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Analysis of the Readiness of Lectures in Mathematics Education Study Program to Implementation of the Independent Learning Curriculum for Independent Campus (MBKM)

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Abstract

This research aims to determine the readiness of lectures in mathematics education study program to implement the Free Learning Curriculum and Independent Campus (MBKM). The readiness of lecturers is assessed based on four aspects: MBKM information, understanding of MBKM, response to MBKM, and MBKM program. The population consisted of eight permanent lecturers in mathematics Education study program. The sample was selected using the total sampling technique, so the number of samples in this study was 8 people. Data collection techniques in the form of lecturer readiness questionnaires and interviews The results indicate that the percentage of lecturer readiness for each indicator is: (1) 63.5% for the MBKM Information indicator; (2) 64.06% for the Understanding of MBKM indicator; (3) 70.49% for the Response to MBKM indicator; and (4) 65.63% for the MBKM Program indicator. Overall, the percentage of lecturer readiness is 66.5%, in the category of sufficient. This means that mathematics education lecturers are sufficiently prepared for the implementation of the Free Learning Curriculum and Independent Campus. Various efforts are needed to enhance the readiness of lecturers across all indicators.
Keywords: *Mathematics Education Lecturers' Readiness, MBKM*

1. Introduction

The era of the Industrial Revolution 4.0 requires the world of education to facilitate a curriculum that produces human resources ready to compete in the era of technology. So in early 2020, the Minister of Education and Culture, Nadiem Makarim, provided a solution, namely the Merdeka Belajar Kampus Merdeka (MBKM) curriculum. With the existence of MBKM, it is expected to be able to answer the demands of the development of the era. The rationale of MBKM contains the meaning of independence and independence for educational institutions, both in state universities and in private universities. This means that independence is given by universities to students and lecturers to develop their potential both at home universities and outside their home universities. Through MBKM, students can study outside their major for three semesters. (English & English, 2021) (Siregar et al., 2020)

Permendikbud No. 3, Year 2020, Article 18 concerning National Higher Education Standards is the basic policy of MBKM. It is explained that the study period and study load for undergraduate students can be carried out in two ways. First, students follow the entire learning process in the study program at the university level according to the study load period. Second, students follow the learning process in the study program to meet part of the study load period, and the rest follow the learning process outside the study program at the same university or at different universities, either in the same

study program or in different study programs, where one semester is equivalent to 20 credits. The activities owned in the Merdeka Belajar-Kampus Merdeka (MBKM) program are 8 activity schemes, including: student exchanges, internships, teaching assistance in educational units, research, humanitarian projects, entrepreneurial activities, independent projects, building villages, and thematic real work lectures. The level of understanding possessed by lecturers about the MBKM program is the initial capital for lecturers to be better prepared to implement MBKM programs appropriately. To see the readiness of lecturers, it can be seen from the description of knowledge, contributions, and assessments that lecturers have and lecturers' assessment of MBKM. (Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards, 2020) (Rochaeni et al., 2022)

The issuance of a policy entitled Merdeka Belajar Kampus Merdeka (MBKM) was delivered by the Minister of Education and Culture (Mendikbud) of the Republic of Indonesia, Nadiem Anwar Makarim, who said that this program gives freedom and autonomy to educational institutions and is free from bureaucratization; lecturers are freed from complicated bureaucracy; and students are given the freedom to choose the fields they like. The goal is to improve 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. (Helmina et al., 2022) *Experiential learning* programs with flexible pathways are expected to facilitate students development of their potential in accordance with *their passions* and talents. (Sudaryanto et al., 2020)

The implementation of MBKM certainly requires careful preparation before being applied in universities. UIN Imam Bonjol Padang (UINIB) as a whole is still in the process of preparing procedures for implementing the MBKM Curriculum itself. Although centralized MBKM has been launched since 2020, at UINIB, implementation planning began in 2022. This process runs systematically and structurally at the university, faculty, and study program levels at UINIB.

Based on an interview with the Dean of the Faculty of Tarbiyah and Teacher Training, it is said that there are already several study programs that can implement the MBKM Curriculum. Of the 8 study programs in the Faculty of Tarbiyah and Teacher Training, those that have quite thorough preparation include the Islamic Education Management Study Program, English Education, and Islamic Religious Education. Other study programs are still designing the implementation of the MBKM Curriculum, including the mathematics Education Study Program. The Mathematics Education Study Program is currently in the process of preparing the MBKM curriculum implementation design. This process includes rearranging courses each semester and also compiling a framework of activities that students can participate in, which can later be recognized and converted into lecture credits. In accordance with the regulations of the Ministry of Education and Culture (2020), each student will graduate with the same number of credits.

