

Research Activities in the Field of Environment As a Form of Support for MBKM

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Abstract. Lecturers are encouraged to develop their abilities in the Merdeka Belajar Kampus Merdeka program. Off-campus lecturer activities are needed to increase their experience in providing lectures. This program encourages lecturers and students to participate in the MBKM program by adding off-campus experiences to make higher education more innovative. The involvement of lecturers in the field of the environment can play a very influential role in the material that students will later receive. The result of research can be extraordinary synergy and synchronization so that it is not only based on theory but also on the reality among practitioners in maintaining, supporting, and protecting the environment.

Keywords: mbkm lecturer; environment, field research activities

1. Introduction

Lecturers are encouraged to develop their abilities in the Merdeka Belajar Kampus Merdeka program (after this, referred to as MBKM). Off-campus lecturer activities are needed to increase their experience in providing lectures. In this program, lecturers and students are encouraged to participate in the MBKM program by adding off-campus experiences to make higher education more innovative.

The latest policy from the Indonesian Ministry of Education and Culture (Kemendikbud) is the application of 8 (eight) leading performance indicators which are one of the forms of achievement of each university towards the implementation of the MBKM program. The leading performance indicators are a measure or performance indicator of an educational institution achieving specific goals. So, in the MBKM program, there are eight ICUs that are the benchmark for the achievements acquired by each university. Each university must formulate these key performance indicators and priorities them. The purpose of determining the top performance indicators of the Ministry of Education and Culture is to determine eight ICUs and then become a medium for the Ministry of Education and Culture and the Government to monitor the performance of each university as proof that the university has succeeded in the MBKM program. The MBKM program is expected to help produce more qualified college graduates. At the same time have high competitiveness, which opens opportunities for them to have a career at home and abroad because the focus is to produce competent graduates. At the ideal level, the MBKM policy aims, one of which is to support mission differentiation in

universities and their academic communities.[1] This means that the three dharmas do not have to run separately, and lecturers can develop their careers according to their aspirations. Lecturers are encouraged to do activities outside the campus and are given incentives for research and innovation achievements.

To increase these competencies, involve not only students but also the role of lecturers. Lecturers must also have excellent abilities. It also needs special attention to IKU 3, meaning that lecturers are not only required to apply the Tri Dharma of Higher Education actively but take part in the world of education, besides that also in the business world, and the industrial world. Students in the MBKM program can do activities outside the campus with eight criteria for lecturers' actions. An in-depth analysis is still needed for those suitable for lecturers. Therefore, research is required on the model of off-campus activities that lecturers can carry out to support the MBKM program. And achieve three leading performance indicators about lecturers doing activities outside the campus so that lecturers can be better prepared to keep the MBKM program.

There are many activities that lecturers can do, one of which is that lecturers can collaborate with various agencies to conduct research. In this case, it is carried out outside the campus by involving students in the study to support the independent learning program on a separate campus. Therefore, it is hoped that it can show various activities that can be carried out as a form of support for MBKM, which in this case is narrowed to the scope of the environment from an environmental law perspective.

2. Method

The method that was used in this research is the non-doctrinal type. This type of method is used in the legal analysis by analyzing data in the field[2]. Specifically, in this study, data were collected regarding the kinds of activities that can be carried out outside the campus, especially law faculty lecturers. Then the processed data will be analyzed, closely related to environmental Law. This research uses a qualitative approach with a descriptive type of analysis. It will be described the types of off-campus activities that can be closely related to the environment, especially legal protection of the environment.

3 Result and Discussion

3.1 Merdeka Belajar Kampus Merdeka Program

MBKM gave rise to a new paradigm in the world of education, including higher education. The Minister of Education and Culture policy in 2020 with the concept of MBKM is considered relevant and appropriately implemented in the current democratic era. The basic idea of independent learning is from the philosophy of K.H. Dewantara, which emphasizes independence. MBKM consists of two essential images, namely "Merdeka Belajar" and "Kampus Merdeka," "the concept of independent learning means the freedom to think and express self-competence both inside and outside the campus environment.

The purpose of MBKM is to increase the competence of graduates, both soft skills and hard skills, to be more prepared and relevant to the needs of the times, preparing graduates as future

leaders of the nation who are superior and have personalities. The MBKM policy is in line with the Regulation of the Minister of Education and Culture Number 3 of 2020 concerning National Standards for Higher Education. The regulation is implemented by several related parties, including universities (PT), faculties, study programs (Prodi), students, and partners[3]. For university managers, it is mandatory to facilitate the right for students (whether they can be taken or not) to be able to take credits outside of higher education for a maximum of two semesters or the equivalent of 40 credits. It can take credits in different study programs at the same university for one semester or the equivalent of 20 credits.[4] So to be counted as the achievement (Simatupang & Yuhertiana, 2021)dictator, it must meet the minimum requirement of 20 credits. In implementing the MBKM program, especially the accomplishment of lecturer performance, one of the programs is with lecturers with activities outside the campus. Therefore, this article will then be analyzed a model of off-campus activities for lecturers to meet the categories of MBKM activities.

