



**TECHNIUM**  
**SOCIAL SCIENCES JOURNAL**

**Vol. 27, 2022**

**A new decade  
for social changes**

[www.techniumscience.com](http://www.techniumscience.com)

ISSN 2668-7798



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## **Analysis of implementation of the KSK MBKM Program in Universitas 17 Agustus 1945 Surabaya**

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**Abstract.** In 2021, Universitas 17 Agustus 1945 Surabaya received KsK MBKM funding assistance for 6 study programs. This research was conducted to determine the impact of the implementation of the MBKM KsK program in the Untag Surabaya environment. The activities carried out were data collection by filling out questionnaires and conducting Focus Group Discussions (FGD) with MBKM implementing stakeholders at the University, namely the Head of Study Programs, Lecturers, Students, Education Staff, and Partners for the implementation of MBKM implementation. From the results of the questionnaire and FGD, in general the implementation of the KsK MBKM in each study program provides benefits for the Head of Study Programs and Lecturers because they support the preparation and review of the curriculum in accordance with the MBKM program. The study program also collaborates with partners to develop a scheme for off-campus activities. Education staff also supports MBKM activities, starting from the preparation of curriculum documents to preparing for the implementation of MBKM activities. Students are certainly very enthusiastic about participating in this MBKM activity, especially internship activities. What needs to be given more attention is the lack of insight from students, several lecturers, staff, and partners regarding the policies and SOP for MBKM activities made by both the University and Study Programs, so that in the future it is necessary to carry out a lot of socialization and education, as well as directly involve the students stakeholders to make MBKM activities at Untag Surabaya better.

**Keywords.** Lecturer, FGD, KsK, Questionnaire, Student, MBKM, Study Program

### **Introduction**

The Curriculum Cooperation Program or KsK is implemented by making adjustments to the curriculum that has been used by each study program. The KSK program is carried out to support the implementation of the MBKM (Independent Learning Curriculum) program that has been launched by the government. The MBKM (Independent Learning Curriculum)

Program requires each study program to convert courses for students who take part in the MBKM (Independent Learning Curriculum) program which is summarized in 8 forms of learning activities which include Internships/work practices, Village Projects, teaching in schools, student exchanges, research/research, entrepreneurial activities, independent study, Humanity project. Conversion of courses is set at 20 credits for each form of learning activity chosen. (Haque, Sayidah Auliaul, Putra, 2020)

Current conditions, all study programs at all faculties at Untag Surabaya have implemented the MBKM (Independent Learning Curriculum) program as proclaimed by the Minister of Education and Culture of the Republic of Indonesia, both independently and those who have received KSK grants from the Government. Of the 15 Study Programs, a total of 11 study programs have received KsK Grants. The first period in 2020 is 5 study programs, namely the Civil Engineering Study Program, the Industrial Engineering Study Program, the Electrical Engineering Study Program, the Informatics Engineering Study Program and the Law Study Program. Meanwhile, in 2021 there will be 6 study programs, namely the State Administration Study Program, the Communication Science Study Program, the Management Economics Study Program, the Development Economics Study Program, the Psychology Study Program and the Mechanical Engineering Study Program.

Each study program at Untag Surabaya has implemented a good MBKM (Independent Learning Curriculum) program by choosing at least 3 forms of learning activities that are tailored to the learning outcomes of the study program. So that each study program must make adjustments to the curriculum used and determine policies regarding the conversion of 20 credits of courses.

The implementation of this research is expected to be beneficial for the academic community of the Universitas 17 Agustus 1945 Surabaya in particular and also the parties involved directly or indirectly. In addition, this research is also expected to be able to provide information about the impact of the implementation of the MBKM Program, especially on the KsK program at Untag Surabaya. Therefore, an activity is needed to evaluate the impact of the implementation of the MBKM program carried out by several study programs in the Untag Surabaya environment. So that the results of the evaluation will be used as study material and input for the government and universities to see the extent of the impact of the MBKM program.

The research on the Independent Learning Campus (MBKM) policy research conducted at Untag Surabaya aims to determine the impact of the implementation of MBKM activities, especially from the results of the KSKI grant implementation activities. The impact of the MBKM implementation is expected to be able to improve the Key Performance Indicators (KPI) that have been set by the Ministry of Education and Culture.

