



Analysis on the Impact of the MBKM Program on Improving the Competence of Teacher Training Students: A Study of Student Perceptions of the Teacher Training and Education Faculty

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Abstract: This study aims to analyze more deeply the impact of the MBKM program carried out by the Ministry of Education and Culture on improving student-teacher competence, and, at the same time, see the extent to which students understand the results and impact of students' potential development from the students' point of view. The type of research used is quantitative research with survey methods. Data collection techniques using a google form based questionnaire. The sample in this study were students of the Faculty of Teacher Training and Education (FKIP) of Djuanda University, which consisted of 3 study programs with a total of 504 students. The data is analyzed through several stages: organize, sort, group, code the data and categorize. The research findings showed that the MBKM program positively impacted student competency development, as evidenced by the results of the questionnaire analysis of student perceptions of MBKM by 80.3%. MPI study program students stated that there was an increase in competence and skills as a provision for work by 7%, 47% said it was good, 40% said it was pretty good, and 7% said it was not good. PGSD study program students stated that 6% were excellent, 38% were good, and 52% were quite good. Meanwhile, the PBA study program students stated they were very good at 13%, 45% were good, 37% were quite good, and 5% were not good.

Article History

Received: 18-05-2022
Revised: 05-06-2022
Accepted: 23-06-2022
Published: 21-07-2022

Key Words:

MBKM;
Competence;
Student Teaching;
Perception Studies.

How to Cite: Lathifah, Z., Rusli, R., Prasetyo, T., Febrianisya, M., Kholik, A., & Suherman, I. (2022). Analysis on the Impact of the MBKM Program on Improving the Competence of Teacher Training Students: A Study of Student Perceptions of the Teacher Training and Education Faculty. *Jurnal Paedagogy*, 9(3), 354-363. doi:<https://doi.org/10.33394/jp.v9i3.5333>



<https://doi.org/10.33394/jp.v9i3.5333>

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Introduction

The era of globalization has a broad impact on every aspect of life, including the demands of education. Educational institutions are required to produce graduates who have complete competencies, which are often known as 21st-century competencies (Wijaya et al., 2016). The challenge faced by universities in curriculum development, especially in the Industry 4.0 era, is to produce new literacy skills, namely data literacy, technological literacy, and human literacy, that pivot to the character development of graduates with noble character (Mariati, 2021). In its efforts to carry out the educational transformation, higher education is required to meet the Higher Education Main Performance Indicators (KPI), which are performance measures used to realize an adaptive higher education based on more concrete and comprehensive outputs. The policy issued by the Minister of Education and Culture through the Decree of the Minister of Education and Culture Number 3/M/2021 acts as a measuring tool to accelerate the implementation of Independent Learning-Independent Campuses. This policy guarantees that higher education institutions can adapt well to changing times, provide more positive impacts on society, and provide vast opportunities for universities to contribute to society, even on an international scale. The eight KPIs are: (1)



Graduates get decent jobs; (2) Students get off-campus experience; (3) Lecturers have activities outside the campus; (4) Practitioners teach on campus; (5) The work of lecturers is used by the community or gets international recognition; (6) study programs in collaboration with world-class partners; (7) Collaborative and participatory classes; (8) International standard study program (Pendidikan Tinggi, 2021).

The MBKM program is the latest policy from the Minister of Education and Culture, which has begun to be implemented by public and private universities. The MBKM policy encourages competent students in various fields of expertise to become a generation ready to compete in global competition (Saputra et al., 2022). In MBKM, students are facilitated with independent and versatile learning programs to create a creative, dynamic learning community that can answer student needs (Denny et al., 2022). At the same time, students are given challenges and opportunities to develop their creativity, capacity, and personality character to meet their needs and find knowledge through experience and dynamics in the field (Anggadini et al., 2022). Freedom of learning should indeed be applied in students' learning environments because this dramatically determines the school's output, especially if students are seen as human beings (Suhartoyo et al., 2020). However, the challenges faced by private universities in implementing MBKM were the adaptation process of the KKNI curriculum, minimal collaborations with other parties from other universities, companies, and governments, low funds, and quality and productivity of human resources (Fuadi & Aswita, 2021).