In addition to internal preparations, the Mathematics Education Study Program coordinates with faculties and universities, as well as *other stakeholders*, to expedite the implementation process of the MBKM Curriculum later. The example is the Mathematics Education Study Program Study Program through UPT PPL in FTK, which coordinates with schools at the elementary, junior high, high school, vocational, and madrasah levels for the implementation of one of the MBKM activities in the form of teaching assistance. This teaching assistance activity is actually similar to PPL activities that already exist in FTK and are attended by Mathematics Education Study Program students every year. However, the implementation of teaching assistance based on the MBKM curriculum is different in terms of duration and student involvement in school activities where PPL is located. Therefore, it is necessary to formulate or readjust the change of PPL to Teaching Assistance according to the MBKM curriculum.

Furthermore, as the most important element in the implementation of the MBKM Curriculum, the readiness of lecturers is also the main concern of the mathematics Education Study Program, in particular, and the university in general. Lecturers, as implementers who will use it, of course, need to

know the contents of MBKM, starting with the rules and implementation in accordance with applicable regulations. In addition, the university of origin certainly needs to facilitate information about MBKM. Before MBKM is implemented, it is expected that lecturers already know the content of this curriculum and are ready to implement it. (Puspitasari & Nugroho, 2021)

Along with the preparation for the implementation of the MBKM curriculum, both at the university, faculty, and study program levels, it is also necessary to prepare lecturers for its implementation. Therefore, it is necessary to know the readiness of lecturers for the implementation of the Independent Learning Campus Independent Curriculum (MBKM), especially the Mathematics Tadris Study Program, as one of the study programs that is still improving and in the process of preparing for the MBKM Curriculum Implementation. By knowing the readiness of lecturers, of course, the study program can take follow-up actions that must be taken before implementing MBKM. With the follow-up, it is hoped that the implementation of MBKM will run optimally.

2. Method

This research is quantitative descriptive research with a survey method. This research will be conducted at Imam Bonjol Padang State University in 2023. The population in this study is the entire lecturer of the Mathematics Tadris Study Program at UIN Imam Bonjol Padang, totaling 8 people. Samples were selected using *the total sampling technique*, where the samples used in this study were saturated due to the small number of samples. So the number of samples in this study was 8 people.

Data for this study was collected using questionnaires and interviews. The research instruments used are lecturer readiness questionnaires and interview guidelines. The distribution of lecturer questionnaires aims to measure the readiness of mathematics Education lecturers for the implementation of the Independent Learning Curriculum for Independent Campus. Interviews are used as supporting data in the explanation of the results of the questionnaire obtained.

Questionnaires were given to 8 lecturers who are permanent lecturers of the study program and who are academic advisors to mathematics Education students who will later be actively involved in the application of MBKM. This questionnaire consists of 25 statement items, of which there are 4 indicators. In statements numbers 1 to 6, there is one aspect, namely MBKM information; in statements 7 to 12, there is also one aspect, namely understanding MBKM; in statements 13 to 21, there is also one aspect, namely the response to MBKM; and finally, in statements 22 to 25, there is one aspect, namely the MBKM program. The lecturer questionnaire grid can be seen in Table 1.

Table 1 Questionnaire Grid

Aspect	Indicator
MBKM Information	Knowledge about MBKM
	Sources of MBKM policy information
	Availability of curriculum documents, guidelines, and operational procedures for MBKM
MBKM Understanding	Implications of MBKM on study duration
	Impact of off-campus learning activities
	Improvement of soft skills after participating in MBKM activities
Response to MBKM	Preparation to become part of MBKM activities
	Interest in and Recommendation of MBKM
	Student perceptions of concerns when engaging in off-campus learning activities
MBKM Program	Previous programs that align with MBKM forms
	Contribution to MBKM

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The alternative choices given on the questionnaire sheet consist of 4 choices, namely Strongly Agree (SS), Agree (S), Disagree, and Strongly Disagree (STS). SS has a value of 4 for positive statements, and STS has a value of 1 for negative statements, and vice versa. After each lecturer was given a readiness questionnaire, an interview was then conducted to add information related to the readiness of lecturers for the implementation of MBKM.

3. Results and Discussion

After testing and analysis, a questionnaire of good quality was obtained, namely, validity from experts, validity of items, and reliability. Then the distribution of the questionnaire was carried out. The distribution of lecturer questionnaires aims to measure the readiness of mathematics Education lecturers for the implementation of the Independent Learning Curriculum for Independent Campus. The results of the questionnaire data description can be seen in Table 2.

