

## MBKM CURRICULUM MANAGEMENT AT UNIVERSITAS NEGERI MANADO

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### ABSTRACT

The purpose of this research is to analyze and describe the independent learning curriculum management model at Manado State University. Independent learning curriculum management is a form of curriculum management with the stages of planning, organizing, implementing and evaluating. The results of the study show that the independent curriculum management model at Manado State University has been implemented according to management functions, namely planning, organizing, implementing and evaluating. Of the nine study programs sampled that met the requirements, there were four study programs with a curriculum management model that were close to fulfilling the management function, although there were system constraints that were not yet available regarding the synchronization of courses between study programs and menus for MBKM contracts. In addition, the constraints related to human resources are still low knowledge about the implementation of independent curriculum management and the low interest of students to participate in MBKM activities.

### Keywords

*Management; Curriculum; MBKM; Education*

## INTRODUCTION

Education is a vital element in the development of a nation, with education a nation can achieve maximum development and in accordance with national development goals. El-Hajj Malik El-Shabazz or Malcolm X, an American Muslim leader who is also a human rights activist, stated "Education is the passport to the future, for tomorrow belongs to those who prepare for it today" (Malcolm, 2022). In line with what was stated by Malcolm X, John Dewey stated, If we teach today's students as we taught yesterday's, we rob them of tomorrow. These two quotes indicate that education is the key in preparing students to pave their way now and in the future. Education must develop and adapt to world developments.

In its effort to answer the challenge of mastering 21st Century Skills, Indonesia has developed an educational plan that is relevant to the 21st Century. It is included in the BSNP Report (National Education Standards Agency, 2010) on 21st Century National Education, namely how education is relevant in the 21st Century, including among other things paradigm and national goals of education (Afandi et al., 2019). The National Education Paradigm helps us understand educational problems, analyze them, and formulate possible solutions to solve these problems. The 21st century National Education Goals are formulated in BSNP (2010) as follows:

National education in the 21st century aims to realize the ideals of the nation, namely a prosperous and happy Indonesian nation, with an honorable and equal position with other nations in the global world, through the formation of a society consisting of quality human resources, namely independent individuals, willing and capable to realize the ideals of the nation.

This indicates that the Indonesian people should have comprehensive intelligence, both about the past, the present, and preparations for the future. As well as realizing a prosperous and happy Indonesian society

that includes both physically and spiritually. In addition, national education is also expected to be able to increase the position of the Indonesian nation to the international level. Indonesia is able to achieve these noble goals or ideals if we have human resources that are competent and able to make a positive contribution to themselves, the nation, the country and the world (Tayibnapis et al., 2018). However, if human resources are lacking or incompetent, this goal will be difficult, even impossible, to achieve. However, if human resources are lacking or incompetent, these goals will be difficult, even impossible to achieve. Therefore, it is important to develop the competence of society as human resources in order to have skills that are relevant to the demands of life in the 21st century.

The Independent Campus Learning Policy issued by the Ministry of Education and Culture is a policy that is believed to be most appropriate to current conditions. This policy requires the development of the MBKM curriculum to suit the needs of the 21st century. Rosyada (2004), says that:

Curriculum is the core of an educational organization. Murray Print. defines curriculum as all planned learning spaces provided to students by educational institutions and the experiences enjoyed by students when the curriculum is implemented. Meanwhile, according to Taba (1962) curriculum can be interpreted: A curriculum usually contains a statement of aims and of specific objectives; it indicates some selection and organization of content; it either implies or manifests certain patterns of learning and teaching, whether because the objectives demand them or because the content organization requires them. Finally, it includes a program of evaluation of the outcomes. Thus, curriculum itself can be defined in general, namely related to:

- 1) What is important for students to learn
- 2) A series of experiences that students must have
- 3) A series of courses or programs offered to students
- 4) A collection of courses or programs that the student chooses from the available options
- 5) Content of a particular discipline
- 6) The time frame and credits in which the university provides the education.

In other words, the curriculum is a combination of relationships ranging from educational goals, learning outcomes, course materials or modules, content, types of assessment, learning styles, graduate abilities and learning environment. There may be many more elements to include on the list, but these are enough to go on, and more than enough to make managing the curriculum a complicated process. Software solutions are one way to simplify and manage this complex process.

The Higher Education Curriculum (KPT) is an institutional mandate that must be implemented and should be able to encourage continuous improvement in the quality of learning, be adaptive to the demands of the times, motivate the spirit of lifelong learning, and be able to realize the specified learning outcomes. This has opened up even more opportunities with the establishment of the MBKM policy for students through learning activities outside the study program so that it is possible to produce graduates who have competence and experience in the world of work and/or society at large. Implementation of the MBKM program, mixed learning, and/or online learning is one of the effective learning strategies to facilitate students when participating in the learning process outside their study program.

The Merdeka Belajar –Kampus Merdeka policy is based on a legal basis that is the juridical basis for its implementation. Furthermore, the policy reference for the Merdeka Belajar Program - Merdeka Campus there are seventeen (17) policies that support the implementation of the Merdeka Belajar - Kampus Merdeka program (Krishnapatria, 2021).

Curriculum is a set of plans and arrangements regarding objectives, content, and learning materials as well as the methods used as guidelines for organizing learning activities to achieve higher education goals. MBKM is part of the efforts of the Ministry of Education and Culture of the Republic of Indonesia, which aims to encourage students to be able to master various competencies as stated in Permendikbud Number 3 of 2020 concerning National Standards for Higher Education for Free Learning or Independence for independent learning-campus is an effort giving freedom and autonomy to educational institutions, and being independent from bureaucratization, lecturers are freed from convoluted bureaucracy and students are given the freedom to choose the fields they like (Jahari, 2020).

