

Analysis of Independent Learning Development Independent Campus Learning (MBKM) in Increasing Learning Motivation Students on Group Dynamics Course at Universitas Negeri Medan

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Abstract. The Freedom to Learn Program not only provides a new paradigm for students but also provides new challenges for lecturers as educators in tertiary institutions. Every lecturer in a tertiary institution can establish cooperation by organizing the learning process at other tertiary institutions, but it is still adjusted to the areas of expertise and disciplines possessed by each lecturer. This study aims to see the effectiveness of MBKM learning development activities which are expected to increase student learning motivation. This research was conducted in the Community Education Study Program at Faculty of Education in Universitas Negeri Medan using a quantitative descriptive approach. The number of samples used was 82 people, namely students who took part in the independent campus program. The findings from the results of this study can be described as follows: (1) indicators of learning planning in the Very Good category 14%, Good Category 49% and Fairly good category 21%, while for the bad category 16% (2) Design and Manufacturing aspects teaching materials fall into the very good category by 29%, good category by 52%, Pretty good category by 18%, while for the bad category is 1% (3) Material Submission indicators are very effective category by 23%, Good category by 20%, Enough category Good by 20%, while for the Bad category by 1% (4) Aspects of interaction indicators in learning very good category by 17%, good category by 25%, Fairly Good category by 39%, bad category by 19%. From the data above it can be concluded that based on the results of the analysis of lesson planning, teaching materials, delivering material and learning interactions are the good category.

Keywords: MBKM Learning Development, Learning Motivation

1 Introduction

The new paradigm in the world of education requires students to be able to fulfill competencies according to the demands of the world of work and technological advances. Higher education as a center of education is expected to be able to facilitate the scientific needs and skills of students so that later they can compete in the world of work. Freedom of Learning Policy - Independent Campus is expected to answer these demands. The Merdeka Campus is a form of learning in higher education that is flexible in nature so as to create a learning culture that is innovative, independent and in accordance with the needs of students. The main programs

are: facilitating the opening of new study programs, changing the higher education accreditation system, facilitating state universities to become state universities with legal entities, and the right to study for three semesters outside the study program. The program is experiential learning with a flexible path so that students can develop their potential according to their interests and talents. In achieving this goal, tertiary institutions are required to provide rights for students to take credits in other study programs within the same tertiary institution or other tertiary institutions. However, there is a provision that credits can be taken, namely a maximum of 1 semester or the equivalent of 20 credits for taking courses at the same tertiary institution, while students who wish to take credits outside of tertiary institutions can take a maximum of 2 semesters or the equivalent of 40 credits. [1]

Some of the independent campus learning activity programs that students can take include industrial internships, carrying out community service activities in villages, teaching at schools, independent student exchanges, research, conducting entrepreneurial activities, independent studies, and humanitarian projects. All these activities are carried out under the direction of the supervisor. The independent campus program aims to provide contextual experiences so as to improve student competence holistically, be competitive and be able to create new jobs. This program is also a concrete manifestation of the implementation of the student centered learning concept [2]. Through this activity students will also learn about the concept of personality and innovation, develop independence and problem solving on problems and dynamics in the field. Social interaction and collaboration is also the key to implementing the independent campus program so that the Hard Skill and Soft Skill aspects can be created in a balanced way. [3]

The independent learning program - independent campus is designed to be able to answer the challenges of tertiary institutions to be able to produce graduates who can adapt to the times, developments in science and technology, are relevant to the industrial world and can socialize with the dynamics of society [4]. In order for students to be more responsive to social and cultural changes, student competencies must be developed early on so that students can become individuals who have global competitiveness. Link and Match is not only done for the needs of the industrial world but also for the increasingly massive changes in the times. Higher education as an educational institution must of course be able to facilitate the development of student competencies in the domain of knowledge, attitudes and skills in an optimal and relevant manner. One of the programs that attracts students is the independent student exchange program. This course-based activity should ideally be carried out by tertiary institutions based on the standard operational manual issued by the Ministry of Education and Culture. Furthermore, a review of the conformity between the implementation of the program and the standards used as input for decision making related to the independent student exchange program. Through independent student exchange activities, students are also invited to get to know about cultural characteristics and also local wisdom systems in a tertiary institution. This is of course a positive value for students to be able to develop a sense of diversity and love for the motherland. Even though learning activities are carried out online, every student who carries out this activity still feels a positive effect [8].