Table 2 Results of Lecturer Readiness Questionnaire Calculation

Aspeck	Degree of Achievement	Criteria
MBKM Information	63,54	Fair
MBKM Understanding	64,06	Fair
Response to MBKM	70,49	Fair
MBKM Program	65,63	Fair
Avarage	66,50	Fair

Based on Table 2, it can be seen the percentage degree of achievement of each aspect with the criterion Sufficient. This means that the readiness of lecturers in the implementation of MBKM still needs evaluation and efforts so that the maximum readiness of lecturers is achieved if MBKM is applied. For the lowest aspect, namely, MBKM information Based on the results of interviews, it was also found that in the campus environment, there is still very little socialization and information related to MBKM, both online and offline. Furthermore, with the lack of MBKM information, of course, lecturers also do not understand what MBKM is or what kind of MBKM program will be implemented. As for the response to MBKM, the highest value means that lecturers are very enthusiastic if MBKM is applied. Each of these aspects is also analyzed based on the indicators in Table 1. The results for the MBKM Information aspect for each indicator can be seen in Figure 1.

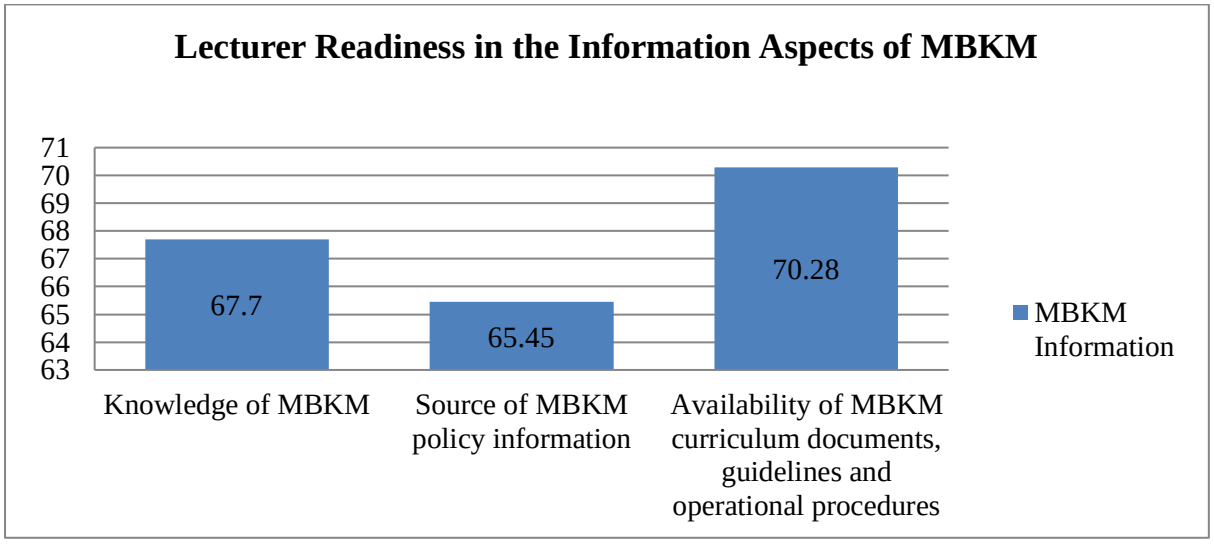

Figure 1. Bar Chart of the Average Value of Lecturer Readiness in the Information Aspect of MBKM

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In the aspect of Information Merdeka Belajar Kampus Merdeka (MBKM), based on the data collected, results were obtained based on responses from Mathematics Education Lecturers on each questionnaire or questionnaire item. For the information aspect, MBKM contains statements from questionnaire item numbers 1-6, and the calculation shows the number of scores obtained is 122, with many respondents of 8 people, and has the highest scale with a weight of 4 so that the final results can be obtained. The degree of achievement for aspects of MBKM information is 63.54% and is in the sufficient category criteria.

Based on Figure 1, which can be seen in MBKM Information, the highest indicator is the availability of curriculum documents, guidelines, and operational procedures for MBKM. This is in line with research conducted by showing that lecturers know more about MBKM through internal campuses. In the current problems for the world of education, especially for the world of lectures, it was introduced to MBKM, causing lecturers to be able to dig up information related to Independent Learning Independent Campus, where Juliawan et al. (2023) with this information lecturers can have knowledge that can finally implement the implementation of MBKM appropriately, in accordance with Permendikbud Number 3 of 2020.

Yuherman et al. (2021) found that the availability of documents is the first step in disseminating information about MBKM that must be prepared in advance. If the documents are complete, the dissemination of information related to MBKM will be more accurate. So that the objectives of MBKM can be achieved optimally. This is in line with Puspitawati et al. (2023). Mudrikah et al. (2022) mention that the availability of MBKM documents can affect the dissemination of MBKM information to all *university stakeholders*.

