Implementation of the MBKM Curriculum (Independent Learning Independent Campus) Towards the Islamic Religious Education Study Program at Higher College Level

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ABSTRACT

Background. Universities have so far implemented a credit learning system which is almost entirely dependent on classroom learning. This shows the low level of learning independence for students. Therefore, the idea of "Independent Learning Independent Campus" emerged, or "MBKM", and is currently a program of the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia.

Purpose. This research aims to describe the implementation of the MBKM curriculum in Islamic religious education study programs in higher education. Based on data obtained from the official Ministry of Education and Culture website, it shows the rapid growth of universities implementing the MBKM program, from 576 universities in 2022 to 921 universities in 2023, or an increase of 60% per year.

Method. This type of research is library research. This research uses a content analysis method, namely a technique that identifies every word, sentence in a text or series of texts, concepts or themes. Meanwhile, the data sources used by researchers are books and research journals related to problem formulation.

Results. The research results show that the MBKM curriculum (Independent Learning Independent Campus) is a new curriculum that is still hotly discussed in higher education circles. With the inauguration of MBKM, every university must prepare everything to support the success of the program. Several universities still face several obstacles in their implementation, as seen at UIN Walisongo and Unida Gontor.

Conclusion. Thus, it is natural that every tertiary institution faces various difficulties in implementing MBKM. Therefore, universities must prepare well and hold outreach so that information can be widely accepted and understood by all parties, both lecturers and students.

KEYWORDS:
Implementation, MBKM, PAI

INTRODUCTION

Education basically is a conscious and systematic effort to humanize humans. In the context of law number 20 of 2003 concerning the national education system, it is stated that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence,

In a broad sense, the aim of Islamic education is to produce people who realize and fulfill their obligations as caliphs and enrich themselves with unlimited knowledge. Apart from that, they must realize that Allah SWT is the source and owner of all knowledge.

As part of public issues, Islamic education must adapt to advances in technology and science to produce graduates who are competitive in the era of globalization. They want graduates who not only have the knowledge, skills and abilities to compete, but also have faith, morals and noble character.(Sukiman, 2013:v–vi) Islamic education is expected to provide new solutions and offers so that it does not become outdated. On the other hand, if Islamic education does not respond to these changes, this could reduce people's belief in the superiority of Islamic values in education.(Dea Tara Ningtyas, dkk, 2015:2)

The existence of Islamic higher education institutions is very important for the world of Islamic education because these institutions produce scholars who are able to function well, namely as educators in primary and secondary Islamic schools and as scholars whose thoughts are expected to be able to control the development of science and help to solve problems faced by society. With the existence of Islamic universities, it is possible for muslims to show their existence before the nation and state. This university can become a center for Islamic and religious scientific research to improve the quality of muslims in the midst of increasingly fierce global competition.(Dea Tara Ningtyas, dkk, 2015:327)

So far, universities have implemented a credit learning system, which almost entirely requires learning activities in the classroom. This shows the low level of student learning independence in their education. Therefore, the idea of "Independent Learning Independent Campus" emerged, which is also referred to as "MBKM", and is currently a program of the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia. (Ministry of Education and Culture).(Anthony Anggrawan, dkk, 2023:2)

MBKM consists of two concepts, namely Independent Learning and Independent Campus. Freedom to learnmeans freedom to think and freedom to develop new ideas. Meanwhile, the campus is independentis a continuation of the Independent Learning program which provides students with the opportunity to gain the freedom to study at higher education. The transformation of education through the Independent Learning policy is part of the effort to create superior Indonesian human resources that have a pancasila student profile.(Rendika Vhalery, dkk, 2022:186) The policy of freedom to learn in higher education is expected to be a new breakthrough so that PAI study program courses in higher education are created in accordance with the needs of the times so that students can develop their skills and skills.

Based on the description above, this research will discuss howthe higher education system in Indonesia, the MBKM curriculum (Independent Learning Independent Campus), and the implementation of the MBKM curriculum (Independent Learning Independent Campus) for Islamic religious education study programs in higher education.