In the implementation of MBKM activities, the results of the KSK grant within the Untag Surabaya environment focused on improving Key Performance Indicator 2, in which students get the right to study outside the campus for a minimum of 20 credits. In addition, it also focuses on improving Key Performance Indicator 6, by increasing collaboration with Partners to support the implementation of MBKM. Finally, to improve Key Performance Indicator 7, namely by increasing learning by using case-solving methods or project-based group learning (team-based projects) as part of the evaluation weights. (Irwanto, 2007)

### **Method**

The research procedure consisted of collecting data through distributing questionnaires evaluating the impact of implementation on research subjects, followed by conducting focus group discussions (FGD) with partners, tabulating survey data, analyzing data, compiling

research articles, making research seminars, publishing research results and evaluating implementation series of studies. (Martono, 2011) The schematic of the research implementation procedure can be seen in Figure 1.

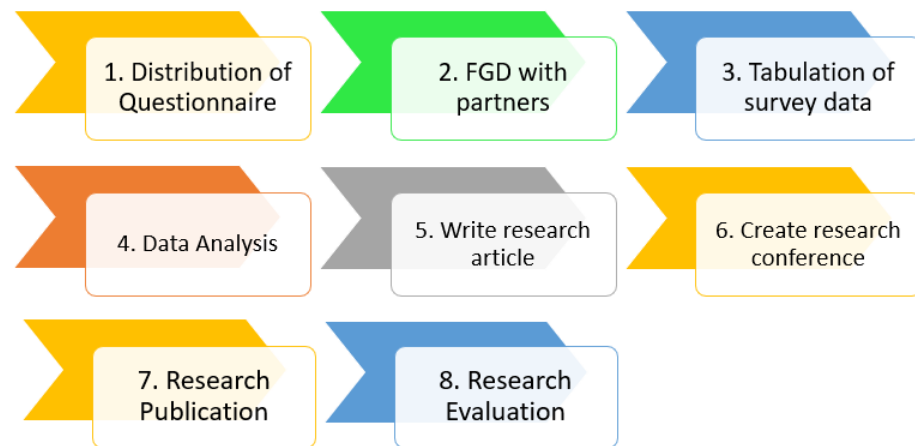


Figure 1. Schematic of the Research Implementation Procedure

The research subjects used the total sampling method (population), namely the academic community of the Universitas 17 Agustus 1945 Surabaya who participated in the KsK MBKM program in 2020 to 2021, consisting of the Head of Study Programs, Lecturers, Educators, Students, and MBKM Partners. The data collection technique in this study was the questionnaire method, and conducted FGD with the respondents. The questionnaires were distributed online, and the results of the questionnaires were analyzed by descriptive analysis method with a quantitative approach. FGDs are carried out by visiting partners where students carry out learning activities outside of campus, such as companies where internships are, or where students carry out entrepreneurial activities. The steps taken start from collecting data, classifying and analyzing or processing data, making conclusions and reporting them with the main aim of making an objective picture of a situation in a description.

## Discussion

### Questionnaire survey results

The University carries out a survey by filling out questionnaires to students, lecturers, and education staff for the implementation of MBKM at the University level (survey results are attached). Of the total 7155 respondents, consisting of 313 lecturers, 6561 students, and 281 staff, in general they know most of the contents of the MBKM policy, and only a very few answered that they do not know anything about MBKM. Most of the lecturers, staff, and students already know that off-campus MBKM activities can be carried out for up to 3 semesters, in accordance with SN-Dikti (Permendikbud No. 3 of 2020). (Mulyanto Nugroho dan Ulfi Pristiana, 2020) The respondents knew information about MBKM mostly from offline and online socialization activities carried out by the University, followed by information from the University's online channels and the Ministry of Education and Culture, and the least was information obtained through the mass media. Lecturers, staff, and students also mostly know that the number of credits that can be converted or equivalent to the Form of Off-Campus Learning Activities is 10 to 20 credits 192 staff and 253 lecturers answered that in each study program they already had policy documents related to the curriculum that facilitated MBKM.

