

Development of Implementation Management System of KKNI Curriculum Based on Independent Learning Merdeka Campus (MBKM)

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Abstract. The Independent Learning is anticipated solution the demanding situations of better education to supply graduates who're according with the improvement of technology and era in addition to the needs of Industry, commercial enterprise and work (IDUKA). This study aims to develop a Management System for the Implementation of the KKNI Curriculum Based on MBKM of the Faculty of Social Sciences, Unimed. The studies research begin with Development, simulation, Follow-up improvement, Dissemination. The result of this studies is a product of the implementation management system of KKNI curriculum based on MBKM. With the product of this research, the suitability and implementation of MBKM learning can be monitored and structurally integrated in an application network system.

Keywords: Management, system, KKNI curriculum, Independent Learning, MBKM.

1 Introduction

According to Permendikbud (2020), the Independent Learning Campus (MBKM) consists of four basic guidelines, one of which should be considered in the third semester outside the field of study department. Students are given the opportunity to take credit outside the take a look at application, the supposed 3 semesters may be taken for studying outside the take the course at other department in Higher Education and or studying at the study program outside the University. Various varieties of studying activities of Higher Education, which includes doing internships/paintings practices withinside the enterprise or different workplaces, imposing network provider tasks in villages, coaching in instructional units, collaborating in scholar exchanges, undertaking studies, undertaking entrepreneurial, making research/unbiased tasks, and following humanitarian program. All those various need to be finished with the steering of the lecturer [1].

Independent campuses are anticipated to offer discipline contextual studies in order to enhance scholar competence as a whole, be prepared to work or create new jobs. In the Decree of the Head of BKN Number: 46 A (2003), it's defined that competence is the capacity and traits possessed via way of means of a Civil Servant withinside the shape of information, talents, and behavioral attitudes wished in out their obligations in order that the Civil Servant can perform his obligations. professionally, efficaciously and efficiently [2]. Competence is a essential feature of someone that has a right away impact on or can predict, fantastic overall performance [3]. Competence also can be interpreted because the capacity to perform or carry

out a task or challenge primarily based totally at the talents and knowledge to analyze an information required means of the task [4].

Therefore, all universities are required to improve and facilitate the development of undergraduate skills in implementing independent learning application tools to make instructional suggestions. Applications that can be made must be arranged and mutually agreed between the university and the partner. Unbiased on-campus learning offers situations and possibilities that demand for increased innovation, creativity, capacity, personality, and desires of scholars, in addition to fostering independence in seeking and finding information through the realities and dynamics of the discipline which include capacity needs, actual problems, social interactions, collaboration, self-control, overall performance needs, goals and achievements.

These challenges need to be answered properly by every civitas from the management level to students as the main consumers. Since the implementation of the MBKM Policy in better training, the Faculty of Social Sciences, State University of Medan has completed various adjustments, such as the preparation and adjustment of the KKNi curriculum with the demands of an independent learning policy, preparation of partner collaboration, development of integrated social science learning models across faculties/universities and improvement of the Learning Management System (LMS) to support the implementation of the MBKM. However, its effectiveness is still not optimal due to the absence of an Implementation Management System that supervises it. This study aim to improve the Management System for the Implementation of the MBKM-Based KKNi Curriculum.

2 Method

This study is a R & D in the field of education that uses data collection techniques using documentation studies, interviews, and focus group discussion (FGD). The FGDs in this study were used to discuss the completeness and conformity of SOPs in study programs with faculty guidelines, the availability of MOA for the implementation of MBKM with partners, and preparation for the development of the MBKM implementation monitoring system at FIS Unimed. The study begin with Development, simulation, Follow-up improvement, Dissemination.[5] The study used a qualitative descriptive analysis.

3 Result and Discussion

The higher education in Indonesia is intended to improve and disseminate technology, eras, and/or works of art and seek to utilize them to improve people's living standards and advance the nation's culture. Improving the quality of education is the end result of the integration of additional materials in it, one of which is technological progress. The position of the times and technological advances cannot be separated because they will not be directly proportional to the improvement of learning services [6]. The role of technology cannot be separated because it will indirectly be directly proportional to the development of educational services [7]. Technology can be used as a facilitator for equal distribution of education as learning without being separated by space, distance, and time. To optimize the implementation of the MBKM Based on KKNi Curriculum in the form of various activities, a Management

System is developed so that the suitability and implementation of MBKM activity can be monitored and structurally integrated in an application system in the network. The development of the Implementation Management System is carried out through several stages, where each step produces a more detailed one than the previous stage. starting from the planning, development, Testing (simulation) and content evaluation stages, and follow-up improvement to dissemination.

At the planning stage, a focus group discussion was conducted involving all departments in the Social Sciences faculty, Universitas Negeri Medan in order to analyze all the basic documents for every department the FIS Unimed, specifically the History Education, Civic Education, Geography Education, and Anthropology Education department, the document used and streamed into the KKNi MBKM-Based Curriculum Implementation Management System to be designed. The types of documents used in the system are the MBKM-based IQF curriculum, partner collaboration documents, integrated social studies learning models across faculties/universities, Guidelines for 8 Forms of MBKM Activities at the Faculty Level, and MBKM Course SOPs according to faculty guidelines.