An adaptive and innovative curriculum in this case is very much needed, especially now that we have entered the new normal in the midst of industry 4.0, so that distance learning will later become a future trend, therefore the curriculum must be flexible. Freedom to learn is translated as providing the widest possible space

for innovation (Darling-Hammond, 2006). for study programs to improve global competence through various contemporary subjects such as digital transformation, STEAM, SDGs, soft skills, 21st century competencies and so on. This independence means providing opportunities to develop internships and immersion programs with professionals, alumni, practitioners and strategic partners. In meeting the demands, currents of change and the need for links and matches with the business world (DU) and the industrial world (DI), and to prepare students for the world of work, tertiary institutions are required to be able to design and implement innovative learning processes so that students can achieve learning outcomes covering aspects of attitude, knowledge, and skills optimally. The Independent Campus Learning Policy is expected to be the answer to the demands of a link and match with industry, the world of work, research and the needs of villages, sub-districts, districts/cities, provinces, countries and the world.

The Merdeka Campus is an autonomous and flexible form of learning in tertiary institutions so as to create a learning culture that is innovative, not restrictive, and in accordance with the needs of students (Amalia, 2021). The Merdeka Campus includes 4 (four) main policies, namely: 1) ease of opening new study programs, 2) changes to the higher education accreditation system, 3) ease of tertiary institutions becoming legal entities, and 4) the right to study 3 (three) semesters outside the program studies.

Undergraduate Program students are given the freedom to take credits outside the study program, the 3 (three) semesters in question can be taken for learning outside the study program within PT and/or learning outside PT. The learning process in the Merdeka Campus is one of the manifestations of student-centered learning which is very essential (Tanjung et al., 2022). Learning in the Merdeka Campus provides challenges and opportunities for developing creativity, capacity, personality, and student needs as well as developing independence in seeking and finding knowledge through field realities and dynamics such as ability requirements, real problems, social interaction, collaboration, self-management, performance demands, targets and achievements. The Merdeka Campus is expected to be able to answer the challenges of higher education institutions to produce graduates according to science and technology developments and the demands of the business and industrial world. There are eight forms of MBKM learning described as follows:

- 1) Internship / work practice, internship at a company, non-profit foundation, multilateral organization, government institution, or startup company and must be supervised by a lecturer / teacher.
- 2) Projects in villages Social projects to assist people in rural or remote areas in developing the people's economy, infrastructure, and others can be carried out together with village officials, cooperatives, or other village organizations.
- 3) Teaching in schools, teaching activities in elementary, middle and high schools for several months. Schools can be in city or remote locations. This program will be facilitated by the Ministry of Education and Culture.
- 4) Student exchange, taking classes or semesters at foreign and domestic universities, based on cooperation agreements that have been entered into by the Government. Grades and credits taken at foreign universities will be equalized by each university.
- 5) Research/ Academic research activities, both science and social humanities, which are carried out under the supervision of lecturers or researchers can be carried out for research institutions such as LIPI and other research agencies
- 6) Entrepreneurial activities, students develop entrepreneurial activities independently as evidenced by explanations/ proposals for entrepreneurial activities and evidence of consumer transactions or employee salary slips, must be guided by a lecturer/ teacher.
- 7) Independent studies/ projects, students can develop a project based on a special social topic and can work on it together with other students, must be guided by a lecturer/ teacher
- 8) Humanitarian projects Social activities for a foundation or humanitarian organization approved by universities, both at home and abroad. Examples of formal organizations that can be approved by the Chancellor: Indonesian Red Cross, Mercy Corps, and so on.

Manado State University actually already has an MBKM guidebook which was issued officially through the Chancellor's Decree No. 729/UN41/PS/2020 Concerning Free Learning Guidelines-Independent Campus, Manado State University on June 30 2020, which means that Unima has started implementing the MBKM policy since 2020 but until now student interest in the MBKM program is still very minimal. The latest data obtained

from the Academic Affairs of Manado State University shows that as of 2021 the number of students participating in the MBKM program is still low, as can be seen in the following graph:



**Figure 1. Graph of Number of Students who took part in the UNIMA 2021 MBKM Program**

There are many factors that influence the results as shown in the graph above, including those concerning curriculum management issues. At the observation stage, interviews were conducted with several heads of departments and study programs showing management's unpreparedness regarding planning, organizing, implementing and evaluating the Free Learning Curriculum. This unpreparedness is illustrated by the low interest of students participating in MBKM, the lack of participation of study programs and lecturers as the spearhead of the implementation of the MBKM curriculum which is triggered by limited knowledge about MBKM policies and the urgency of implementing the MBKM curriculum. The mindset of worrying about losing a lot of MK in the study program with the implementation of MBKM which requires study programs to prepare 60 credits outside the study program, undermine the legitimacy of study programs and lecturers towards students as a result of lectures outside the study program. Funding that is not available relates to the implementation of MBKM because students have to pay for carrying out MBKM activities, compiling curricula in study programs, collaborating with other universities and collaborating with other institutions, industry or companies, taking courses in other study programs at tertiary institutions itself or at other tertiary institutions, implementing practices in industry or companies, academic administration systems, funds needed for practice or internships for students, readiness of human resources, academic portal systems that are not yet available.

## METHODS

This type of research is qualitative research, as suggested by [Sugiyono \(2015\)](#) that qualitative research is a research method based on the philosophy of positivism, used to research on natural object conditions, (as opposed to experiments) where the researcher is the key instrument, data collection techniques are carried out by triangulation (combined), data analysis is inductive/qualitative and the results of qualitative research emphasize meaning rather than generalization. According to [Creswell \(2017\)](#), qualitative research is methods to explore and understand the meaning that a number of individuals or groups of people ascribe to social or humanitarian issues.

Researchers use qualitative research so that it is easier for researchers to determine the formulation of problems and preparation of reports. Furthermore, the descriptive method was chosen because the data sought was in the form of a statement. In addition, the descriptive method was chosen to make it easier for researchers to collect data and to describe the data obtained from the field in the form of descriptive data (not numbers or statistics). So this research seeks to describe a study which is a phenomenon or relationship related to how Independent Learning Campus Independent Curriculum Management. The location chosen by the author for this research is Manado State University which consists of 7 faculties where previously the author had conducted an initial survey of the problems the author observed related to the management of the MBKM Curriculum. While the research time starts from March to August 2022. In qualitative research the researcher is the key instrument and supporting instrument in the form of interview results, both structured and unstructured interviews. The data sources of this research consist of two kinds of sources, namely primary and secondary data sources. The primary data source comes from interviews with the MBKM Working Group, Heads of Departments and Heads of Study Programs. Primary data sources also come from observations of the process of implementing the MBKM curriculum in the Department and Study Program. Secondary data

sources in this study were obtained from various documents related to the MBKM curriculum implemented in Manado State University. These documents include curriculum that has been used, documentation of curriculum revitalization FGD activities, profiles of departments and study programs, circulars, and includes videos of lecturer meetings. The following is preliminary data from the Academic Field of Manado State University for MBKM students in 2021:

**Table 2. Number of Faculties that have implemented MBKM along with the number of students participating in MBKM activities**

No	Faculty Name	MBKM Curriculum	Number of MBKM Students
1	Faculty of Language and Art	Already Implemented	93 Students
2	Faculty of Engineering	Already Implemented	110 Students
3	Faculty of Social Science	Already Implemented	2 Students
4	faculty of Economics	Already Implemented	34 Students
5	FMIPA Faculty	Already Implemented	39 Students
6	faculty of Sport Science	Already Implemented	7 Students
7	faculty of Science Education	Already Implemented	23 Students

In this study, the triangulation technique will be used where the researcher will combine three techniques, namely observing participants, conducting in-depth interviews, studying documentation.

Data collection for this study used three methods, namely interviews, observation and documentation. The informants that the researchers will interview are Heads of Departments and Heads of Study Programs who have implemented MBKM in all Faculties within Manado State University. When viewed from the implementation, interviews can be divided into two, namely:

- 1) Structured interviews are used as a data collection technique if the researcher or data seeker already knows exactly what data or information he will obtain.
- 2) Unstructured interviews, free interviews, where researchers do not use various interview guidelines that have been arranged in a coherent and systematic manner to collect data. This means that the interview guide used is only an outline of the problem you want to ask.

This study uses structured interviews to obtain data. This technique was chosen because apart from providing clearer directions it also avoids a lack of required data or obtaining unnecessary data. Hadi (2002) argued that observation is a complex process and is composed of various biological and psychological processes. Two of the most important are the processes of observation and memory. In terms of the process of implementing data collection, observations can be divided into two, namely:

- 1) Observation of participation (participant observation), namely researchers involved with activities everyday - people who are being observed or who are used as sources and study.
- 2) Non-participant observation, namely researchers are not directly involved with the activities of people who being observed.

In this type of observation the researcher is not involved and is only an independent observer. Based on the instrument aspect, the observation is divided into two parts, namely structured and unstructured observation. Structured observation is an observation that has been designed systematically, whether it is related to what is being observed or when and where it is carried out. While unstructured observation is an observation that is not prepared systematically about the things to be observed. This study will use non-participant and structured observation. Researchers will observe the process of planning, organizing, implementing and evaluating the MBKM curriculum in departments and study programs in all faculties within Universitas Negeri Manado.

Documentation is a record of events that have passed, where the forms of documents can be in the form of the following:

- 1) Writing, for example diaries, biographies, regulations, policies, life history, etc.
- 2) Images, can be in the form of photographs, live images, sketches, etc.
- 3) Monumental works, such as sculptures, films, paintings, etc.

Document studies can be used as a complement to observations and interviews in a study. Therefore, it is hoped that the research method used by the author is complete and supports this research. The documents

that the researchers collected included photos and data on curriculum revitalization workshop activities, socialization of the MBKM curriculum and meetings.

### **Data Analysis Techniques**

Data analysis is the process of searching for and systematically compiling data obtained from interviews, field notes, and other materials, so that it is easier to understand both by oneself and others, and the findings can be informed to the general public (Bogdan & Sari, 1982). Data analysis is very important in a research because the results of the analysis will produce information that can later be understood in order to achieve the goal of conducting a scientific research. For this reason, the data analysis that will be carried out by the author this time will use analysis techniques that are in accordance with the nature of the data that will be collected, namely qualitative data.

Data collected from interviews, observations, or documentation and field notes will be processed by researchers using descriptive methods. The results aim to describe and explain an event systematically according to real conditions and use language that is easier to understand. The systematics of data analysis is carried out as follows:

- 1) Read, analyze and study all data from various sources.
- 2) Conduct data reduction which is done by making a core summary as well as abstractions from the process and questions that still need to exist inside it.
- 3) Compilation of data according to the research procedures used.
- 4) Conduct a re-examination of the validity of the data.

According to Sugiono (2015) testing of research data is carried out by researchers by examining or testing credibility, transferability, dependability, and confirmability. In this study, it is explained as follows: 1) To test the credibility of the research data, triangulation was carried out. The triangulation includes research time triangulation (morning, afternoon, and evening), data collection technique triangulation (observation, interviews, and documentation studies), and source triangulation (MBKM Working Group, Head of Department, and Head of Study Program). 2) This qualitative research has transfer value if it can be applied in other social contexts and situations. Therefore, the results of this study can be transferred if the research results are relevant to the existing social context and situation. Therefore, the researcher tries to make a research report by providing detailed, clear, systematic, and especially reliable descriptions. 3) Dependability Testing

The research data obtained and compiled as a research report can be tested for the dependability of the data. The way that researchers do is try to be open to supervisors and other parties to audit the entire process of this research. Auditing activities are carried out by internal auditors, namely the promoter and co-promoter. While the activities of the external auditors are the testers. 4) Confirmability Testing

The assistance of the supervisors guarantees that this research can be objective. When the Confirmability test is carried out by the researcher by following the correct research principles and defining the problem until obtaining research findings, it is possible for this research to be agreed upon by the dissertation advisors and other parties. Basically the agreement on the findings of this study is basically an illustration of the Confirmability of data testing.

## **RESULTS**

### **MBKM Curriculum Planning at Manado State University**

Planning basically determines the activities to be carried out in the future to achieve goals. This activity is intended to organize various resources so that the results achieved are as expected. Planning gives influence in determining costs or benefits, setting goals or final results, developing strategies to achieve the final goals, formulating or setting priorities and strategic sequences, establishing work procedures with new methods, and adapting existing policies. According to Sudjana (2004) planning is a systematic process in accordance with the principles of decision making, scientific use of knowledge and techniques and organized activities regarding actions to be taken in the future.