A total of 111 staff and 193 lecturers have contributed to workshops or meetings or discussions in preparation for the implementation of MBKM.(Pristiana, 2018)

The results of a special survey for student respondents, 3283 out of 6561 students prefer internships as MBKM activities. As many as 53% of students already know about curriculum documents, guidelines, and SOP for implementing MBKM, but 32% of these students answered that they did not know. Therefore, it is necessary to carry out more intensive socialization of MBKM to students, with better strategies and plans. As many as 50% of students have prepared themselves for MBKM activities, while 45% of students have not prepared themselves, and 5% of students are not interested in participating in MBKM activities. In general, from student answers to this particular survey, students assess and feel that they get more benefits and additional knowledge and competence by participating in the MBKM program, whether it is improving soft skills, analyzing skills, solving problems, as well as broadening perspectives and providing added value, especially competencies needed by students. Students benefit from MBKM activities which will be a provision after graduation. Students also realize how important this MBKM activity is in preparation for post-campus activities. According to 71% of student respondents, MBKM activities are in accordance with the needs of future graduates. Also 58% of students expressed interest in participating in MBKM activities held by the Directorate General of Higher Education, Research, and Technology.(Andari et al., 2021)

The results of a special survey for lecturers with a total of 313 respondents, 82% have been supervisors for real work courses, Entrepreneurship, internships, and student exchanges, before the MBKM. Already 71% of lecturers are involved in their study programs in the preparation of CPL and the calculation and equalization of credits. As many as 82% of the respondents have studied the MBKM guidebook, and 58% have participated in the socialization of Motivating Lecturers. Regarding the willingness of lecturers to become supervisors for MBKM activities, 63% of lecturers said they were always willing, 33% of lecturers said they were occasionally willing, and the remaining 4% said they were not. Lecturers have played an active role in encouraging students to take part in MBKM activities. The lecturers assessed that there was a fairly good improvement in the learning process of students who took part in the MBKM. There is a pretty good improvement in improving the hard skills and soft skills of students, as well as a good increase in the capacity of lecturers who guide MBKM implementation activities. The lecturers also agreed that the MBKM implementation activities provide many benefits for the purpose of fulfilling the Graduate Learning Outcomes.(Michael, 2019)

The results of a special survey on the tendons show that there is a lack of information that is known by the staff regarding MBKM. As many as 26% of the staff involved in the process of calculating, converting, and equalizing credits in the implementation of MBKM. 64% of the total 281 respondents who have not studied the MBKM guideline are students who have not studied the MBKM guidelines. Most of the staff have never participated in MBKM socialization either directly or through the Directorate General of Higher Education's YouTube channel. Most education personnel already know the concept of MBKM, but don't understand it in detail. According to the staff, MBKM activities have an increasing positive impact on the student learning process, as well as increasing their hard and soft skills. The university provides briefing on MBKM activities well, and is considered to have provided a fairly good improvement in increasing the capacity and ability of education staff. Based on the survey results, education staff are only involved in administrative activities, and are involved in the administrative functions and management of MBKM activities.(Chang, 2018) Education staff was satisfied in participating in the implementation of MBKM activities at the

university. The implementation of MBKM is considered quite useful and very useful for the purpose of fulfilling Graduate Learning Outcomes. Also with the MBKM activity, it is assessed by the staff as providing a fairly good improvement in the quality of graduates produced by the university, and ready to face the post-campus world. (Romadhan, 2020)



**SURVEY RESULT OF MBKM**  
in  
**UNIVERSITAS 17 AGUSTUS 1945 SURABAYA**

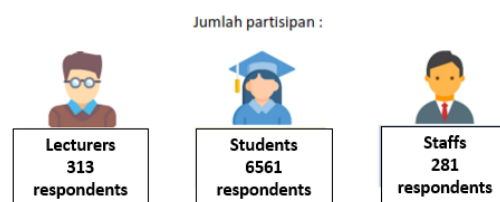


Figure 2. Screenshot of the survey results file conducted by the University using the questionnaire method

### Results of Focus Group Discussion

The benefits felt by students related to the implementation of MBKM are: Students become more open to opportunities from problems and turn them into solutions or even businesses, add relationships to them, find out a lot of new insights/knowledge that are not taught in lectures, sharpen students' soft skills, such as the ability to public speaking, ways of thinking, time discipline, etc. Students also feel that participating in MBKM will improve their ability to adapt in the world of work and society. These benefits will of course be very useful as students in facing the world of work, continuing their studies, becoming entrepreneurs, and so on.