The next aspect studied is the aspect of understanding MBKM. The results obtained for aspects of understanding MBKM based on the indicators can be seen in Figure 2.

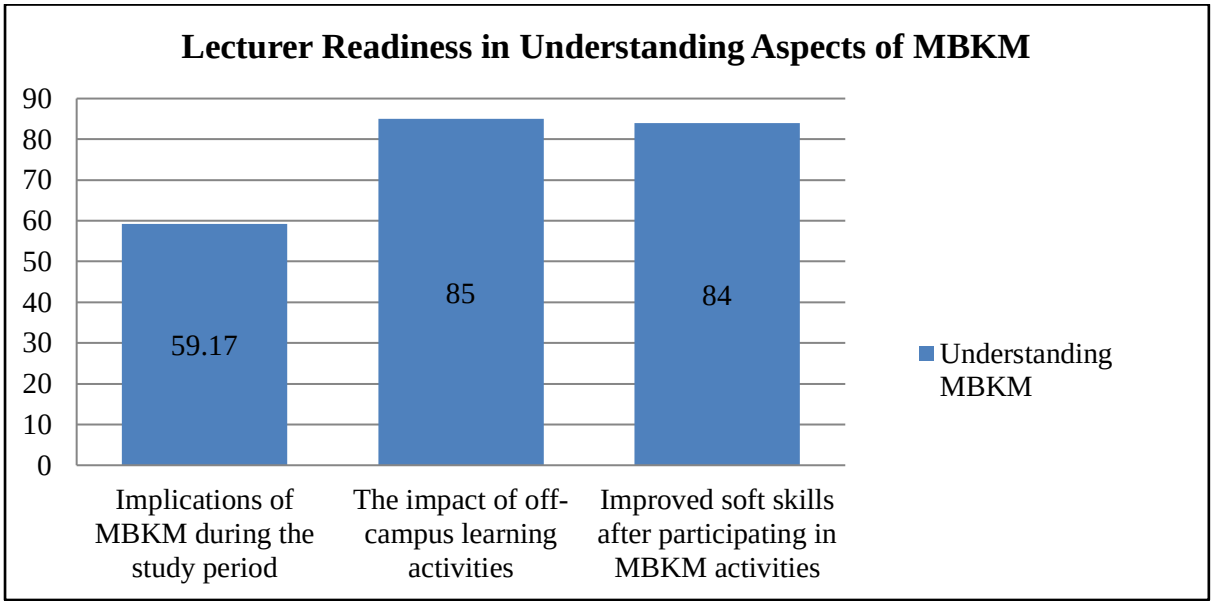

Figure 2. Bar Chart of the Average Value of Lecturer Readiness on MBKM Understanding Aspects

In the aspect of Understanding Independent Learning Independent Campus (MBKM), based on the data collected, results were obtained based on responses from Mathematics Tadris Lecturers on each questionnaire / questionnaire item, then for the MBKM Understanding Aspect contained statements from questionnaire item numbers 7-12, then from the calculation showed the number of scores obtained was 123, with many respondents 8 people and had the highest scale with a weight of 4 so that the final results could be obtained degrees of achievement for aspects The understanding of MBKM is 64.06% and is on the criteria of sufficient categories. Lecturers' understanding of MBKM program policies is

needed as a basis for program sustainability, so that program targets are useful for development implementers both in terms of achievement goals and innovation. Understanding aspects of MBKM have an important role in the world of education. Merdeka Belajar Kampus Merdeka opens opportunities for lecturers and students to learn real things and be able to apply them well so that they have a positive impact because MBKM is an implementation of a collaborative learning approach.

Based on Figure 2, it can be seen that the percentage of MBKM Understanding is not much different per indicator. It can be seen that the highest percentage is in the indicator of improving soft skills after participating in MBKM activities. Then the second is the impact of off-campus learning activities, and the last is the implications of MBKM on the study period. The three indicators are interconnected where the impact of off-campus activities on MBKM understanding can improve soft skills after participating in MBKM activities. The MBKM program is also considered to equip students with additional competencies and soft skills needed for self-development in the present and workplace. The contribution of MBKM implementation is also assessed from the opportunity to develop independence by going directly into the field to seek knowledge and experience. (Juliawan et al., 2023)

The aspect of lecturer understanding, indicators of the implications of MBKM during the study period, students obtained the lowest score, namely 59.17. This means that lecturers' concerns arise regarding the implementation of MBKM can affect students' study periods. According to the implementation of good MBKM, it can affect Mony, et al (2021) *learning outcomes* or good learning outcomes for students. If implemented properly, MBKM can positively affect students' study period.