To develop a curriculum, the planning stages that are made must provide convenience and be able to trigger selection and development potential learning experiences in accordance with the results (objectives) expected by educational institutions. Planning should be developed by the teacher as a party that directly works with students. Planning should enable teachers to use learning principles in selecting and promoting

learning activities in educational institutions. Planning should enable teachers to tailor experiences to students' developmental needs, abilities, and level of pupils.

Planning must encourage educators to consider learning experiences so that students are involved in activities inside and outside the school/campus. Planning must be the implementation of a continuous learning experience so that student learning activities from the start are really able to provide experience.

The curriculum must be planned in such a way as to be able to help shape the character, personality, and equipment of students' basic knowledge which is of democratic value and which is in accordance with the cultural character of the Indonesian nation. Planning must be realistic, feasible (can be done), and acceptable (acceptable well) so that in the planning process there are stages that must be carried out related to the management of the MBKM curriculum at Manado State University including:

#### *Needs analysis*

Needs analysis is the most important stage in curriculum planning, this is because to design a curriculum it is necessary to know the urgency of the needs of both social, professional, industrial, standard and scientific vision needs so that what is contained in the curriculum functions is to answer the needs of these aspects.

Curriculum development is a step in keeping pace with the development of science, technology, art, psychology, social politics, economics, and so on. So that in the end it can provide an overview of the direction and objectives of existing curriculum products and will be implemented by curriculum implementers. This is in line with the statement [Olivia \(1992\)](#), that Curriculum is a product of time, healing and responding to changes by social forces, philosophical positions, psychological principles, educational leadership at this point in history. For example, if the analysis of curriculum development is in higher education, then curriculum development must be based on the needs of students in preparing the workforce. Needs analysis is a constructive and positive tool for making changes based on rational logic, functional changes that can meet the needs of citizens, groups and individuals.

In the context of curriculum development, [John McNeil \(1990\)](#) defines needs analysis as: The process by which a person defines educational needs and decides what their priorities are. In line with opinion [McNeil, Seels and Glasglow \(1990\)](#) explains the meaning of need assessment: It means a plan to gather information about differences and to use that information to make decisions about priorities.

Curriculum planning is related to how the subject matter is arranged so that students or students gain learning experience to achieve the goals to be achieved. All materials and learning activities need to be planned and arranged as well as possible so that a systematic teaching and learning program is formed. Therefore, lecturers as learning managers must make various choices towards achieving goals. Lecturers must be able to make the right decisions to manage various sources, both resources, funding sources, and learning resources to achieve the goals set, namely the material presented can be well received by students so that students understand what has been taught. The benefits of planning are as follows: 1). So that the activities run in accordance with a specific purpose, orderly and fluent. 2) Encouraging a productive implementation of organizational activities. 3) Trying to use tools and other resources efficiently and really support the achievement of organizational goals. 4) Provide a complete description of all activities to be carried out. 5) Can provide instructions for each personnel, especially organizational leaders to supervise and assess each activity carried out, whether it is in accordance with previous expectations. 6) Furthermore, administrators can carry out organizational coaching in a directed manner according to the perceived needs.

The steps in curriculum planning are important for subsequent activities, so the role of the study program leader is very important in guiding, directing and assisting lecturers who experience difficulties in completing this activity.

#### *Formulate the Vision and Mission of the Study Program*

In curriculum planning, study programs must determine the vision and mission which determine the direction of curriculum development. Related to the MBKM curriculum which only applies to 3 semesters, the study program must be able to integrate it according to the vision and mission of the study program which of course refers to the university's vision and mission. From the findings through interviews and document studies, it is known that the study programs still maintain the vision and mission of the previous study programs

and most of them formulate curricula which are still emergency in nature, in other words they are still processing according to the demands of policy changes which are also still changing. This has the potential for discrepancies between the curriculum and the vision, mission and goals while the curriculum is structured as a tool to achieve the vision.

#### *Determining Curriculum Design*

In general, at the university level, it provides the widest possible freedom for study programs to determine curriculum designs depending on the characteristics of each study program, however, the various interpretations of study program leaders towards the MBKM curriculum have resulted in very diverse curriculum designs being made, this is in accordance with the findings in study programs that with a variety of curriculum designs creates difficulties in the implementation of lectures between study programs in tertiary institutions because there are inequalities in curriculum design. Some are free form and some are structured. This causes difficulties in study programs to determine what competencies can be formed if students only take unstructured courses, in other words, the competencies obtained are only half incomplete or what competencies will be formed. If students only contract various subjects so that the uniformity of the curriculum structure at the study program level needs to be done to facilitate administration and achieve or establish the desired student competencies.

#### *Determine the master plan for development, implementation and assessment*

At this stage, the study program is expected to formulate a master plan related to curriculum development, implementation and assessment. [Sukmadinata \(2013\)](#) mentions, the preparation of the curriculum cannot be done haphazardly, the preparation of the curriculum requires a strong foundation and is based on the results of in-depth thought and research. The same thing is stated [Nasution \(1999\)](#), that the preparation of the basis for curriculum development is a complex matter. The opinion of the curriculum expert can be understood that; 1) the formulation of the basis for curriculum development is a determinant of the direction of curriculum policy; 2) the basic formulation of curriculum development can be accounted for scientifically; 3) the formulation of the basis for curriculum development must have a strong foundation, not only as a guide but also as inspiration, aspiration, and motivation for curriculum developers. Based on the findings, it can be explained that the study program experienced confusion related to this matter because the existing policies at the university level were still being processed so that waiting and seeking information independently did not really help the study programs to carry out the master plan.

### **Organizing the MBKM Curriculum at Manado State University**

Curriculum organization is carried out by taking into account the stages in curriculum development. The point is that organizing pays attention to several aspects which include: rationale and curriculum goals, vision and mission as well as organizing material, learning activities and selection of learning resources, learning tools and facilities and then determines how to measure learning outcomes including the placement of lecturers with appropriate fields of knowledge in carry out or carry out the responsibilities of courses and mentoring both academic and thesis or research guidance.

Manado State University, more specifically, study programs are required to organize the curriculum according to the offered or available structure. In MBKM there is a freeform and structured curriculum organizing system, each study program determines for itself what curriculum structure is chosen according to the readiness of the study program.