RESEARCH METHODOLOGY

In analyzing implementation of the MBKM curriculum (Independent Learning Independent Campus) for Islamic religious education study programs in universities, researchers use this type of library research or what is better known as library research, that is, research whose object of study uses library data in the form of books as a data source, reading, reviewing and analyzing various literature. There is, to obtain information and data from libraries such as magazines, journals, historical stories, etc.(Muhammad Mustofa, dkk, 2023:189)

Then, the data analysis techniques used in this research is a content analysis method. Analysis data is a process of organizing and sorting, finding themes and creating working hypotheses based on data. The process of organizing, sorting, grouping, coding, and categorizing data is part of data analysis.(Sandu Siyoto and M. Ali Sodik, 2015:120) Content analysis is a research tool that focuses on concrete data and internal media characteristics. Content analysis is a method used to identify each word, sentence in a text or series of texts, concepts or themes. Content analysis usually involves coding the text first before further analysis. Types of text that can be analyzed include books, essays, interviews, articles, newspapers, speeches, conversations, advertisements, historical documents, or various other types of documents.(Muhammad Mustofa, dkk, 2023:170–171) In this research, researchers analyzed books and journals that discussed problem formulation.

Data sources in research literature consists of primary data sources and secondary data sources. Understanding of data primary is data obtained by researchers through various methods, such as observation, surveys, interviews, field testing, laboratory testing, or in the form of literature containing knowledge or ideas. Primary data sources are also referred to as first data, namely data collected directly from research subjects as a source of information.

While secondary data is types of indirect data obtained by researchers such as reference books, or also known as supporting data from main data. Here researchers use secondary data sources, namely books and research journals. (Muhammad Mustofa, dkk, 2023:147-148)

RESULT AND DISCUSSION
1. Higher Education System in Indonesia

Basically, Higher Education in Indonesia has a system for producing quality graduates, which consists of four main stages, namely input, process, output, and results or outcomes.

a. Inputs

Higher education (PT) are high school, MA and equivalent vocational school graduates who register to participate in taking advantage of the learning process that has been offered. Some indicators indicate good input, such as a good passing grade, but what is most important is a strong attitude and desire to learn. The quality of input really depends on the learning experience of prospective students and their learning achievements.

b. Process

After registering and officially becoming a student, the next stage is to undergo the learning process. A good learning process has good elements in several ways, namely: 1) clear learning outcomes, 2) healthy higher education organization, 3) transparent and accountable higher education management, 4) availability of higher education learning plans in the form of a curriculum document that is clear and meets the needs of the job market, 5) Capabilities and skills of academic and non-academic human resources that are reliable and professional, 6) Availability of adequate learning facilities and infrastructure.

By having these six elements, universities will be able to develop a healthy academic climate, and lead to the achievement of a professional academic community. In its development, the achievement of the academic climate and community is guaranteed internally by each higher education institution. However, the internal quality assurance process is only carried out by a small number of universities. Therefore, the government through the Minister of Education and Keculture, requires that universities must carry out quality assurance processes consistently and correctly in order to produce good graduates.

c. Outputs

After going through a good learning process, it is hoped that quality university graduates will be produced. Several indicators that are often used to assess the success of university graduates are GPA, length of study, and graduation degree.

d. Outcomes

But this process doesn't just stop here. To achieve success, universities need to ensure that their graduates can be absorbed in the job market. The success of higher education institutions in being able to deliver their graduates to be absorbed and recognized by the job market and society is what will also bring the name and trust of higher education institutions in the eyes of prospective applicants which ultimately leads to increasing the quality and quantity of applicants (input). This cycle must be evaluated and improved or developed on an ongoing basis.(Curriculum and Learning Team, Directorate of Learning and Student Affairs 2014, hlm. 1–2)