Climate change is also forcing us to rethink the role of environmental Law in advancing transformative change. Academics also need research in analyzing perspectives to consider how ecological Law perpetuates inequalities and how environmental Law can operate more effectively to promote structural change.[5] Therefore, the role of lecturers is needed. Lecturer activities outside the campus can support efforts to make appropriate regulations.

Government policies related to the MBKM program have made all universities adapt to their presence. Curriculum adjustments in study programs must be carried out to support government policies. In its implementation, the MBKM program has not been optimally implemented. Many study programs face obstacles, such as the absence of detailed guidelines and rules from universities that include independent campus programs and the limited number of collaborations between study programs and the industrial business world. Adjustments are also made to the activities of lecturers outside the campus. Besides that, also an indicator of the success of the MBKM program. As part of university human resources, lecturers strive to improve their competence. This competence is proclaimed through the obligation of lecturers to fulfil the three points of the Tridharma of Higher Education, including teaching, research, and community service.[6] Integrating the tri dharma of higher education is expected to strengthen the contribution of universities as a provision for the community to solve problems that exist in the community. With off-campus activities, it is hoped that lecturers will have direct experience or practice that is not limited to theory alone, so their competence as lecturers will increase. Then the experience will be transferred by enriching lecture material.

3.2 Indicator Performance Indicators as the Implementation of the Merdeka Belajar Kampus Merdeka (MBKM) Program

The latest policy from the Indonesian Ministry of Education and Culture is the implementation of 8 (eight) leading performance indicators which are one of the forms of achievement of each university towards the implementation of the Merdeka Belajar Kampus Merdeka program. As for what is meant by the eight leading performance indicators, it is a measure or performance indicator of an educational institution achieving specific goals. So, in the MBKM program, there are eight ICUs that are the benchmark for the achievements acquired by each university.

Each university must formulate these key performance indicators and prioritize them. Through

the formulation of these key performance indicators, it will make it easier for the Government to measure the achievements or achievements of each university. The hands that are the focus of this study are lecturers with activities outside the campus. This indicator regulates standards regarding lecturers who are not only required to actively apply the Tri Dharma of Higher Education on campus but also on more than one campus, or outside the campus world, for example, seeking experience in the business world or the industrial world. The purpose of this activity is so that lecturers have knowledge in not only terms of theory but also direct practice to improve their competence as lecturers and will transfer the practical experience back to students. Guidelines are needed related to what kind of activity model can be carried out by lecturers outside the campus. Which models can be implemented by lecturers are essential to understand so that the MBKM program can be aligned based on appropriate achievement indicators, which will undoubtedly positively impact lecturers, students, and the institution. For this reason, this research focuses on what kind of activity models lecturers can do to support the MBKM program and performance achievements according to the leading indicators and, more importantly, for non-educational programs.

Presumably, the form of research carried out in the environment and then contributed to students is still a form of embodiment of support for the MBKM program launched by the Government. With the lecturer conducting research and then being actively involved in the field of the environment, the lecturer can contribute directly to providing knowledge to students who are based on what is as accurate as it is happening in the background,

In the field of mining, for example, lecturers directly conduct research and then are involved as legal consultants in the field of mining. Of course, it will impact the suitability between theory and practice so that it will follow what should be needed and what is done.

3.3 Off-campus activity model

Out-of-campus activities carried out by lecturers can provide achievements in the leading performance indicators or IKU, which are a measure or indicator of university performance, especially in achieving specific goals and objectives. The Faculty of Law, as part of supporting the MBKM program of the ministry, also strives to achieve the IKU. The data indicators needed in IKU 3, a category of lecturers with off-campus activities, consist of data on lecturers who are active on other campuses, lecturers who are also involved as practitioners, and lecturers who guide outstanding students nationally and internationally. Data on lecturers with activities outside the campus and lecturers who teach exceptional students will be obtained through the PDDikti Feeder application. In contrast, the ministry will receive data on lecturers' activities as practitioners through the SISTER (Integrated Resource Information System) application.

Therefore, after activities, it is essential to input data to detect what actions have been carried out. Some of the criteria for off-campus activities that are recognized as achievements of IKU 3 are as follows:

- a. Permanent lecturers who work in universities and have NIDN or NIDK with the activities of lecturers covered are: Conducted throughout the five years before the end of the current fiscal year. The end of the current fiscal year is December 31 of the current fiscal year. For example, if you report the achievement of the IKU for the 2022

fiscal year, the lecturer activities covered are activities that occurred between January 1, 2018, and December 31, 2022.