This research refers to several relevant studies including research from Fuadi entitled The Independent Learning Concept – Independent Campus: Applications in Biology Education. The research aims to see the effectiveness of implementing the independent campus program at Almuslim University. Based on the results of the research, it can be seen that the implementation of the independent campus program there has not been implemented optimally, this is because Almuslim University is still trying to find the ideal technique for implementing the independent learning program. [5] This research is a reference for researchers in developing aspects of the findings of the research carried out. In the research carried out, it will focus more on aspects

regarding the effectiveness of the independent campus learning process in the FIP Unimed community education study program [9].

Based on the background of the problem above, the identification of the problem is as follows: "Analysis of Independent Learning-Independent Campus (MBKM) in motivating student learning in the Department of Community Education - FIP Unimed". Based on the identification of the problems above, the formulation of the problem as follows: "How is the Independent Learning-Independent Campus (MBKM) in motivating student learning in the Department of Community Education - FIP Unimed".

2 Research Methods

This study uses a quantitative descriptive approach to analyze the implementation of the independent learning program – independent campus which aims to increase student learning motivation in group dynamics subjects in the Community Education study program. The descriptive approach is a research method that aims to describe the state of the research [3]. The focus on this method is to reveal the relationship between facts and phenomena that are studied descriptively in a factual, systematic and accurate manner [3]. The quantitative approach is a research method that prioritizes the translation of numbers, and statistical analysis is carried out [7]. The numbers collected quantitatively will be translated through research instruments and then analyzed according to the criteria so that the research results will later be seen. This research was conducted at the Department of Public Education - Faculty of Education, Unimed in semester III students for the 2021/2022 Academic Year. This research begins with research preparation, proposal preparation and research design, research implementation, data processing, discussion of research results and reporting. The time of the research was carried out for 7 months, starting from March to December 2022. In this study, a population of all community education study program students was used, including independent exchange students. As for the example of this study, there were 82 students who participated in group dynamics lectures and carried them out boldly. This study was designed with the following flow design:

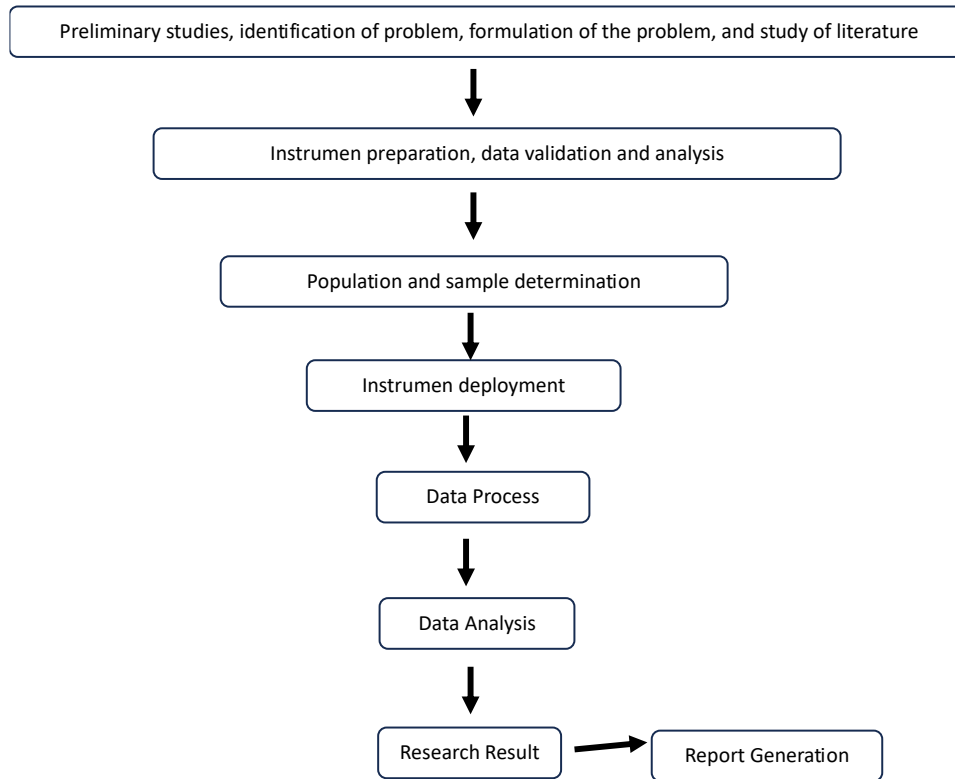


Fig. 1. Research Design

Research design starts from:

- 1) preliminary study, problem identification, problem formulation and literature study.
- 2) preparation of instruments, validation and analysis of instruments.
- 3) determination of population and research sample.
- 4) instrument deployment.
- 5) data processing.
- 6) Research results
- 7) writing the final report [6].

