana, 2021)

The curriculum concept is basically still in the process of being implemented at each university, adjusted to the situation and conditions of need, both through MOU programs between domestic and foreign universities, companies and other social institutions. As a reference, the MBKM curriculum concept is contained in the guidebook, namely that the form of learning activities in accordance with Minister of Education and Culture Regulation No. 3 of 2020 Article 15 paragraph 1 can be carried out within the Study Program and outside the Study Program. The basis for implementing MBKM is based on Minister of Education and Culture Regulation number 3 of 2020 concerning National Higher Education Standards (Simatupang & Yuhertiana, 2021)

The curriculum is a set of plans and arrangements regarding objectives, content and learning materials as well as methods used as guidelines for implementing learning activities to achieve the goals of Higher Education. Explained in Permendikbud Article 11 (1) The characteristics of the learning process as referred to in Article 10 paragraph (2) letter a consist of interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative and student-centered characteristics. In implementing the MBKM curriculum, mature collaboration is needed so that curriculum implementation can run well. (Education & Culture, 2020)

In implementing the MBKM curriculum, collaboration between universities must be truly involved in preparing graduates so they are in harmony with the business world, industrial world and society. These changes in the education system and curriculum, which were pioneered by the Ministry of Education and Culture, Nadim Makarim, have given rise to various creative innovations that can be developed by universities because they are autonomous.

RESEARCH METHODS

In this article, the method and approach used is qualitative research using a library approach. According to Kirk & Miller, qualitative research is a particular tradition in the social sciences that fundamentally relies on observing people in their own area and relating to these people in their language and terms. Meanwhile, the library approach is a study that uses data analysis based on written material. Library materials in the form of published notes, books, manuscripts, journal articles or other articles that support the completion of this article.

RESULTS AND DISCUSSION

Independent Campus Learning Policy

The dynamics and changes in the field of education that are currently being felt are very dynamic, namely that there is rapid progress in information technology, learning models must be able to answer challenges so that there is a shift in the role of teachers or lecturers, not just central learning. The foundation of educational sociology is a set of assumptions that are used as a starting point in the context of educational practice and/or studies that originate from sociology. Sociology of education includes: interactions between teachers and students, dynamics of class or school groups, the structure and function of education, as well as societal systems and their influence on education, how the sociological foundations of education are implemented in Indonesia, what are the implications of the sociological foundations of education for Indonesian education. (Cahdriyana & Richardo, 2021) The historical basis of education is the history of education in the past which becomes a reference for the development of education in the present. The historical foundation of Indonesian National Education cannot be separated from the history of the Indonesian nation. The initial idea of Merdeka Belajar Kampus Merdeka from the Minister of Education and Culture Nadiem Makarim in his speech on September 9 2020 was a policy aimed at encouraging students to master various knowledge that is useful for entering the world of work. Merdeka Belajar Kampus Merdeka (MBKM) provides the opportunity for students to choose the courses they will take. (Meke et al., 2021)

Historical foundations play an important role because historical or historical foundations can lead to direction of thought towards the present. As natural science develops, supported by new scientific discoveries, education is directed at worldly life and originates from world conditions as well, in contrast to previous education which was mostly oriented towards the world of ideas, the world of heaven and the afterlife. Realism requires a practical mind. According to this school, true knowledge is obtained not only through sensing alone but also through sensory perception. (Murdiyanto et al., 2022)

Universities are expected to develop and facilitate the implementation of the Independent Learning program by creating academic guidelines. The programs

implemented should be prepared and agreed upon jointly between universities and partners. The Independent Learning Program can be a national program that has been prepared by the Ministry or a program prepared by universities registered in the Higher Education Database.

The MB-KM program provides freedom and autonomy to educational institutions, free from bureaucratization, lecturers are freed from complicated bureaucracy, and students are given the freedom to choose the fields they are interested in. Independent Campus is a form of learning in higher education that is autonomous and flexible so as to create a learning culture that is innovative, not restrictive, and in accordance with student needs (Suwandi, 2020).