The MBKM was designed to achieve the vision of study programs at the national and international level using the Penta helix model that involves partner collaboration to capture the needs of industry, business, society, and government (Krisnanik et al., 2021). The contribution of the industrial world to MBKM policies is strengthened by the opportunity for students to take industrial internship programs that can be converted into credit transfers for Semester Credit System (SKS) courses (Kodrat, 2021). The independent learning paradigm that prioritizes the Student Center Learning (SCL) concept provides opportunities for students to contribute to other fields apart from the competencies taken in their study program. The government has determined 8 MBKM programs, namely: (1) student exchange; (2) internship/work practice; (3) teaching in educational institutions/agencies; (4) projects in the village; (5) research/research; (6) entrepreneurial activities; (7) independent study; and (8) humanitarian projects (Tohir, 2020).

A study conducted by researchers from the State University of Surabaya on the implementation of the MBKM-based student exchange program during the pandemic resulted in the finding that the management of this program was carried out by planning, organizing, implementing, and evaluating which were summarized in seven activities, namely: (1) planning; (2) socialization; (3) recruitment; (4) student orientation; (5) student placement; (6) student development; (7) activity recording and reporting (Andari et al., 2021). Other findings regarding programs and obstacles also faced by private universities in Aceh. Some activities that could be applied from several available MBKM programs were student exchange programs, between study programs within universities and outside universities, and teaching internship programs at universities. Educational institutions that still need assistance. The challenges faced are: (1) the curriculum adaptation process; (2) the limitations of partner campuses; (3) limited cooperation between private universities in Aceh and the industrial world (BUMN/BUMD) and local governments; (4) there is no allocation for internal funding budget for MBKM activities; (5) the level of productivity and quality of lecturers and students (Fuadi & Aswita, 2021). One form of adaptation of the MBKM curriculum in study



programs includes services for fulfilling the learning period and burden that are the right of student learning through several activities: (1) the opportunity to take courses in the study program at least 84 credits to support learning outcomes and program graduate profiles studies; (2) the opportunity to take courses in other study programs in the internal tertiary institution of a maximum of 20 credits according to interests and talents; (3) the opportunity to gain learning experience at other universities, companies or similar institutions through internships, student exchanges, Thematic Community Service Programs, social services and a final project of a maximum of 40 credits. In the aspect of implementation, activities can be in the form of student exchange programs, introduction to the school environment through teacher driving programs, and business internships (Baharuddin, 2021). A survey on the implementation of MBKM in the campus environment revealed a higher student interest in the Student Exchange program, namely 60% who also responded positively to the impact of increasing soft skills after participating in the activity. Moreover, 74% stated that MBKM was by student needs as a provision in the future (Ecca et al., 2022).

The Faculty of Teacher Training and Education, Djuanda University, as part of driving the transformation of education towards a better direction, has implemented the MBKM policy since 2020. Two MBKM-based learning activities, namely Real Work Lectures and Teaching Internships, have become compulsory subjects that must be taken. By students as a prerequisite for carrying out the final thesis before the Ministry of Education and Culture launched the MBKM policy. Under the direction of the university's academic path and the coordination of the Directorate of Education and Learning, adjustments to the curriculum of study programs in the FKIP environment consisting of the Islamic Education Management Study Program (MPI), Elementary School Teacher Education (PGSD) and Arabic Language Education (PBA) began to be implemented. However, The MBKM activity scheme, which requires students to study outside their study program, and the obligation of the study program to provide course conversions for activities taken by students are challenges for study programs to adapt the curriculum. The involvement of lecturers and students who are still minimal in MBKM activities, curriculum adjustments that have not been steady, and the suitability of courses outside the study program with the profile of Study Program graduates are some of the problems faced during the implementation of MBKM.