Furthermore, the study program prepares forms of learning activities that refer to eight forms of MBKM learning activities, prepares learning resources which include opening opportunities for students who take part in MBKM to take part in MBKM activities designed by study programs, whether flagship or independent. Students who are given the opportunity are those who at least have completed contracting MK up to semester 4 with a minimum number of credits of 80 credits so that not all students can participate in the MBKM program, besides that facilities and infrastructure are also organized by study programs to support student MBKM activities including Unima's academic system, namely the academic portal that supports MBKM activities.



### **Implementation of the MBKM Curriculum at Manado State University**

Curriculum implementation is the next stage in curriculum management, referring to the Guidebook for Developing a Higher Education Curriculum in the Industrial Age 4.0 to Support Independent Learning-Independent Campus (2020) which states that:

There are at least four important things to consider in developing and implementing the MBKM curriculum. First, stay focused on achieving SKL/CPL. Second, ensure that in order to fulfill the right to study for a maximum of 3 semesters, students get learning experience with additional competencies that are related to their CPL Study Program. Third, with the implementation of MBKM students gain learning experience in the real world according to their profile or scope of work. Fourth, the designed and implemented curriculum is flexible and able to adapt to developments in science and technology (scientific vision) and the demands of the field of work (market signals).

Higher Education is Mandatory to facilitate the implementation of the fulfillment of the period and learning load in the learning process as referred to in the picture above. This is in accordance with the stages in the implementation of the curriculum which includes preparing lesson plans, elaborating material, determining learning strategies and methods, providing learning resources, learning tools and facilities, determining methods and tools for evaluating learning processes and outcomes and setting the learning environment. At Manado State University BKP MBKM has not been fully implemented, only 3 BKP have been implemented, namely teaching assistantships, internships and research projects.

The MBKM program allows students to carry out learning activities outside the study program, both within the same tertiary institution, as well as outside the student's home university. In accordance with the Independent Learning Guide-Independent Campus, there are various types of learning activities that students can carry out outside their study program, such as: student exchanges, internships/work practices, teaching assistance in an educational unit, research/research in an agency/institution, doing humanitarian projects, entrepreneurial activities, independent studies/projects, or building thematic real work villages/ colleges. These activities can be taken by students spread over a maximum of 3 (three) semesters.

In the various activities mentioned above, students can still have the opportunity to take part in other learning processes (both in their own study programs or in other learning resources) according to the maximum number of credits a student has in one semester. In this case, the study program also needs to prepare various learning modes and strategies to accommodate the student learning process as long as they carry out various learning activities outside the study program.

#### *Preparation of Learning Plans*

At the stage of preparing a lesson plan, known as RPS, it is carried out by the lecturer in charge of the course, which is then submitted to the study program and then distributed to the subject's supporting lecturer. The English Language Education Study Program, Faculty of Languages and Arts, Manado State University has been implementing it since 2020 according to the results of an interview with the head of the Pro-A study program. Overall the implementation of the learning plan is carried out by the lecturers independently in active consultation with the heads of study programs, paying attention to the challenges in MBKM so that whatever has been implemented is still in the process of adjusting to the MBKM paradigm, namely providing the widest possible space for students to get opportunities to study outside study program according to his passion. The RPS prepared refers to the curriculum that has been provided by the study program including the names of the courses which have also undergone changes to be more up to date and in accordance with the spirit of change in the MBKM. RPS is also prepared by integrating MBKM so that learning outcomes are in accordance with what has been planned or contained in the study program's MBKM curriculum.

#### *Material description*

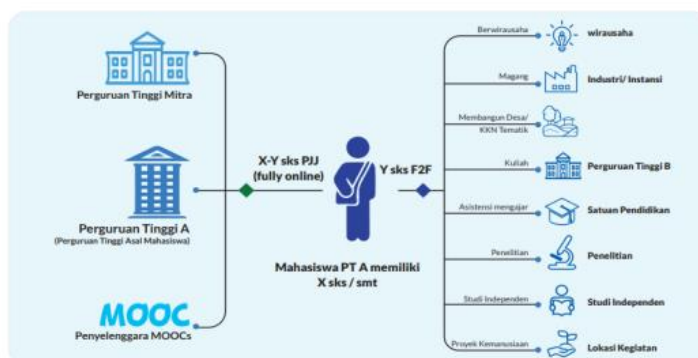
The elaboration of the material is still concentrated on the subject's effective lecturers, this is done so that learning outcomes can be fulfilled according to the learning objectives. The explanation of the material is explicitly stated by the lecturer in charge of the course in the RPS so that in one semester it can be known what material must be given to students and what kind of methods and strategies will be carried out in teaching and learning activities. Consideration of the readiness of human resources, infrastructure and

environmental settings is also one of the determinants in elaborating material in lectures. Lecturers are more flexible and not rigid in explaining the material to be delivered to students.

### *Determination of Learning Strategies and Methods*

In accordance with the spirit of MBKM, the strategies and methods of teaching MBKM are more flexible and student-centered. In accordance with the Guidebook for Developing Higher Education Curriculum in the Industrial Age 4.0 To Support Independent Learning-Independent Campus (2020) that apart from face-to-face learning, online learning is also provided to support MBKM. In various MBKM activities, students can still have the opportunity to take part in other learning processes (both in their own study programs or in other learning resources) according to the maximum number of credits a student has in one semester. In this case, the study program also needs to prepare various learning modes and strategies to accommodate the student learning process as long as they carry out various learning activities outside their study program.

From this figure it can be explained that in 1 (one) semester, if a student still has a number of credits allowed, apart from the number of credits of a learning activity outside the study program taken, then the student can take several courses in the study program (accordingly face-to-face or online) and/or outside the study program (online). For courses taken outside of the study program students can take them online at another institution/university or take available courses at an organizer of Massive Open Online Courses (MOOCs) that are recognized by the student's study program. Thus, even though students are following the learning process outside the study program, these students can still attend lectures in subjects taken in their study program or outside the study program. This will have an impact on the length of study period that a student can take. Students can still gain insight and knowledge outside their study program, but this does not affect the length of study that must be taken. Specifically for learning process activities in the form of obtaining credit outside the study program (both online and face-to-face at the university itself or at other universities), it is still possible for students to be able to take courses according to the scenario above (take several courses from other universities/ MOOCs organizers), as long as the maximum number of credits allowed in the relevant semester is still met. This will have an impact on the length of study period that a student can take. Students can still gain insight and knowledge outside their study program, but this does not affect the length of study that must be taken.