2. MBKM Curriculum (Independent Learning Independent Campus)

According to chapter I,article I paragraph 19 of the Republic of Indonesia Constitution concerning the National Education System Number 20 of 2003, curriculum defined as: "A setplans and arrangements regarding objectives, content and learning materials as well as methods used as guidelines for implementing learning activities to achieve educational goalscertain." That meaning shows that concept education curriculum which applies in Indonesia as explained in the National Education System Law, placing more emphasis on the curriculum concept, namely learning plans.(Andi Prastowo, 2017:11–12)

MBKM curriculum or Independent Learning Independent Campus is a policy of the Minister of Education and Culture, which aims to encourage students to gain knowledge in various scientific fields that can be used when entering the world of work. Students are given the opportunity by the Independent Campus to choose the courses they want. The Independent Learning Independent Campus policy is regulated by Minister of Education and Culture Regulation Number 3 of 2020 concerning National Higher Education Standards. According to article 18, undergraduate or applied undergraduate students can fulfill their study period and load as follows: 1) Participate in the entire learning process in the study program at the University in accordance with the period and load study, 2) Follow the learning process in the study program to fulfill part of the time and study load, as well as participating in the learning process outside the study program to fulfill the remaining time and study load.(Irawati Sabban, 2022:62–63)

The aim of implementing MBKM is that it is hoped that students will have the ability and master various scientific disciplines which can later be applied to the world of work. There are four policies regarding Independent Learning stipulated by the Minister of Education and Culture, Nadiem Makariem, including:

a. Legal Entity Higher Education

Changing universities which previously had the status of educational units with public services, to become state universities with legal entities as a result of Minister Nadiem Makarim's policy. This is due to demands that changes in education must be made immediately. PTN's that wish to change their status to become legal entity PTN's will be given easier administrative requirements by the government. It is hoped that with this Ministry of Education and Culture Research and Technology policy, PTN's that are already legal entities can develop their potential by partnering with industry, educational institutions and commercial projects. Apart from that, PTN's as legal entities can manage finances quickly according to their needs.

b. Changes in the Higher Education Accreditation System

The government has provided higher education accreditation to set quality standards for higher education institutions and study programs. Law No. 12 of 2012 regulates the higher education accreditation system. This law requires universities to maintain their accreditation and see the progress of study programs in improving the quality of the institution, especially in terms of the tri dharma of higher education (education, research and community service). Therefore, higher education institutions must be able to prepare all the requirements for accreditation purposes, thereby causing the burden on existing resources to increase, because it drains strength and energy.

The new policy implemented by Minister Nadiem Makarim in the current accreditation system, where, if there is a new study program, it automatically gets a grade of C or sufficient. The study program will remain with a grade of C until it submits for improvement or reaccreditation. If not apply for re-accreditation, the program will remain in C accreditation.

Then, another policy implemented by the Independent Campus is a simpler higher education accreditation system. Reaccreditation is basically carried out voluntarily and automatically for every university. If want to get an A grade, then the university must be able to obtain accreditation at an international level that is recognized by the government.

c.   Ease of Opening New Study Programs

To simplify the administration and bureaucracy of State Universities (PTN) or Private Universities (PTS), the Ministry of Education and Culture has established a research and technology policy to open new study programs. This policy provides autonomy to each higher education institution, both PTN and PTS. The requirements for establishing a new study program, either PTN or PTS, must have A or B accreditation and have collaborated with a campus or organization that is included in the top 100 best universities in the world.

This collaboration can be carried out in areas such as curriculum preparation, student exchanges, work practices, internships, and other training. It is hoped that this collaboration will reduce the number of study programs that do not enter the world of work and reduce the unemployment rate in Indonesia. The guidelines used in opening a study program must meet the requirements in Minister of Education and Culture Regulation No. 7 of 2020 concerning the establishment, changes, dissolution and revocation of university permits.(Hasan Ibadin, dkk, 2023: 273–276)

d.   Right to Study Three Semesters Outside the Study Program.