The results of a survey on the implementation of MBKM in several universities state that MBKM activities have a positive impact on improving the competence of lecturers and students, as well as being able to become a parameter for higher education performance in achieving KPI (Habibi et al., 2021; Sulistiyani et al., 2022). In the cognitive aspect, MBKM activities can support collaborative and participatory learning activities and improve students' analytical skills and problem-solving abilities (Anggadini et al., 2022). The survey done in the Faculty of Education, Universitas PGRI Kanjuruhan Malang, shows an outstanding category for the average student satisfaction for the MBKM program (Chrisyarani et al., 2022). Another positive aspect was that online learning turned out to be very supportive of the implementation of the MBKM program (Krishnapatria, 2021).

Research on the impact of MBKM activities directed by the Ministry of Education and Culture was one of some efforts to obtain the input on implementing the curriculum practically. FKIP Djuanda University feels the need to analyze the results of a survey that has been conducted on students. So the purpose of this research is to analyze students' perceptions of the MBKM program carried out by the Ministry of Education and Culture and, at the same time, see the extent to which students understand the results and impact of students' potential development from the students' point of view.



Research Method

This study uses quantitative research using survey methods. The survey method is a research in which the primary source of data and information is obtained from respondents as research samples by using a questionnaire or questionnaire as an instrument in data collection activities (Lavrakas et al., 2019). Surveys provide a list of systematically arranged questions about a belief or self-behavior. These questions sharpen when the respondent responds to the desired variable (Ecca et al., 2022). Data analysis is done by organizing, sorting, grouping, and coding the data and categorizing it (Samsu, 2017). Survey research is appropriate for revealing information about implementing the MBKM program at FKIP, Djuanda University, Bogor. The subjects in the study were FKIP students, Djuanda University, Bogor, totaling 504 students from three study programs, namely the Islamic Education Management Study Program, Elementary School Teacher Education, and Arabic Language Education.

Table 1. Profile of Respondents

	Freq.	%
Jenis kelamin		
Laki-laki	190	37,7
Perempuan	314	62,3
Program studi		
MPI	74	14,7
PGSD	392	77,8
PBA	38	7,5

The data collection technique used a questionnaire distributed online through the google form application due to the pandemic situation. Research data shows that most students feel more enthusiastic to answer questions using online-based questionnaires for easily accessible and time-efficient reasons (Sianipar, 2019). The instrument used is survey data. This type of survey uses a Likert scale. The Likert scale measures attitudes, opinions, and perceptions of individuals or groups of people towards an actual condition or social phenomenon that exists in society (Sugiyono, 2019). The data analysis technique was carried out by calculating the percentage of the score that had been obtained. The formula used in calculating the percentage is as follows:

$$P = \frac{m}{N} \times 100$$

Note:

P : percentage value

m : number of parts

n : total number

$$X = \frac{N}{n}$$

Note:

X : average

N : total value

n : lots of data

Results and Discussion

To support government policies and contribute to the achievement of the University's IKU, the Faculty of Teacher Training and Education (FKIP) responds positively to MBKM policies through activities that can synergize with partners outside the campus. Internal planning is carried out by adjusting the curriculum of the study program to facilitate MBKM and meet the learning outcomes of study program graduates. One pattern that is used as a reference is those (1) students are allowed to take a minimum of 84 credits of core courses in their study program, and (2) students are allowed to take courses in other study programs under the same university with a maximum number of 20 credits, (3) students are allowed to get learning at other universities or non-PT through internships, PMM (Baharuddin, 2021).