**Figure 2. Learning Scenario in 1 (one) semester MBKM program**

The illustration in Figure 2 shows, for example, that a student (from College A) in one semester has a maximum of 21 credits (X credits), and the student wants to take 1 (one) course with a weight of 3 credits (Y credits) in a College B face-to-face (face to face/F2F), then the remaining 18 credits can still be followed by the student by taking several courses from the student's home university (PT A) online. Conversely, if Y credits are to be taken online from other tertiary institutions (PT B) or taken through MOOCs organizers, then these students can still take part in lectures with a number of (XY) credits face-to-face at their home university (PT A). The scenario above needs to be prepared by the study program or related tertiary institution, especially to facilitate online learning taken by students from their own study program. This all requires readiness regarding applications (such as Learning Management Systems) and adequate infrastructure, which allows students to access and follow the learning process online.

#### *Provision of Learning Resources, Learning Tools and Facilities*

The provision of learning resources, learning tools and facilities is carried out by tertiary institutions and study programs so that everything is well managed. The learning resources in question are books, library facilities both offline and digital which universities should have prepared, for example providing access for students to be able to take digital reference books on national or international library websites so that they are further enriched with various sources of information. the latest and in accordance with the needs of learning activities. Manado State University is still very limited in providing learning resources.

#### *Determination of Methods and Tools for Assessment of Processes and Learning Outcomes*

Article 5 (Paragraph 1) Permendikbud No. 59 of 2018 states that diplomas are issued by tertiary institutions accompanied by academic transcripts and certificates accompanying diplomas (SKPI). Academic Transcript is an official document of a higher education institution as valid proof of the accumulation of academic activities or learning outcomes for each subject with a credit score, as well as a Grade Point Average (GPA), which is carried out by students based on the applicable curriculum of a study program starting from the first semester up to the last semester. As a legal document, Academic Transcripts are made through standard operational procedures and are an important part of the higher education quality assurance system. The standards used must refer to SN-Dikti. The Semester Credit Unit (sks) by itself also gets legal recognition because the credits show the weight of learning time for each subject in the academic transcript. The credit score of each course is determined based on the CPL assigned to the course, which is formulated more specifically into CPMK and Sub-CPMK, as well as student learning experiences through learning forms, methods and assessments for 16 weeks of study. Each course with credit weights is included in the curriculum structure which consists of a certain number of semesters depending on the level of the study program. Courses in the curriculum structure with credits weighted are an important part of the study program curriculum document. Curriculum documents are subsequently ratified internally in study programs/faculties and are used as the basis for the opening and accreditation of study programs by the National Accreditation Board for Higher Education (BAN-PT). In the MBKM program students are given the freedom to take credits outside the study program in the form of 1 semester opportunity to take courses outside the study program and 2 semesters to carry out learning activities outside of college. Taking courses outside the study program, both inside and outside tertiary institutions, can be used to fulfill the learning outcomes that are already contained in the curriculum structure, or to enrich graduate learning outcomes which can be in the form of elective courses. In the MBKM program students are given the freedom to take credits outside the study program in the form of 1 semester opportunity to take courses outside the study program and 2 semesters to carry out learning activities outside of college. Taking courses outside the study program, both inside and outside tertiary institutions, can be used to fulfill the learning outcomes that are already contained in the curriculum structure, or to enrich graduate learning outcomes which can be in the form of elective courses. In the MBKM program students are given the freedom to take credits outside the study program in the form of 1 semester opportunity to take courses outside the study program and 2 semesters to carry out learning activities outside of college. Taking courses outside the study program, both inside and outside tertiary institutions, can be used to fulfill the learning outcomes that are already contained in the curriculum structure, or to enrich graduate learning outcomes which can be in the form of elective courses.

The target of study programs inside or outside tertiary institutions within the national scope is from target study programs that have been accredited by BAN-PT, so that the credit scores of the courses are directly recognized. In addition, tertiary institutions develop academic policies/guidelines to facilitate learning activities outside the study program and develop cooperation through memorandums of understanding (MoU) with university partners at home and abroad. Collaboration can be carried out nationally in the form of bilateral, consortium (prodi association). Cluster (by accreditation, or zoning (by region). Study programs report recognition of credits in credit transfer programs to the Higher Education Database. Learning activities outside of other Study Programs at different tertiary institutions can be carried out face-to-face or in a network (online). While the 2-semester MBKM program is outside the study program in the form of selected learning activities such as internships/ work practices in industry or other workplaces, carrying out community service projects in villages, teaching in education units, participating in student exchanges, conducting research,

conducting entrepreneurial activities, making independent studies/projects, and/or participating in humanitarian programs, determining credit scores is based on the composition of learning outcomes that can be categorized as mastery of Knowledge, Attitudes, General skills and/or Special Skills, as well as the time needed to build learning experiences to internalize these learning outcomes. One credit is equivalent to 170 minutes/week/semester of student learning experience (based on SN-Dikti). The preparation of learning outcomes in the form of learning activities above and the rationalization of credit weights based on SN-Dikti, is carried out by the study program curriculum team, then approved by the study program/faculty. Based on the composition of learning outcomes that have been determined, the forms of learning activities are made into lesson plans that refer to SN-Dikti, then the lesson plans are approved by the Study Program/Faculty to be implemented. Thus the credits of legal and recognized forms of learning activities are listed in the academic transcript.

At Universitas Negeri Manado, which has just implemented 3 BKP, it has implemented according to the MBKM curriculum implementation guidelines. can be carried out even though it is not optimal considering that most lecturers still do not have sufficient knowledge about the assessment system such as the conversion and equivalence of MBKM activities into credits so that they are still fully carried out by the study program to avoid losses for students who have participated in the MBKM program.