The right to study for three semesters outside the study program is one of the Independent Campus programs and policies. This program functions as a mandate from various higher education regulations to improve the quality of learning and its graduates. According to the Independent Campus guidebook, the aim of the "right to study three semesters outside the study program" is to improve the abilities of graduates, both in terms of soft skills and hard skills, so that they are better prepared and relevant to the needs of the times, and prepare graduates as future leaders of a superior nation and a good personality. It is hoped that the experiential learning program which has flexible pathways can help and facilitate students in developing their potential according to their passion and talent.(Irawati Sabban, 2022:62)

In accordance with Minister of Education and Culture Regulation No. 3 of 2020, Article 15 Paragraph 1, learning activities that can be carried out outside the study program include:

1)   Student exchange

Student exchange activities aim to enable students to respect various cultures, values, beliefs, religions, tolerance, be able to work together, and care about the surrounding environment. Students

who wish to take part in the selection must comply with the regulations set by the Ministry of Education and Culture and their respective universities.

2) Apprenticeship

This activity can help students overcome problems that occur in the world of work and industry. Problems that occur at the internship site can be used as material for consideration by universities to make updates related to teaching materials, learning methods and lecturers' research focus in accordance with the real conditions of the world of work.

3) Teaching Assistantship

This activity provides students with the opportunity to assist teachers in teaching at school. It is hoped that learning innovations and technological advances carried out by students will help improve the quality of education and literacy and numeracy skills of students at the school. On the other hand, students will also have the opportunity to improve their teaching skills, gain experience in solving problems, the ability to collaborate and communicate with other students and school staff.

4) Research/Research

To improve students' critical thinking skills, students can conduct research at institutions or study centers, and give them the opportunity to use more innovative research methods. After students attend a seminar discussing research results, they will receive a certificate of appreciation. In addition, the certificate and credit scores are changed according to the requirements set by the University.

5) Humanity Project

In this activity, students participated in providing solutions to communities affected by natural disasters. When carrying out their duties, students are trained to uphold humanist, religious, moral, ethical values, have a sense of empathy and social concern for others. Humanitarian project programs can be started by creating programs with official organizations, being directly involved in emergency response projects and other humanitarian projects.

6) Entrepreneurial Activity Program

Entrepreneurship through appropriate learning activities and appropriate management can be an alternative to reduce undergraduate unemployment by increasing entrepreneurial interest.

7) Project/ Independent Study

So that students can achieve achievements at both national and international levels, this program can be carried out in groups between study programs. Apart from that, this program complements the curriculum that students have taken to realize their innovative work.

8) Thematic Real Work Lectures

In this program, students have the opportunity to interact directly with the community outside campus. Apart from that, students gain an understanding of the problems faced by the community and information about village potential, so they can help village development in the KKN location through education and thematic research.

Based on the description of the Independent Learning Independent Campus activities above, its application to the study program curriculum is regulated in accordance with the right to study program outside the study program for three semesters. Universities can provide facilities to develop students' potential and abilities through the MBKM program. In the end, as prospective graduates, students have the competencies, abilities and skills appropriate to the modern era, and have a positive and responsive attitude in facing problems. By implementing the MBKM program through various activities, higher education gives students the opportunity to gain learning experience in the world of work and industry. So as to form character, skills, positive attitudes, soft

skills and hard skills through experiences outside the study program.(Inge Ayudia, dkk, 2022:30–32)

3. Implementation of the MBKM Curriculum for Islamic Religious Education Study Programs in Higher Education

Islamic religious education is a conscious effort that aims to prepare students to understand, have confidence in, and be able to practice the teachings of the Islamic religion by paying attention to attitudes of respect and respect for other religions in interactions between religious communities to create unity and integrity. Islamic religious education is an educational program that aims to improve and foster a person's sense of religion so that they can apply the teachings of the Islamic religion with full obedience.(Musbirotun Ni'mah, and Novita Sari, 2022:76)