The first activity initiated by the Faculty of Teacher Training and Education is the internal exchange of students between study programs. The study program prepares courses



that have the characteristics of the study program to be offered to students outside the program. Student exchange activities run for one semester and can be considered successful. The four steps are summarized in the MBKM-student exchange during the pandemic; planning, socialization, recruitment, student orientation, student placement, student development, and recording, as well as reporting. which are: namely: (1) planning; (2) socialization; (3) recruitment; (4) student orientation; (5) student placement; (6) student development; and (7) recording and reporting (Andari et al., 2021). However, there are still obstacles faced because the MBKM-based curriculum adjustment is not yet fully ready to be implemented. Along with the policies that have been launched, the government also offers various programs with funding stimulus in the form of monthly incentives and Single Tuition Fees for students, incentives for mentoring activities for Field Supervisors (DPL), and incentives for managing activities for Higher Education coordinators. The involvement of students and lecturers in various programs offered by the Faculty of Teacher Training and Education also increased their interests. The involvement of FKIP students and lecturers in the MBKM program was recorded to be the highest at the University of Djuanda. The results of the survey on this matter are illustrated in the following figure:

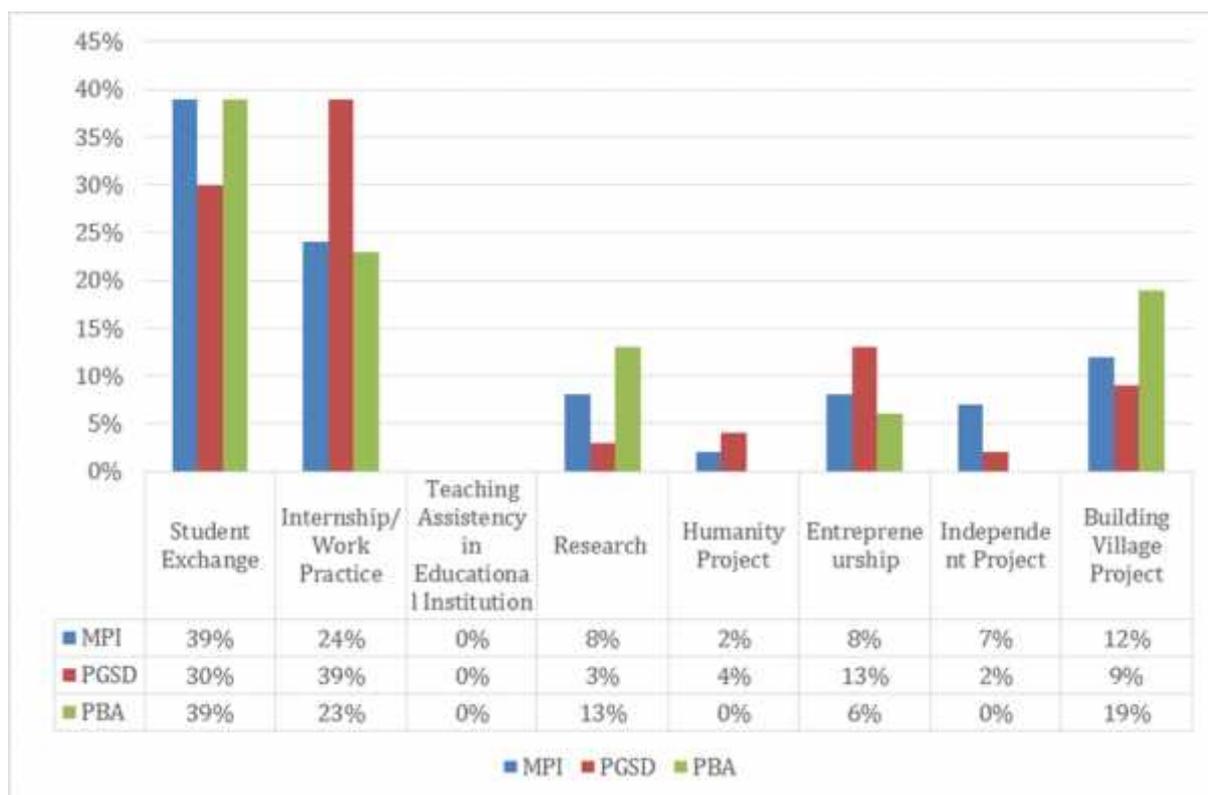


Figure 1. Student Interest in the MBKM Program