- b. Tridarma activities:
 1. Tridarma activities written in the lecturer workload rubric.
 2. Lecturers have the right to get workload relief / the number of credits needed during tri dharma activities outside the campus.
 3. Tridarma activities at other campuses:
 1. Lecturers with tri dharma activities in domestic universities.
 2. Lecturers with tri dharma activities in universities that are included in the QS100 list based on knowledge.
 3. Lecturers are allowed to do tri dharma activities in universities with at least 1 () study program registered in the QS100 list based on science. For example, suppose Stanford University is only included in the QS100 list Law and science. In that case, lecturers can do tri dharma activities in any study program within Stanford University, Law and Science.
- d. Work activities as a practitioner:
 1. The right of lecturers when working as practitioners in the industrial world.
 2. Lecturers have the right to get workload relief / the number of credits needed while working part-time as practitioners in the industrial world.
 3. In the case of lecturers working full-time as practitioners in the industrial world, lecturers have the right to take a leave of absence from college.
 4. The criteria for working as a practitioner in the industrial world are that lecturers have a PKWT, PKWTT, PKPW Work Agreement, or work as consultants or independent experts.
 5. The intended place of work can be a company like a multinational operating in more than 1 (one) country. Global technology companies listed as global technology companies are listed in the Forbes Top 100 Digital Companies, domestic and foreign technology start-up companies that have received cumulative funding of more than RP 200,000,000,000 (two hundred billion rupiahs). In addition, it can also be in the form of world-class non-profit organizations domestically and abroad with an annual budget of more than RP 50,000,000,000 (fifty billion rupiahs) or have collaborated with partners at the national and international levels for the last five years for multilateral institutions/organizations are those recognized by the Government of Indonesia. Other criteria are in government agencies, ministries, or institutions of the Government of Indonesia, as well as the categories of State-Owned Enterprises and Regional-Owned Enterprises.
 6. Lecturers have a background as founders and founding spouses

- of companies in the form of Individual Companies, Firms, Companies Komanditer (CV), or Limited Liability Companies (PT).
7. Lecturers create independently or display works regulated by college regulations.
- e. Lecturer activities guide students with minimum national level competition criteria with the type of award considered as achievement regulated by university regulations.

The activities of lecturers outside the campus can also be seen from the perspective of academics who participate in the community—for example, assisting MSMEs, research, service, and so on to provide more knowledge to students on the world of practice and theory are interrelated and sustainable. Lecturers with activities outside the campus are included in the third IKU category, where lecturers' actions are not only on the campus itself. But also off-campus, such as seeking industry experience and teaching at other campuses. Some of the activities are usually carried out by lecturers, for example, on the condition that permanent lecturers work in universities and have NIDN or NIDK. Tridharma activities at other campuses, both at home and abroad, especially tri-dharma activities in universities included in the QS100 list based on their knowledge. In addition, lecturers have the right to get workload relief / the number of credits needed while working part-time as practitioners in the industrial world. The rights of lecturers when working as practitioners in the industrial world. Lecturers can do activities outside the campus by having a PKWT, PKWTT, or PKPW Work Agreement or working as consultants or independent experts. Criteria for working as practitioners in the industrial world.

There are no restrictions for lecturers who want to do activities outside the campus, both in the Education and non-Education categories. This is because lecturers can carry out according to the criteria given by the ministry, following the current selection. However, activities are focused on the church and the lecturers based on their expertise. The off-campus activity model that lecturers can implement at the Faculty of Law is the same as the opportunities obtained by other faculties, such as being a field supervisor in activities formed by the ministry or internal university. In addition, lecturers can also carry out tri dharma activities at other universities and actively conduct research and service that positively impact society and can be shared with students.

Lecturers who have activities on other campuses, for example, are guest lecturers or become lecturers who, for one semester, teach specific courses at other universities. This activity can be carried out by lecturers at the Faculty of Law, especially since the Faculty of Law, with other universities in Indonesia, already own many collaborations. However, the QS-100 category still needs a Return approach because no cooperation is established, but it still does not rule out the possibility. The scheme can also be a global classroom model where students from within the country and the Faculty of Law abroad study together, where the lecturers are from both universities.

Lecturers cannot necessarily do activities as practitioners, such as advocates, because of regulations that do not allow civil servants to become practitioners. Still, they can become experts or consultants at law firms or companies. Lecturers, in this case, can also guide outstanding students nationally and internationally in various competitions, for example, accompanying the Student Creativity Program (PKM).