Universities are expected to commit to providing and facilitating the MBKM Program as mandated by the Republic of Indonesia Minister of Education and Culture Regulation No. 3 of 2020 as well as those described in the Free Learning Guidebook - Independent Campus published by the Ministry of Education and Culture. Thus there are nine MB-KM Programs, namely (1) Student Exchange, (2) Professional Work Practices, (3) Teaching Assistance in Educational Units, (4) Research/Research, (5) Humanitarian Projects (6) Entrepreneurial Activities, (7) Independent Studies/Projects, (8) Village Development/Projects, and (9) National Defense Training. (Hudjimartu et al., 2021)

The stages that need to be prepared by universities for the implementation of Merdeka Belajar - Merdeka Campus have general requirements, namely that students come from accredited study programs, students are actively registered with PD Dikti. Special requirements in the form of programs that are implemented and prepared and agreed upon between universities and partners. The Independent Learning Program can be a national program that has been prepared by the Ministry or a program prepared by universities registered in the Higher Education Database. The implementation of the MBKM curriculum is important in formulating a maximum curriculum because it involves partners to achieve learning outcomes in higher education. In its implementation, universities involve external parties in formulating the curriculum so that the results of their graduates can be accepted in the world of work. There are several agreed programs, namely: student exchange, internship, work practice, teaching assistance in educational units, research, research, humanitarian projects, entrepreneurial activities, independent studies/projects, building villages/KKN.

There is quality assurance in higher education which is tasked with compiling quality policies and manuals, determining quality, carrying out monitoring and evaluation including assessment principles, assessment aspects and assessment procedures. With the MBKM Curriculum, it is hoped that students who are currently studying at tertiary institutions will be prepared to become true learners who are skilled, flexible and tenacious (agile learners). The Independent Learning – Independent Campus policy launched by the Minister of Education and Culture is a framework for preparing students to become strong graduates, relevant to the needs of the times, and ready to become leaders with a high national spirit. The aim of the Merdeka Belajar - Merdeka Campus policy, the "right to study for three semesters outside the study program" program is to improve the competency of graduates, both soft skills and hard skills, so that they are better prepared and relevant to the needs of the times, preparing graduates as superior future leaders of the nation and personality. It is hoped that experiential learning programs with flexible pathways will facilitate students to develop their potential according to their passion and talent. (Widayati et al., 2020)

Opportunities and Challenges of Independent Learning, Independent Campus, Multicultural Perspective

MBKM Policy Opportunities

The very rapid development of science and technology today has brought about very rapid changes in various aspects of life. Jobs and the way we work are changing, many jobs are disappearing, while new types of jobs are emerging. Economic, social and cultural changes are also occurring at a high rate. In these very dynamic times, universities must respond quickly and appropriately. Learning transformation is needed to be able to equip and prepare higher education graduates to become a superior generation. A generation that is responsive and ready to face the challenges of its time, without being uprooted from the cultural roots of its nation. (Cahdriyana & Richardo, 2021)

In line with this, the Minister of Education and Culture, Nadiem Makariem, created a policy of Independent Learning-Free Campus. In order to prepare students to face social, cultural changes, the world of work and rapid technological advances, student competence must be further improved. Higher education institutions are required to be able to design and implement innovative learning processes so that students can achieve learning outcomes including aspects of attitudes, knowledge and skills. (Abna et al., 2022)

It is hoped that the Independent Learning-Independent Campus policy can be an answer to these demands. The presence of the Merdeka Belajar program is one form of the government's efforts to create a generation that is able to compete with current developments. Higher education as one of the educational institutions which also has a role in forming readiness for these demands is the main target for implementing the Independent Learning program. Apart from that, the Merdeka Belajar program can help students to learn more optimally, flexibly, and provide opportunities to develop their competencies so that superior graduates are created. The opportunities that exist for implementing MBKM are as follows: (Mariati, 2021)