The student exchange program is the most popular for all students, both MPI, PGSD, and PBA study programs. Student exchange activity aims to provide a learning experience outside the institution by upholding equality in learning (Latifah et al., 2021). The above data indicated the average percentage of 36%, followed by the internship program/work practice in the industrial world with an average of 28.7%. One program that is not interested at all is the teaching assistant program in the Education unit. The reason for this is not yet known, so further research is needed to conduct a more in-depth analysis.



In general, students surveyed have a reasonably high interest, where more than 57.65% of students are already involved in the MBKM program organized by the Ministry of Education and Culture. While the rest have not been involved, 42.33% are interested in the MBKM program. Furthermore, 0.02% stated they were not interested in the MBKM program. As a comparison, a research finding also revealed almost the same data related to the MBKM program that students were interested in, which reached 59.52% in the internship program, 20.62% in the PMM activity, and the lowest was research activities which only amounted to 1% (Kuncoro et al., 2022). However, if we look at the data for each study program at the Faculty of Teacher Training and Education (FKIP), you can see the picture as shown in the following figure:

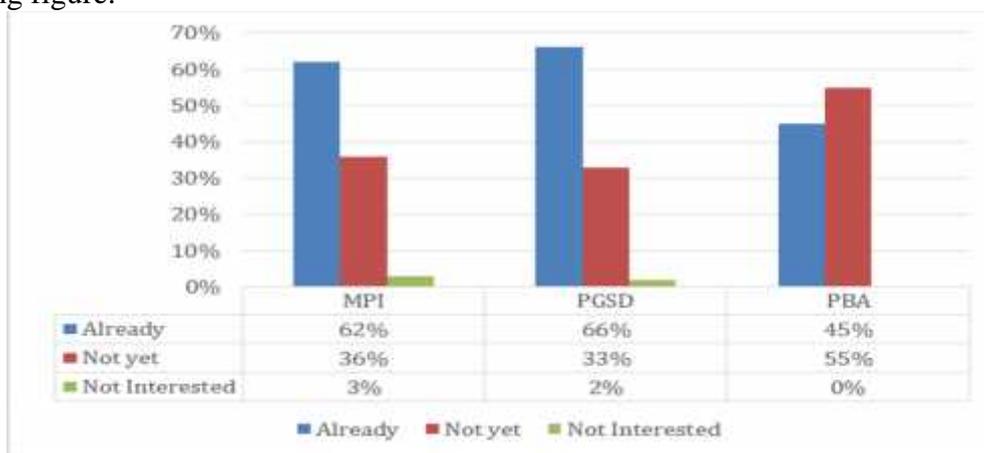


Figure 2. Student Interest in the MBKM Program

Students' involvement in the MBKM program organized by the Ministry of Education and Culture significantly impacts individual development. Each student can develop their potential and soft training skills, which will be very helpful in supporting their knowledge. In this regard, the following is a student's perception of the benefits of participating in off-campus learning that will provide additional competencies, both soft skills, and hard skills.