### *Learning Environment Settings*

The learning environment is one of the important things to note related to the continuity of a learning process in the classroom. In this regard, what is meant by the learning environment is a condition, influence, and stimulation that comes from outside, which influences students, where these things also include several things such as physical, social and intellectual influences. Harjali (2017) state a management of the learning environment or classroom management is carried out through a process of planning, organizing, actualizing, and supervising, which can also have an influence on the continuity of the learning process so that it can run systematically, effectively and efficiently (Rahm, 2019). Because of that, a good management of the learning environment is needed to be able to be done to create an effective and efficient learning process.

Likewise in the implementation of Differentiated Instruction (DI) in the learning process in class, a teacher can also carry out a differentiation process through modification of the learning environment as one aspect of learning (Iskandar, 2016). This can be done so that a learning process can run effectively and can realize the goals of the learning process. In line with that described by Tomlinson in Avci et al. (2009) which explains that in the classroom environment in the learning process that applies differentiation allows the teacher to be able to emphasize the essence of a lesson, accept differences in each student/student which allows students/students to behave as they are each, and allows the teacher to be able to differentiate in the learning environment. In this case, the learning environment in the learning process can also affect students. This is in line with Matsumura in Evans et al. (2007) which explains the confirmation that different classroom environments have an impact on identical groups of students.

In the process of implementing Differentiated Instruction (DI) in the learning process, a teacher can differentiate by modifying the curriculum in three aspects, namely aspects of content, process and product (Andini, 2016). In this case, what is meant by Differentiated Instruction (DI) is a method or way of adjusting the provision of instruction to students in learning that is tailored to the needs of each student with the aim of maximizing the potential possessed by each of them in a particular area. Where the differences that each student has are related to their needs at the level of readiness, interest, and learning profile (Subban, 2006). Therefore, it can be seen that the management of the learning environment in the process of differentiation in a learning process can be carried out on the aspects of content, process and product. Where the differentiation of the learning environment can be carried out based on the individual needs of each student related to the level of readiness, interest, and learning profile possessed by each of them. Thus the determination of students who will take part in MBKM should ideally have been carried out from semester 1 not carried out in semester 5 so that students have been prepared earlier to face activities that have been designed in semester 5, this is in accordance with the explanation from the Pokja MBKM that:

In several universities that have successfully implemented MBKM, they prepare students from semester 1 so that when they enter semester 5, students already know what needs to be prepared and followed to be able to participate in MBKM and study programs also no longer need to recruit students who will participate

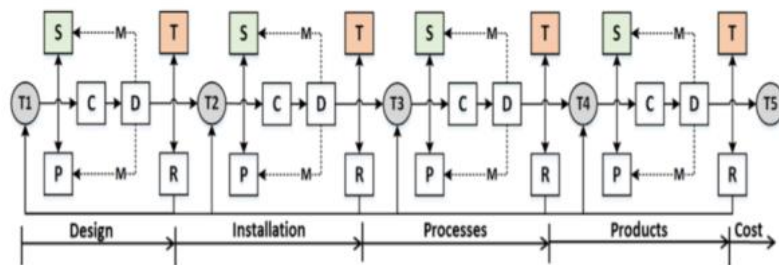
because they have already the earlier it is prepared so that the presentation of expected competency achievement will be maximized

In accordance with the findings that most study programs are still carrying out MBKM activities on an emergency basis because all are still in the process of making adjustments to the readiness of existing human resources and infrastructure.

### *Curriculum Evaluation*

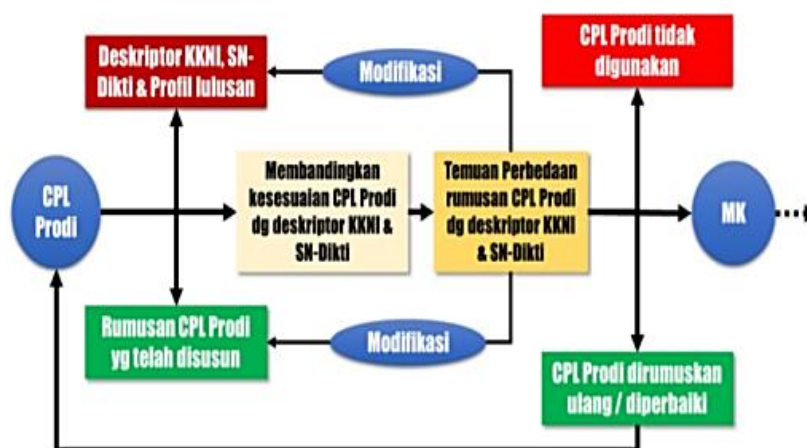
The evaluation system in the MBKM curriculum refers to Guidelines for Developing a Higher Education Curriculum in the Industrial Age 4.0 to Support Free Learning-Independent Campus (2020) and the MBKM Technical instructions that already exist at the tertiary level are even more specific which have been adapted in study programs. Through a document study, researchers found that all study programs at the Faculty of Languages and Arts already had MBKM technical instructions derived from the Manado State University MBKM technical guideline. There are several aspects in curriculum evaluation related to context, input, process and product.

Curriculum evaluation aims to improve sustainability in curriculum implementation. Evaluation is carried out through two stages, namely the formative stage and the summative stage. Formative evaluation by taking into account the achievement of CPL. The achievement of CPL is carried out through the achievement of CPMK and Sub-CPMK, which are determined at the beginning of the semester by the lecturer/team of lecturers and the Study Program. Evaluation is also carried out on learning forms, learning methods, assessment methods, RPS and supporting learning tools. Summative evaluation is carried out periodically every 4-5 years, involving internal and external stakeholders, and is reviewed by experts in the field of study programs, industry, associations, and according to developments in science and technology and user needs. Control of the implementation of the curriculum is carried out every semester with an indicator of the results of measuring the achievement of CPL. Curriculum control is carried out by Study Programs and monitored and assisted by higher education quality assurance units/ institutions.



**Figure 3. The Provus discrepancy evaluation model, consisting of five stages that are interrelated from one stage to the next**

The five stages consist of the design stage, the installation stage, the process stage, the result stage, and the financing stage. Evaluation at each stage is carried out by comparing the performance of the elements being evaluated with the performance standards of the elements that have been set (Provus, 1969).