3 Result and Discussion

The data in this study were obtained by distributing questionnaires that had been prepared based on the Likert scale. Data were analyzed using descriptive analysis techniques by calculating the percentage of respondents' answers then calculating the total score and calculating the Mean (Mi) and standard deviation (SDi), as a reference for determining the trend of the data. Next is to compare the item score with the total score. The results of the comparison of these scores will then be converted into percentages. To see the effectiveness of the independent student lecture process, it can be seen in the following section:

Table.1. Independent Learning & Campus Independent Data (MBKM) seen indicators aspects

Category	Range	Calculation	Frequency	Percentage
Very good	$>Mi + (1.5 Sdi)$	>22.5	12	14 %
Good	$MI - [Mi + (1.5 Sdi)]$	18-20	40	49 %
Pretty good	$[Mi - (1.5 Sdi)] - Mi$	18.5-20	17	21 %
Not good	$<Mi - (1.5 Sdi)$	<18.5	13	16 %
Total			82	100 %

From the table above it can be explained that Learning Planning in the Very Good category is 14% with a score range greater than 22.5 as many as 12, while Good is 49% with a score range 18-20 as many as 40, for the pretty good category it is 21% with the range of scores 18.5-21 is 17, while for the category that is not good is 16% with a range of scores less than 18 which is 13. From this data it can be concluded that MBKM Learning through learning motivation seen from the planning aspect is in the Good category. For more details can be seen in the diagram below

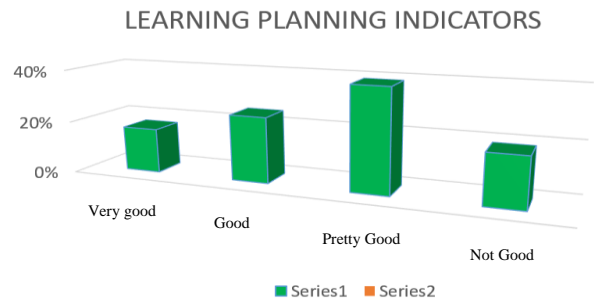


Fig. 2. Learning Planning Indicators

a. The MBKM Learning Design data from the aspect Material Creation

Table 2. MBKM learning data seen from the aspects of design and manufacture Material

Category	Range	Calculation	Frequency	Percentage
Very good	$>Mi + (1.5 Sdi)$	>20.9	24	29 %
Good	$MI - [Mi + (1.5 Sdi)]$	19 – 20.9	42	52 %
Pretty good	$Mi - [(1.5 Sdi) - Mi]$	18.5 – 19	15	18 %
Not good	$<Mi - (1.5 Sdi)$	< 18.5	1	1 %
Total			82	100

b. The MBKM Learning Development data from the aspect submission of Materials

Table 3. MBKM Learning Development Data seen from the delivery aspect Material

Category	Range	Calculation	Frequency	Percentage
Very good	$>Mi + (1.5 Sdi)$	> 25.9	20	23 %
Good	$MI - [Mi + (1.5 Sdi)]$	23 – 25.9	44	56 %
Pretty good	$[Mi - (1.5 Sdi)] - Mi$	20.5 - 23	17	20 %
Not good	$<Mi - (1.5 Sdi)$	< 20.5	1	1 %
Total			82	100%

From the table above it can be explained that MBKM Learning Development through learning motivation is seen from the aspect of the Material Delivery indicator for the very effective category of 23% with a score range of > 25.49 as many as 20; for the Good category by 56% with a score range of 23-25.49 as many as 44; for the Pretty Good category of 20% with a score range of 20.5 - 23 as many as 17; while for the Not Good category it is 1% with a score range of < 20.5 as much as 1. From these data it can be concluded that the Development of Learning Processes through Learning Motivation seen from aspects/indicators of material delivery is in the Good category. For more details can be seen from the diagram below:

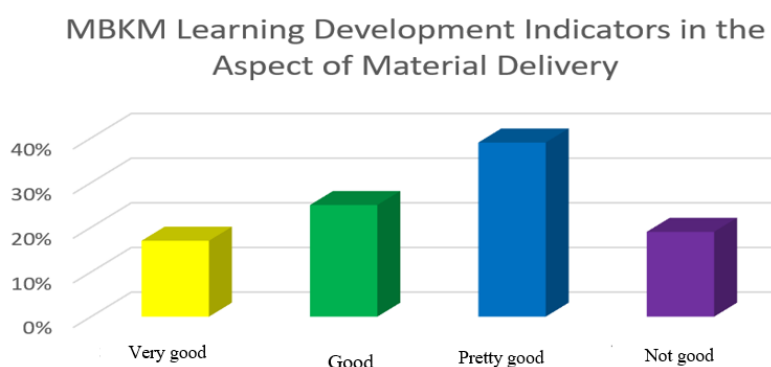


Fig. 3. MBKM Learning Development Indicators in the Aspect of Material Delivery

c. Description of MBKM Learning Development data for Aspects motivation to learn

Table. 4. MBKM Learning Development Data seen from the aspect of learning motivation

Category	Range	Calculation	Frequency	Percentage
Category	$>Mi + (1.5 Sdi)$	> 31.75	14	17 %
Very good	$MI - [Mi+(1.5 Sdi)]$	$29.5 - 31.75$	21	25 %
Good	$[Mi - (1.5 Sdi)] - Mi$	$27.25 - 29.5$	32	39 %
Pretty good	$<Mi - (1.5 Sdi)$	<27.5	15	19 %
Total			82	100 %

From the data above it can be concluded that the development of MBKM learning through learning motivation is seen from the aspect of the Evaluation of Learning Implementation for the very good category of 17% with a score range of > 23.49 as many as 14; for the good category by 25% with a score range of 29.5 - 23.49 as many as 21; and for the pretty good category it is 39% with a score range of 27.25-29.5 as many as 32; while for the not good category it was 19% with a score range of <27.25 as many as 15. From these data it can be concluded that MBKM Learning Development through learning motivation seen from the Evaluation aspect of Learning Implementation is in the good category. For more details can be seen in the diagram below:

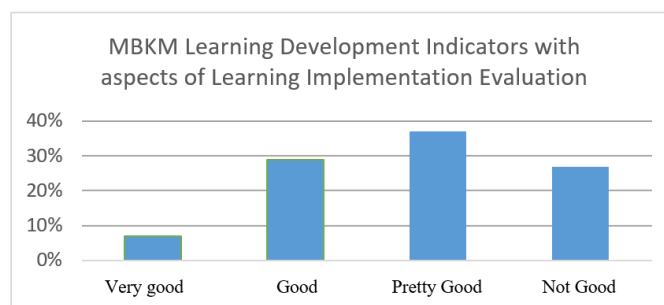


Fig. 4. MBKM Learning Development Indicators with aspects

The findings of this study indicate that the Development of MBKM Learning through Learning Motivation in the Community Education Department based on the 5 aspects/indicators that have been described in the Research Results shows that the Planning aspect is in the Good category. In general, students feel that learning planning carried out by lecturers through learning motivation is quite good, this is evidenced by the existence of learning plans that have been determined by lecturers who carry out learning motivation; in planning the lesson the lecturer has ensured that the lectures to be implemented have received approval from the leadership; lecturers have access to E-learning learning development facilities; lecturers and students have access to learning development through E-learning; lecturers have also provided RPS based on E-Learning, lecture contracts in the Planning of E-learning Learning models which can be accessed by students anytime and anywhere; besides that in planning there is also an agreement between lecturers and students in the use of applications (online learning media used) meaning that lecturers and students both discuss the applications they will use in learning; Besides that, respondents also said that the types of applications they used in learning were very supportive, namely the Zoom meeting application, Google Classroom and Google Meet.

Based on the implementation of learning, students argue that the designs and materials designed by lecturers can already motivate students to learn. The material prepared by the lecturer is in accordance with the material contained in the existing curriculum. The material has also been prepared by experts in accordance with the field so that it supports the learning process using E-Learning. The Learning Management System designed by lecturers can be easily accessed by students. The learning process is carried out according to the time scheduled by the study program. Furthermore, assignments have been given according to what has been described in the semester learning plan. Based on the information obtained from students as respondents are in the Good category. The material is delivered using Power Point, the material explained by the lecturer is in accordance with the specified mapping/RPS program, the material presented by the lecturer in terms of content and layout is very interesting, the lecturer also uses up to date learning resources, in the learning process the lecturer provides opportunities for students to ask questions and give opinions. In addition, lecturers also provide supporting facilities that make it easier for students and lecturers to carry out discussions outside of virtual face-to-face, namely through the WAG, in delivering material the lecturer is able to convey material clearly so that students can understand it easily.