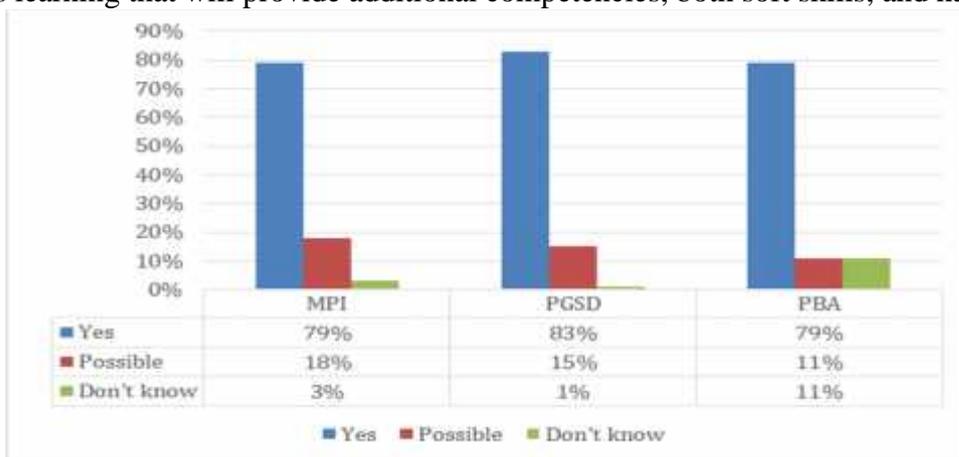


Figure 3. Perception of Benefits of Soft-Skill and Hard-Skill Development

Student perceptions of 80.3% stated that the benefits of participating in the MBKM program and studying outside the campus provided additional competencies, both soft and hard skills. Meanwhile, most students agreed concerning broadening perspectives and providing additional competencies needed in the future. Nevertheless, some still do not know the impact, and it is said that students' perception is still relatively high. Meanwhile, another



study found that the most tangible impact of MBKM activities was an increase in soft student skills in the leadership aspect (Anggadini et al., 2022).

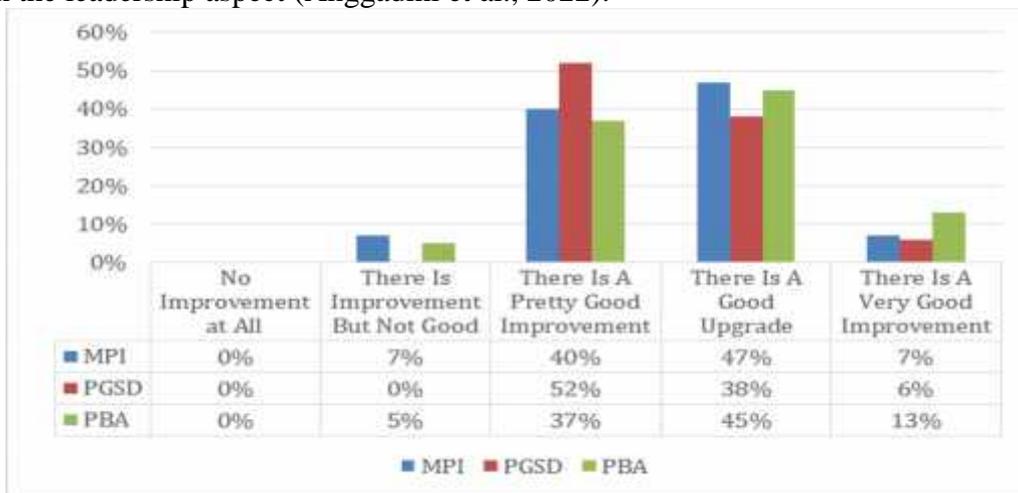


Figure 4. Improving Competence/ Skills as Work Provision

It is known that 7% of MPI study program students stated that there was an increase in competence/skills as a provision to work after graduation after participating in the MBKM program. In comparison, 47% said it was good, 40% said it was pretty good, and only 7% said it was not good. In the PGSD study program, 6% said it was excellent, 38% was good, and 52% was quite good. As for the students in the PBA study program, as much as 13% said it was excellent, 45% said it was good, 37% said it was pretty good, and as much as 5% said it was not good.