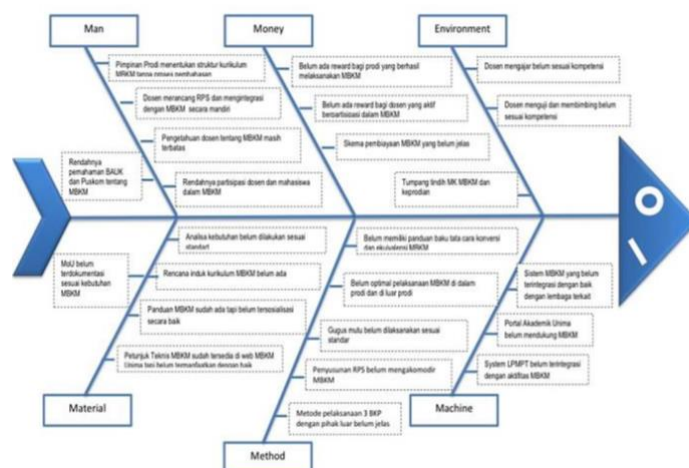
**Figure 4. Mechanism of evaluation of Study Program CPL by taking the standard IQF descriptors, SN-Dikti and graduate profiles**

CPL Study Programs that have been formulated are compared with standards, in this case the KKNI Descriptors, SN-Dikti, and graduate profiles that have been determined. Is the CPL Prodi formulation in accordance with the IQF descriptors according to the study program level, especially in terms of knowledge and special skills aspects. Has the CPL Study Program also adopted SN-Dikti according to the level of the study program, especially in terms of attitudes and general skills. Overall does the CPL Study Program describe the profile of graduates that have been set? If there are discrepancies or discrepancies with the standards, then the formulation of the Study Program CPL needs to be modified or revised, or if it does not comply at all then the Study Program CPL is not used. Of course, the CPL Prodi evaluation is carried out for each Prodi CPL item. After the revision is made, then the CPL Study Program is determined, and become one of the references in the next evaluation process, for example evaluation of courses (MK). Evaluation of the curriculum for each element of quality performance will occur sequentially in six stages as presented in table-19. However, the stages of curriculum evaluation can be based on the sequence according to SN-Dikti: (1) Graduate Competency Standards (SKL) or Graduate Learning Achievements (CPL); (2) Learning content standards; (3) Standard learning process; (4) Learning assessment standards, etc (1) Graduate Competency Standards (SKL) or Graduate Learning Outcomes (CPL); (2) Learning content standards; (3) Standard learning process; (4) Learning assessment standards, etc (1) Graduate Competency Standards (SKL) or Graduate Learning Outcomes (CPL); (2) Learning content standards; (3) Standard learning process; (4) Learning assessment standards, etc.

In the implementation stage at the study program level it has not been carried out, everything is still limited to the leadership level which independently conducts evaluations so that the involvement of lecturers as executors has not been fulfilled given the limited knowledge of lecturers regarding MBKM, this is in accordance with the results of interviews in several study programs that most lecturers still have limited knowledge related to the implementation of the MBKM curriculum so that authority is still fully exercised by the study program leaders.

#### *Potential Challenges in MBKM Curriculum Management at Manado State University*

As a new policy, the MBKM is formulated as a curriculum whose implementation is carried out in 3 semesters, namely semesters 5, 6 and 7 which consist of 60 credits outside the study program with the prerequisite that students have completed at least 80 credits in the study program, of course it is a big challenge, especially for study program as the spearhead of MBKM implementation, the challenges faced are related to education management in the context of curriculum management, according to the fishbone analysis can be seen as follows:



**Figure 5. Fishbone Analysis of Curriculum Management with the Education Management Approach**

From the Fish Bone analysis image, it can be seen that the challenges faced are still very large related to:

- 1) Man: The readiness of human resources related to knowledge about MBKM is still low, the involvement of important elements in curriculum management has not been carried out optimally because study programs directly determine the structure of the curriculum, the integration of MBKM into the lesson plan is still not maximized because the formulation of the lesson plan is still carried out independently by the lecturer in charge of the course and the low participation of lecturers and students in MBKM activities
- 2) Money: The available budget for MBKM activities is still focused on MBKM operations and has not paid attention to rewards or awards to motivate study programs and lecturers to be more enthusiastic about participating in the MBKM program
- 3) Environment: A potential learning environment where the lecturers who teach are not in accordance with scientific competence, even the thesis examiners and supervisors are not in accordance with competence so that the research results carried out by students are not optimal
- 4) Material: Curriculum management is still carried out independently by the study program while the needs analysis is still limited to the internal study program and has not yet reached an outcome, as well as the curriculum master plan has not been formulated according to standards even though the MBKM guidelines and technical instructions already exist
- 5) Method: Most of the study programs do not yet have standard guidelines regarding the conversion and equivalence of MBKM activities, the implementation of MBKM outside the study program and within the study program is not maximized, this is related to the study program characteristics courses offered for students outside the study program who have not been able to attract foreign students to taking courses in study programs and conversely courses between study programs in tertiary institutions are still done manually because the system does not yet support it
- 6) Machine: Machine, that is, the existing academic system at Manado State University still does not fully support MBKM activities, there is no menu available for course contracts between study programs within tertiary institutions and the MBKM assessment system is not yet available, then LMPMT as the Higher Education Internal Quality Assurance Institution have not been maximally involved in MBKM activities because the system is not yet available so that the control system is still weak and does not seem to be well systematized.

## CONCLUSION

From the results of data analysis and discussion, it can be concluded that several things related to the management of the MBKM Curriculum at Manado State University are seen from the educational management approach in terms of management functions. The planning function still has to be carried out comprehensively starting from the university level down to the study program/department level.

The Organizing Function has been carried out in each study program and department, but the paradigms are still very diverse, thus hindering the integration of course contracts between study programs. The implementation function at Manado State University has been boldly announced from 2020 to 2021, there are still various implementation patterns and methods so that integrating activities between study programs within tertiary institutions experiences problems, especially in equivalence of courses.

The evaluation function at Manado State University has been carried out but it is still localized in study programs and departments so that there are gaps between the data and information available at the university and those in the study programs and departments. Thus, MBKM curriculum management still really needs to be reformulated centrally starting from the university level to the study program so that it is carried out and well controlled.

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