Aspects of Learning Interaction are in a fairly good category, meaning that in the learning process there are synchronous and asynchronous forms of meetings (virtual face-to-face and non-virtual face-to-face), lecturers are very active in interacting with students, but not all students can interact and communicate well with lecturer. This happened because the interaction occurred during the discussion session where not all students actively participated in the

discussion either by asking questions or giving suggestions/opinions. But on the other hand the lecturer also directs students during learning, providing motivation to students to participate more in each discussion activity. While the evaluation aspect of the MBKM Learning Implementation is in the Good category, this explains that in the implementation of learning the lecturer evaluates in the form of Mid Semester Exams, evaluation in the process is in the form of assessing student activity in learning, evaluation in the form of Final Semester Exams, lecturers also provide evaluations related to speaking ethics during the learning process. Lecturers will give a warning if there are students who speak impolitely to both lecturers and fellow students during the learning process. In addition, lecturers also carry out evaluations related to dress ethics in the learning process. Lecturers always ask students to activate the camera when the learning process begins until learning is complete, the lecturer will remind students that during the learning process they are not allowed to wear t-shirts and jeans. In addition, lecturers also carry out evaluations related to the constraints felt by students during the learning process such as network constraints and conditions where they do learning.

4 Conclusion

From the results of the data analysis that has been done, it can be concluded several things as follows:

- a. Learning planning in the Very Good category is 14% with a score range greater than 22.5 as many as 12, while Good is 49% with a score range 18-20 as many as 40, for the pretty good category it is 21% with a score range of 18.5 -21 as many as 17, while for the bad category it is 16% with a range of scores smaller than 18 as many as 13. From this data it can be concluded that MBKM Learning through learning motivation seen from the planning aspect is in the Good category. overall for the very good category of 7% with a score range of > 122.74 as many as 6; for the good category by 29% with a score range of 116.5-122.74 as many as 24; For the Fairly Good Category it is 37% with a score range of 110.26-116.5 as many as 30; while for the Not good category it was 27% with a score range of <110.26 as many as 22. From the data above it can be concluded that in general MBKM Learning Development Through Learning Motivation is in the Fairly Good category.
- b. MBKM Learning seen from the aspects of Material Design and Production in the very good category of 29% with a score range greater than 20.9 as many as 24; with a good category of 52% with a score range of 19-20.9 as many as 42; and for the Fairly good category it is 18% with a score range of 18.5-19 as many as 15; while for the not good category it is 1% with a range of scores smaller than 18 as much as 1. From this data it can be concluded that MBKM Learning through learning motivation when viewed from the aspects of Material Design and Manufacturing is in the good category.
- c. Development of MBKM Learning through learning motivation seen from the aspect of the Material Submission indicator for the very effective category of 23% with a score range of > 25.49 as many as 20%; for the Good category by 56% with a score range of 23-25.49 as many as 44; for the Pretty Good category of 20% with a score range of 20.5 - 23 as many as 17; while for the Not Good category it is 1% with a score range of < 20.5 as much as 1. From these data it can be concluded that the Development of Learning Processes through Learning Motivation seen from aspects/indicators of material delivery is in the Good category.

- d. Development of Learning through Learning Motivation seen from the aspect of interaction indicators in learning for the very good category of 17% with a score range of > 31.75 as many as 14; for the good category by 25% with a score range of 29.5-31.75 as many as 21; and for the Fairly good category it is 39% with a score range of 27.25-29.5 as many as 32; while for the not good category it was 19% with a score range of <27.5 as many as 15. From the data above it can be concluded that good in developing the MBKM learning process through learning motivation seen from aspects/indicators of Learning Interactions is in the Fairly Good category.
- e. Development of MBKM learning through learning motivation seen from the aspect of the Evaluation of Learning Implementation for the very good category of 17% with a score range of > 23.49 as many as 14; for the good category by 25% with a score range of 29.5 - 23.49 as many as 21; and for the pretty good category it is 39% with a score range of 27.25-29.5 as many as 32; while for the not good category it was 19% with a score range of <27.25 as many as 15. From these data it can be concluded that MBKM Learning Development through learning motivation seen from the Evaluation aspect of Learning Implementation is in the good category.
- f. Test the overall trend in MBKM Learning Development through learning motivation for the very good category of 7% with a score range of > 122.74 as many as 6; for the good category by 29% with a score range of 116.5-122.74 as many as 24; For the Fairly Good Category it is 37% with a score range of 110.26-116.5 as many as 30; while for the Not good category it was 27% with a score range of <110.26 as many as 22. From the data above it can be concluded that in general MBKM Learning Development Through Learning Motivation is in the Fairly Good category.

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