These results illustrate that there are still students who feel the impact of the MBKM program on improving competence/skills as a provision for work after graduation. Although small, this is a concern for study program managers. It is the concern of universities and the government. Considering that the enthusiasm of students to participate in the MBKM program is very high, some still feel that the impact has not been good. It is where an evaluation is needed for further improvement. Especially if we look at students' perceptions of the importance of the MBKM program to prepare for challenges after graduating from higher education, it is crucial for program managers at the government, universities, and even study programs to make improvements. The following are the results of the survey regarding this matter:

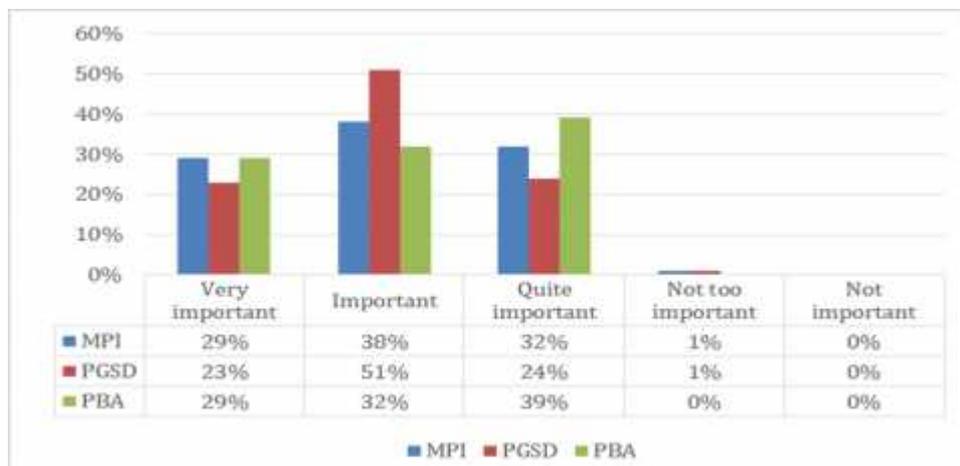


Figure 5. Student Perceptions of the MBKM Program



All surveyed students agreed that the MBKM program implemented by the Ministry of Education and Culture is a program that makes a positive and essential contribution. It becomes evident from the data in Figure 5, where less than 1% of students said that the MBKM program was less critical and unimportant. Of course, this shows a good perception. Furthermore, the faculty needs to look further at how the sustainability of this program has a real impact on increasing student competence. Implementing the MBKM curriculum must be done with careful planning and continuous evaluation (Kholik et al., 2022). However, the students' perceptions of the program are considered to impact the development of competencies and skills in the form of soft and hard skills. Of course, this is a perception that requires a deeper study.

Conclusion

Firstly, the MBKM program organized by the Ministry of Education and Culture has a positive impact on the development of student competencies and skills; this is evidenced by the student's perception that 80.3% stated that they get many benefits while participating in the MBKM program. Secondly, studying off-campus provides additional competencies, both soft skills and hard skills. Then in detail, it is known that 7% of MPI study program students stated that there was an increase in competence/skills as a provision to work after graduating after participating in the MBKM program. In comparison, 47% said it was good, 40% said it was pretty good, and only 7% said it was not good. In the PGSD study program, 6% said it was perfect, 38% were good, and 52% were quite good. As for the students in the PBA study program, 13% said it was excellent, 45% said it was good, 37% said it was pretty good, and 5% said it was not good. So that it can be conveyed that students from the three study programs at FKIP perceive that the MBKM program provides benefits and positive contributions to increasing student competence.

Recommendation

One of the exciting phenomena obtained from the findings of this study is the condition where the interest of teaching students to participate in teaching assistance programs in school institutions is considered the lowest when compared to other MBKM programs. It can be used as a case study in further research that will be carried out on aspects of MBKM implementation in universities. In addition, the obstacle faced during the research was the time of conducting the survey, which was too short so that not all students could be polled. However, the number of respondents involved was considered to be a representation of the overall picture of perception. The recommendation proposed to the Ministry of Education and Culture is to provide a more proportional duration of time in the implementation of survey research to obtain maximum results. The following recommendation aims at university leaders to facilitate more lecturers in similar research.

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