At the curriculum design development stage the Islamic religious education study program at Islamic religious Universities refers to and is guided by the Independent Learning Independent Campus policy which is based on regulations, science and technology and the capabilities of the respective Islamic religious Universities. In order to implement the MBKM policy, the three semester study rights program outside the study program can run with guaranteed quality, it is necessary to determine several qualities, including: quality of participant competency, quality of implementation, quality of internal and external guidance processes, quality of facilities and infrastructure for implementation, quality of reporting and presentation of results, and quality of assessment. (Directorate General of Higher Education, Ministry of Education and Culture, 2020:30)

MBKM is a new curriculum that is still hotly discussed in higher education circles. So with the inauguration of the MBKM, every university must prepare everything for support the success of MBKM implemented by each higher education institution. Thus, it is natural that every tertiary institution faces various problems in implementing MBKM.(Anas Rohman, et.al, 2022:68–69)

Several universities that implement the MBKM curriculum in Islamic religious education study programs are as follows:

a. Walisongo State Islamic University

The MBKM program is implemented by UIN Walisongo, where the university has a PAI study program. UIN Walisongo is under the responsibility of the Ministry of Religion, and there is no specific law or plan from the Ministry of Religion that regulates the program. Thus, UIN Walisongo designed the MBKM program independently in its implementation. The PPL program is carried out in the sixth semester at UIN Walisongo. Students are placed in educational institutions at junior high/equivalent and high school/equivalent levels during PPL activities. They take part in provision and guidance from the committee and field supervisor (DPL) before the PPL is carried out. PPL lasts for around forty days, where students are assigned to work as teaching assistants and help with school administration.(Anas Rohman, et.al, 2022:54-55)

The obstacles in implementing the MBKM curriculum at Walisongo State Islamic University include:

1) Lack of student interest because the practice location is determined by the University

The implementation of MBKM is basically regulated by study program at each university, so that all forms of collaboration aimed at supporting the success of the program depend on the management standards of each study program, including the PAI program. Therefore, every time there is a field activity, students in the UIN Walisongo PAI study program have been well prepared and facilitated to participate in collaboration between various educational institutions. Collaboration between the PAI study program at UIN Walisongo is very helpful in implementing MBKM, especially in the field practice program. However, this is not entirely good if it is simply applied to

students, because this can actually limit students and make them less creative in thinking and acting. (Anas Rohman, et.al, 2022:69-71)

2) The lack of information is due to lack of preparation

Because the implementation of the MBKM curriculum in Islamic education study programs is still relatively new in higher education, it is natural that there are some parties who do not understand the program, both students and lecturers. In this case, the delivery of information and outreach is still limited at the beginning of the implementation of the MBKM curriculum at UIN Walisongo.(Anas Rohman, et.al, 2022:77)

Meanwhile, the policies implemented by UIN Walisongo include:

1) Provide space for students to choose their own field practice location.

By giving students the opportunity to choose their own place of practice, students can become more independent and creative because they rely on themselves in learning. Keeping in mind the importance of individual independence in learning, it is necessary to consider giving students the opportunity to choose their own practice location. Of course, this will still be supervised by each study program and its respective accompanying lecturers.(Anas Rohman, et.al, 2022:73-74)

2) Holding socialization of the MBKM curriculum

At first, information regarding the MBKM curriculum was not disseminated quickly and became an obstacle at UIN Walisongo, especially in the PAI study program. However, as time went by, after it was deemed sufficient preparation, so, information about MBKM was spread massively and swiftly through WhatsApp groups, Facebook, official pages, lecture classes and workshops. In this way, problems regarding MBKM curriculum information can be resolved through outreach activities. This is done so that the information can be widely received and understood by all parties, both students and lecturers.(Anas Rohman, et.al, 2022:79-80)

b. Darussalam Gontor University

One form of implementing the Independent Learning Independent Campus (MBKM) is the teaching campus, where students have the right to study for three semesters outside the study program. The aim of this program is to improve their competence so that they are better prepared to face the needs of the times as a future leader who is superior and has personality. The teaching campus program covers learning in all subjects with an emphasis on literacy and numeracy, technology adaptation, and school administration assistance.(Ari Susanto, et.al, 2022:75–76)