Furthermore, in the development of the information technology team in collaboration with the design or planning team to design the related system components. The information technology team will carry out the technical design of information technology that will be built on the MBKM-Based on KKNi Curriculum Implementation Management, such as database systems, computer networks, data conversion techniques, system migration methods, and so on. The outcomes of the system evaluation modeled on the flow chart:

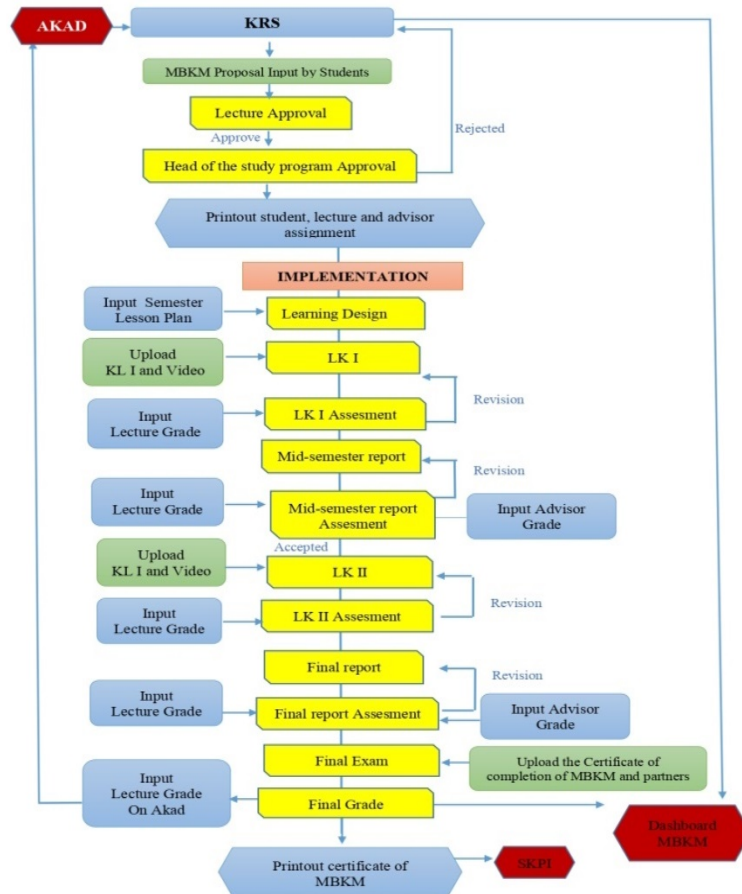


Fig. 1. Flow chart data of management system MBKM.

The MBKM program is an attempt to offer the freedom and autonomy of educational institutions, and to be free from bureaucracy, academics are free from complicated administration and students are given the freedom to choose their preferred field, improving the competence of graduates, each of them well. talents and abilities, strong talents, so that they are more organized and applicable to the times, uniting graduates as the destiny of advanced and personality leaders. The experiential study program with the MBKM pathway is expected to facilitate students to improve their abilities according to their interests and talents. The KKNI curriculum which is based on the total MBKM gives students the freedom to choose the courses to be followed on campus or outside from the first to eight semesters, in addition to choosing 3 semesters outside the university by looking at program placed off campus. In the implementation of MBKM, the application "3 Semester MBKM" presents various general

needs that must be met through student and university facilities, including the following: 1) Students come from authorized departments 2) Active students registered in PDDikti.

The shape of studying activities according with Permendikbud No 3 of 2020 can be carried out within the department and outside the department including: 1) Industrial Practice 2) Village Projects, 3) Student Exchanges, 4) Research, 5) Entrepreneurship, 6) Independent Project, 7) Humanity Project, and 8) Teaching in Schools [8]. Through the approval of the lecturer and head of the study program, students can carry out the MBKM selected from the eight activities above and follow the flow in accordance with the MBKM guidelines of the Faculty of Social Sciences, Unimed. The supervising lecturer can design learning and assignments for each Field activity (KL), then students can upload KL and video documentation, then make an Activity Report (LK), then compile a mid-semester report, final semester report and take the final exam activity. Students who are declared complete can follow the current flow while those who have not had to make revisions. At the end of the activity, students upload a Certificate of completion of MBKM and partners. And can print the MBKM certificate which can be included in the certificate accompanying diploma (SKPI).

Thus it can be concluded that the existence of an MBKM dashboard management system that can be accessed by the entire academic community at the Unimed Social Sciences faculty can facilitate monitoring and supervision of the MBKM-Based KKNi Curriculum Implementation, as well as a container for documenting activities. In addition, the MBKM management system at the social sciences faculty which is integrated with the Unimed learning management system, namely AKAD, can make it easier for the components involved in MBKM activities to be structurally integrated with each other, input and output from activities can be monitored and evaluated on a regular basis starting from dean of the faculty to the head of department.

4 Conclusion

Through the MBKM Program Based KKNi Curriculum Implementation Management System and database design that is integrated into the Unimed academic system, the suitability and implementation of MBKM learning can be monitored and structurally integrated.

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