Encouraging a Collaborative Ecosystem, The various forms of activities in the MBKM program will open up the widest possible opportunities for collaboration for other parties to build partnerships with higher education institutions (PT). With the Independent Campus program, it becomes a liaison between industry, society and educators so that they can collaborate in strengthening national development. In this independent campus program there are changes that occur in the learning approach pattern which was initially narrow and then changed to a more flexible approach, so that students become creative and adaptive. An independent campus opens up broad opportunities in education so that there is no longer a gap between campus and life. (Andayani et al., 2022). Collaborative Learning based learning, The learning process can be explained as a combination of the concepts of learning and teaching. The learning process is an activity that encourages changes in students' behavior for the better. The learning objectives are intended for students to gain experiences. This experience concerns students' behavior from the aspects of knowledge, skills and moral values or norms that apply in the surrounding environment. (Cahya et al., 2023). Gagne stated that changes in behavior can be influenced by various factors. First, internal factors include motivation, physical condition or body fitness, level of intelligence, and talent. Second, external factors relate to the environment around students (family factors, home conditions, social factors). According to Gokhale, collaborative learning is a learning activity that organizes students into small groups to achieve common academic goals. This learning model makes students have responsibility, share roles and tasks. The learning approach is student-oriented (student centered). Educators only act as facilitators. The presence of the Merdeka Belajar program has an impact on changes in the lecture environment. For example, in studying the Public History course at Sultan Ageng Tirtayasa University. The presence of students from Student Exchange or Independent Students (PMM) increasingly colors public history learning classes. The lecturer hopes that students from the university and those from outside the university can work together. The social interaction that is built helps PMM students to feel cultural differences. The aim of the Merdeka Belajar program which plans to shape student graduates according to the

needs of the times can also be achieved even though learning takes place online. (Liveliness et al., 2023).

Cultivating an Attitude of Tolerance and Values of Diversity, With the student exchange program from MBKM, it is hoped that it can build a sense of tolerance among students and explore the cultural diversity of the areas they visit. Exploration of cultural diversity can be done through learning the Indonesian archipelago module. In the archipelago learning module itself, there are several activities, namely, diversity activities where students take part in various diversity exploration activities in the recipient university area, then there is an Inspiration Activity where students discuss with regional inspirational figures, then there is a Reflection Activity where students reflect on their experience of the activity. diversity and inspiration, as well as Social Contribution Activities where students carry out social activities that contribute to the community in the college area. Students have the opportunity to choose universities outside the island. (Princess, 2021)

The aim is to develop a sense of tolerance between student groups that is formed through student exchanges and exploring the cultural diversity of the archipelago. The exploration of diversity is carried out through learning the Nusantara Module which is intended to provide a comprehensive understanding of diversity, national insight and love of the homeland which includes four types of activities; diversity, inspiration, reflection, and social contribution. In the archipelago module there are several activities, one of which is Diversity activities. (Muhammad Anas, 2019). The value of diversity can be explored through history. Studying history is not just to understand the past, create critical thinking and historical skills but also to improve the ability to grasp the meaning or values of history. These historical values can be used to maintain the diversity of Indonesian society. With this Indonesian learning module, students who take part in the student exchange program will indirectly learn various kinds of culture and history from the areas they visit.

This can also be interpreted that learning the Indonesian archipelago module also functions as a vehicle for introducing history. Diversity activities require students to take part in various diversity exploration activities in the recipient university area. Diversity itself is a characteristic of our society and has been deeply rooted in the lives of Indonesian society. This indicates that this diversity did not appear suddenly, but through a long process in the history of Indonesian society. Long before western society echoed the discourse of multiculturalism, Indonesian society lived with diversity including ethnicity, language, customs, religion and so on. (Cahya et al., 2023). Maintaining the diversity of Indonesian society is the responsibility of all elements of society, including students and educational institutions. Students and educational institutions have an important role in instilling the values of diversity or multicultural education in society so that awareness arises of how important the values of diversity are for a society rich in diversity. With awareness of the values of diversity, we will have sensitivity in dealing with social symptoms and problems that are rooted in differences in ethnicity, race, religion and values that occur in society.

From the MBKM program, understanding will be established between diverse cultures and there will even be an exchange of cultural products. Cultural products are understood simply as products that result from a way of life that develops – and is shared – among groups of people or communities. These cultural products are passed down from generation to generation and under certain conditions will become the identity of the community. In a cultural context, cultural products are components that are exchanged by cultural actors. (Putra et al., 2022). In the perspective of cultural exchange, it is emphasized that cultural values are something that is exchanged based on mutual trust between two parties who have different cultural contexts. The aim of cultural actors exchanging cultural products is to preserve and also promote the cultural values contained in certain cultural products. It could be said that cultural products are an important component that connects two cultural actors in the cultural ecosystem. receiver.