In general, the implementation of MBKM on the UNIDA campus can be said to have been going on since three semesters ago. This can be seen in 2021 where UNIDA is participating in sending several of its students to attend teaching campuses. As a policy maker, the campus still seems to pay little attention to the MBKM policy. This can be seen from the fact that there is no campus institutional unit that specifically handles all the needs for implementing the MBKM policy. Likewise, socializing the MBKM policy on the UNIDA campus seems to be still not running optimally, both among lecturers and students, and the lack of agility of each study program in responding to the MBKM policy may be one of the main factors that UNIDA students are not interested in taking part in some of the MBKM activities. (Ari Susanto, et.al, 2022:76–78)

The obstacles in implementing MBKM policy in the UNIDA campus environment include:

1) The campus rectorate has not provided a legal basis that can be used as the main reference for making decisions about policies related to the MBKM management process.

2) There is not yet special institution, so that some MBKM activity management often experiences problems with the workforce who handle it.

3) There are no guidelines for converting MBKM credits to study programs. So, value conversion is still done independently and manually after the lecturer confirms the semester material. Even in campus teaching activities, one credit earned can only be used to replace or add remedial value.

4) Lack of campus outreach regarding MBKM policies

5) Differences in academic calendars. Basically UNIDA uses Hijri dates as a reference for its academic calendar. This can cause problems for the siakad system to enter data that has been collected during the MBKM program and is also related to the ongoing lecture period.

6) During campus teaching activities, the application or web data used for reporting and confirming attendance often experienced error or down server, and some participant data was even not listed after system repairs have been carried out.

7) The organizers are considered to be less responsive in resolving problems related to technical implementation, such as presenting data and disbursing incentive funds for students and DPL lecturers.

Meanwhile, several policies that have been implemented are limited to:

1) Appointment of duties by the chancellor directly to the head of the academic bureau to fulfill all needs related to MBKM.

2) Giving permission through an assignment letter not to take part in several mandatory activities on campus to students who are declared to have passed the selection.

3) Converting the value of MBKM activity scores into certain credits issued by the academic and student administration bureau, a process which is still done manually using quite difficult procedures. (Ari Susanto, et.al, 2022:79–81)

CONCLUSION

Based on the discussion above, it can be concluded that the higher education system in Indonesia has a system for producing quality graduates, which consists of four main stages, namely input, process, output, and results or outcomes. MBKM curriculum or Independent Learning Independent Campus is a policy of the Minister of Education and Culture, which aims to encourage students to gain knowledge in various scientific fields that can be used when entering the world of work. Students are given the opportunity by the Independent Campus to choose the courses they want. There are four policies in Independent Learning set by the Minister of Education and Culture, Nadiem Makariem, including legal entity higher education institution, changes to the higher education accreditation system, ease of opening new study programs, and the right to study for three semesters outside the study program.

At the development stage the curriculum design for the Islamic religious education study program at Islamic religious Universities refers to and is guided by the Independent Learning Independent Campus curriculum policy which is based on regulations, science and technology and the capabilities of the respective Islamic religious Universities. MBKM is a new curriculum that is still hotly discussed in higher education circles. So with the inauguration of the MBKM, every university must prepare everything for it support the success of MBKM implemented by each higher education institution.

Several obstacles are faced in implementing the MBKM curriculum, such as at Walisongo State Islamic University and Darussalam Gontor University includes: lack of student interest because the practice location is determined by the university, lack of information because there is no preparation, the campus rectorate has not provided a legal basis regarding the MBKM curriculum, there is no special institution related to managing MBKM activities, there is no guide for converting

MBKM credits to study programs, lack of campus outreach regarding the MBKM policies, differences in academic calendars, applications or web data often experience errors or down server, and the organizers are considered to be less responsive in resolving problems related to technical implementation. Thus, problems regarding MBKM curriculum information can be resolved through careful preparation and outreach activities. This is done so that the information can be accepted and widely understood by all parties, both students and lecturers.

AUTHORS' CONTRIBUTION

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

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