The next aspect examined is from the aspect of response to MBKM. The results obtained for the aspect of response to MBKM based on the indicators can be seen in Table 3.

Table 3 Average Readiness of Lecturers in Response Aspects to MBKM

Aspect Indicator Response to MBKM	Avarage
Usefulness of MBKM activities	74.2
Preparation to become part of MBKM activities	68.29
Interest in and Recommendation of MBKM	75.05
Lecturers' perceptions about concerns when carrying out learning activities outside campus	70.28

Based on the data that has been collected, in the aspect of response to MBKM contained in statements 13 to 21, the number of scores obtained is 203. So that the final result can be obtained with a percentage of achievement of 70.49% and is in the satisfactory category. Therefore, based on the results that have been explained, it can be concluded that, when compared to other aspects, in the aspect of the response to MBKM, quite a lot must be given answers by mathematics Education Lecturers regarding statements about MBKM. There are nine questionnaire items that must be filled out, and each statement given includes information about MBKM and how mathematics lecturers respond to this MBKM.

Based on Table 3, which can be seen in Response to MBKM, the highest indicator is interest and recommends MBKM. This shows that the interest and recommendation of MBKM are very influential on the response to MBKM. Positive and adequate understanding of students about policies, functions, and benefits obtained in the implementation of MBKM. This positive perception is shown by his interest in and readiness to take the MBKM program during his study period. (Juliawan et al., 2023)

Meanwhile, the indicator of lecturers' perceptions about concerns about carrying out learning activities outside the campus obtained a lower average score. Based on the results of the interview, this can be caused by the lecturers' concerns about the complete facilities provided by the home campus and also outside campuses, which are the target of the MBKM program. The perception of lecturers is also influenced by the completeness of facilities, including the availability of budgets for the implementation of off-campus activities (Panjaitan et al., 2022).

The next aspect studied is the aspect of the MBKM program. The results obtained for aspects of the MBKM program based on the indicators can be seen in Table 4.

Tabel 4 Average Readiness of Lecturers in Aspects of the MBKM Program

Aspeck Indicator Program MBKM	Average
Previous programs that are in accordance with the MBKM form	70,28
Contribution of MBKM	65,45

Based on the data that has been collected, in the aspects of the MBKM program contained in statements 22 to 25 filled in by mathematics Education Lecturers, From the calculation, it shows that the number of scores obtained is 84, with 8 respondents and the highest scale of 4, so that the final result can be obtained with a percentage of achievement of 65.63% and is in the satisfactory category. Therefore, based on the results described above, it can be concluded that the MBKM program has positive benefits for students. Because the students themselves can add insight and also direct learning or practical experience and can improve *hard skills* and *soft skills*, which will later become a provision for students with various skills and skills for these students in facing the world of work. The existence of several program options can also contribute positively to the MBKM implementation process (Mony et al., 2021).

Based on Table 4, which can be seen in the MBKM Program, the highest indicator is the contribution to MBKM. Judging from the average of the indicators of the MBKM Program, the implications of the MBKM Program are quite good. The program has helped create an innovative and collaborative educational environment between schools and colleges. In addition, universities also benefit from the program. The MBKM program indirectly helps universities with student activities that gain off-campus experience. (Grace, 2022)

4. Conclussion

The readiness of mathematics Education Lecturers, Faculty of Tarbiyah, and Teacher Training UIN Imam Bonjol Padang for the Implementation of the Independent Learning Curriculum for Independent Campus (MBKM) obtained 66.50% results with sufficient criteria. Then the percentage of lecturer readiness in each aspect is: (1) 63.5% on the MBKM Information indicator; (2) 64.06% on the MBKM Understanding indicator; (3) 70.49% on the Response to MBKM indicator; and (4) 65.63% on the MBKM Program indicators. Overall, the percentage of lecturer readiness is 66.5% in the sufficient category. This means that mathematics teachers are quite ready for the implementation of the independent campus learning curriculum.

After knowing the readiness of mathematics Education lecturers for the implementation of the Independent Learning Campus Independent Curriculum (MBKM), it is hoped that there will be follow-up from the Study Program by providing information and the MBKM curriculum on mathematics Education openly. Then it is also expected that there will be a follow-up between the Faculty of Tarbiyah and Teacher Training and Imam Bonjol Padang State University by providing information and MBKM curriculum within the Faculty and University. And this research is expected to be taken into consideration in preparation for implementing the MBKM program in the mathematics Education study program.

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