Challenges of MBKM Policy Implementation

The program challenge mechanism in implementing the Independent Campus Learning Policy is in technical terms, namely the program implementation mechanism that has been determined, whether collaboration or cooperation with parties outside the campus, changing the paradigm of state universities (PTN) as legal entities to compete on an international scale. , as well as strategies that need to be implemented so that this policy can be implemented effectively, efficiently and productively (Arifin and Muslim, 2020).

At least the challenges in the form of program implementation mechanisms that will be faced include: There is the possibility of administrative difficulties in handling students who move from one study program to another, or even from one campus to another. Regarding other things, there will also be differences in assessment standards between one university and another. The next challenge is that students may not be able to freely choose courses, because they must have an understanding of the introductory courses in a particular study program. Graduate competencies become more generalist and less specific in their knowledge. The concept of an independent campus also faces challenges and may not work optimally considering that the inequality in the quality of higher education in Indonesia is still very high. Meanwhile, the qualifications for opening new study programs are also considered to be burdensome for universities that are not yet established because one of the conditions must be collaboration with companies or non-profit organizations, multilateral institutions, or reputable universities that are ranked in the top 100 in the world. (Abna et al., 2022).

Accessibility of Information and Communication Technology, The use of technology is also another challenge. Like it or not, all lecturers and students must be able to use digital technology in learning because the online learning system will not be optimal if the root of the problem is still in the use of technology. Access to infrastructure is also a challenge because not all students have the equipment to support online learning. There are still many students who depend on campus infrastructure to be able to take part in online learning. (Mariati, 2021). This is of course very problematic for students from lower middle economic backgrounds. Then internet access is also another barrier. Indonesia itself is a country with a fairly slow and uneven internet connection, apart from that the price of internet packages is also a major problem for most students. Even though there are several obstacles and limitations related to the learning process, the challenges or risks of this pandemic will not really hinder the running of this MBKM program. In fact, these obstacles and limitations can be a stepping stone for universities towards the new era of education 4.0. Indirectly, universities inevitably have to actively utilize information technology in their learning process. In this condition, universities are also required to carry out hybrid learning. Maybe at first the university will be a little confused in developing its learning scheme so that it remains effective. (Anwar, 2022). However, as this plan is implemented, it is hoped that there will be gaps to increase the effectiveness of learning. In the present era, which we often call the era of industrial revolution 4.0, namely digital transformation in short, where almost all forms of primary activity in industrial activities use technology. This is a challenge which, if successfully faced, will become an opportunity to increase national development.

Human Resources (HR) Readiness, The next challenge that needs to be faced is the readiness of human resources, whether they are able to keep up with developments according to the times. This is homework for the government in its efforts to create human resources that are able to compete in the era of industrial revolution 4.0 in facing global market competition. Each university needs to design a scenario for implementing the MBKM program that is in accordance with Health protocols. There are several challenges that will be faced by universities in the future and they have big challenges in being able to prepare their human resources. How can lecturers and students be adaptive to conditions? Online learning systems will be used more

frequently, lecturers and students must adapt so that the learning mood is maintained and the learning process can be effective. (Purwaningsih, 2016).

CONCLUSION

Learning components are very important tools in the learning process. Curriculum preparation is carried out in accordance with needs in the field. The aim of the Merdeka Belajar Kampus Merdeka curriculum is the policy of the Minister of Education and Culture to encourage students to master knowledge that is useful for entering the world of work, and to provide students with the opportunity to choose the courses they will take. Implementation of the MBKM curriculum to answer the challenges of technological development, with an OBE (Outcome Based Education) based learning system so that graduates focus on learning outcomes that are aligned with scientific disciplines.

The challenges of implementing MBKM are, firstly, difficulties in handling the administration of students who move from one study program (prodi) to another, or even from one campus to another, related to other things, there will also be differences in assessment standards between one university and another. other. The inequality in the quality of higher education in Indonesia is still very high. Meanwhile, the qualifications for opening new study programs are also considered to be burdensome for universities that are not yet established because one of the conditions must be collaboration with companies or non-profit organizations, multilateral institutions, or reputable universities that are ranked in the top 100 in the world.

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