Barriers related to the implementation of MBKM experienced by students include, different assessment ranges between universities so that the conversion of grades becomes less equal, internship programs that are not in accordance with the study program, lack of understanding of students and partners regarding the MBKM program, limited campus facilities regarding the implementation of one of the programs, the schedule of teaching and learning activities between universities is different so that there are several schedules that collide, the implementation time of the MBKM program is deemed too short so that the program is run less than optimally. (Karimudin, 2020)

The benefits of this program based on the narrative of the Head of Study Programs and Lecturers of Untag Surabaya are: In this program, students become more motivated to bring out all their potential, it can also be a place for students to be more open minded and accustomed to understanding field conditions, besides that it can hone students' ability to solve problems and hone students' soft skills such as the ability to socialize well, public speaking and so on.

Obstacles related to the implementation of the MBKM program according to the Lecturer and Head of Study Program at the Universitas 17 Agustus 1945 Surabaya include: Difficulty in converting courses, the efficiency of activities that are felt to be lacking so that it takes more time, the lack of socialization about the MBKM program so that there is a lack of understanding of students, lecturers, and partners about MBKM.

The results of a survey of the staff in Untag Surabaya related to MBKM, the staff in the KsK MBKM grant recipient study program actively participated in supporting all activities, both curriculum preparation and implementation of MBKM activities. Education staff generally serves as part of administration and filing, as well as correspondence, and in certain study programs such as Mechanical Engineering, education staff who serves as a laboratory assistant also helps carry out MBKM activities in the laboratory.(Sutama, 2012)

However, what still needs to be improved is the lack of understanding of the staff regarding MBKM policies and the activities that cover them. So that later there needs to be socialization and delivery of more detailed information to the education staff. In addition, it is also necessary to be directly involved according to their roles and functions in all MBKM activities in Study Programs.(Baharuddin, 2021)

FGDs with implementing partners in the form of MBKM learning activities were carried out to determine the impact of MBKM implementation both on participating students and on the company or partner. In general, all partners welcome the implementation of MBKM activities, be it internships in companies, entrepreneurship, Thematic Real Work Lectures to Build Villages, or student exchanges. Students are able to interact directly in the field according to the fields they take, and are able to socialize and interact, speak in public, carry out managerial and leadership activities, so that students not only gain knowledge according to their field of expertise, but also other skills or soft skills.(Kodrat, 2021)

Partners' general knowledge of MBKM is again one of the obstacles to this implementation, but socialization and information are always provided at the beginning of the implementation of MBKM to partners, so that little by little partners have insight and knowledge about MBKM. As long as there are mature SOP and technical guidelines for activities, activities in general can be carried out.



Figure 3. FGD with the Head of Study Program, Lecturers, Students, and Educators



Figure 4. FGD with Partners

### **Follow-up**

Based on the results of data collection regarding the implementation of the Curriculum Cooperation grant at the Universitas 17 Agustus 1945 Surabaya obtained some information regarding the impact on the economy and social, contributions to other sectors, constraints and recommendations from the head of the study program, lecturers and students which were then used as the basis for making follow-up actions.[10] There needs to be recommendations regarding policy improvements from study programs, faculties and universities so that they can be forwarded to the Higher Education. Recommendations are given related to educational aspects such as:

1. SOP documents and technical guidelines regarding the implementation of the MBKM program related to the curriculum
2. SOP documents and technical instructions regarding the conversion of course values up to a maximum of 20 credits
3. There is a need for socialization that is arranged in a scheduled and more systematic manner so that the implementation of MBKM can be better prepared.

The availability of SOP documents and prepared technical implementation instructions can be used as a guide for the implementation of the MBKM Program activities in the dissemination of MBKM activities, especially the Curriculum Cooperation MBKM.

### **Conclusion**

Basically MBKM activities carried out by students have many positive impacts such as social, economic impacts, and improvement in terms of soft skills and hard skills. However, there are also some notes that need attention, including the technical conversion of courses, the efficiency of activities that are felt to be lacking so that they take more time, and the lack of socialization about the MBKM program.

### **Acknowledgement**

This research would like to thank the Directorate of Research and Community Service of the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia through the Directorate General of Higher Education for providing financial support for this research. We also give our highest appreciation to the Universitas 17 Agustus 1945 Surabaya, which has supported this research activity.

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