For various ministry programs in Indonesia, qualified lecturers can be followed. In fact, by meeting the criteria and conditions determined by the laws and regulations, lecturers who have a background as founders or founding spouses of companies in the form of Individual Companies, Firms, Commodore Companies (CV), or Limited Liability Companies (PT) can also be referred to as lecturers who do activities outside the campus. Lecturers involved in the industrial world are a form of recognition of the activities of lecturers outside the campus, which can transfer their knowledge back to students based on their experience. Therefore, lecturers have many opportunities to do activities outside the campus to support the MBKM program. For universities, the role of lecturers is essential and the top priority in improving the quality of the MBKM policy. The presence of the Merdeka Belajar Kampus Merdeka (MBKM) policy as a form of answering global challenges and preparing superior seeds for the nation's generation during the challenges of the Industrial Revolution 4.0. Independent learning as a catalyst for forming a Penta helix ecosystem of universities with the natural world makes universities a spring for industry, society, and nation-building.

In MBKM activities, there are research activities carried out by students and accompanied by field supervisors (DPL). Through research activities, students can build critical thinking and problem-solving skills[7]. These two competencies are needed for various scientific clusters at the higher education level. With the ability to think critically and solve problems, students will be more in-depth, understand, and able to do research well. For students who have an interest and desire to work in the field of research, the opportunity to intern at a research institution can be a way to start a researcher/researcher career. Research / Research is a learning activity following the Minister of Education and Culture Number 3 of 2020 Article 15 paragraph 1 can be carried out outside the study program. Research / Research provides opportunities for students to increase their capacity, role, and participation in research activities, especially to create and develop a track record that is sufficient and following their competencies. In addition, laboratories/research institutions often lack researchers when working on short-term research projects (one semester to one year). The type of activity carried out can be in various fields, including environmental Law. The lecturer himself can also do research.

Research is a type of off-campus activity that lecturers, in collaboration with partners, can carry out. Partners can be diverse, including those related to the environment. It is very close and significantly associated with lecturer research carried out with specific scientific focuses, such as, in this case, environmental Law. The research process can be very long, and the cost is not small. To encourage this research activity to continue, the Government held various programs to develop. The Government provides funding programs for every research and service by submitting selected proposals while also providing research and collaborative service for lecturers with students. This research and service program between lecturers and students is expected to make it easier for lecturers to conduct research and community service. This program is a form of collaboration between several lecturers and students. This research and community service collaboration can also be from two different universities, both domestically and with universities abroad.

Research conducted in the environment, especially environmental Law, is essential considering the changes related to job creation regulations or special regulations in ecological Law. The level of risk that impacts the environment based on investment in Indonesia is also very influential[8]. The higher the risk, the higher the level of caution that must be applied in granting business licenses to investors.

Activities carried out by lecturers outside the campus to support the study of policies that the Government has set.[9] The importance of impact-based research following current developments is indispensable. The reason why it is essential to keep up with products is to be able to provide the best results for the community and the environment. In the end, the most important thing is the profit factor for the country on the investment that goes to Indonesia and the impact on the environment.

Lecturers can do many things outside the campus, including the tri dharma, in this case, research. Lecturers who focus on activities in the field of the environment can actively participate in making a real contribution to the world of education and the industrial world. Actions can also be carried out in collaboration with the Ministry of Environment and Forestry. Collaboration can be done so that activities are not only in the campus environment but also outside the campus. The scope of Indonesian life includes space, where the Unitary State of the Republic of Indonesia has an Archipelago Insight into carrying out sovereignty, sovereign rights, and jurisdiction. This means that the Government is obliged to manage the environment, which includes the policy of structuring, utilizing, maintaining, restoring, supervising, and controlling the environment within the scope of the Indonesian climate [10]. In this regard, lecturers can carry out research to contribute to providing policies for the environment and students. One of the most basic is still related to the job creation law, which influences the implementation of environmental protection.

4 Conclusion

The models of off-campus activities that lecturers have carried out include field supervisors (DPL) of teaching campus programs, facilitators of driving schools, mentoring outstanding students, tri dharma in other higher education on a national scale, and being involved in the world of practitioners/industries. Lecturers also gain experience through off-campus learning activities. A student's educational background profile differs from those on campus and presents challenges. Lecturers must be able to convey more creatively to attract students' interest in entrepreneurship. This certainly provides its own experience for lecturers. The involvement of lecturers in the field of the environment can play a very influential role in the material that students will later receive. It will be significant because there can be extraordinary synergy and synchronization so that it is not only based on theory but also on the reality among practitioners in maintaining, supporting, and protecting the environment.

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