

## INCREASING THE COMPETITIVENESS OF GRADUATES USING THE INDEPENDENT LEARNING METHOD - INDEPENDENT CAMPUS THROUGH TECHNOLOGY EDUCATION

**Debby Latifah Simatupang<sup>1</sup>**  
Nurul Hasanah Kutacane University <sup>1</sup>

### **ABSTRACT**

The aim of this research is to find out what factors arise from the results of previous research regarding increasing the competitiveness of graduates with the Independent Learning Campus (MBKM) program. The approach in this article uses a qualitative approach. Data was collected through the library research method. The results of this research are that programs to increase the competitiveness of college graduates can be realized by providing adequate infrastructure to meet these needs. The industrial factor in the MBKM policy is highlighted and strengthened by giving students the right to take programs and transfer credits at the end of the program

**Keywords:** Independent Learning Method, Independent Campus, Technology Education

**Correspondence:** Debby Latifah Simatupang, S.Kom., M.Pd. Kutacane. Email:  
[debby\\_latifah@yahoo.com](mailto:debby_latifah@yahoo.com)

## INTRODUCTION

The next few years will be a time of fierce struggle for Higher Education in Indonesia. A total of approximately 4529 universities with 24,892 study programs in 2017 were struggling and fighting for the 'market' of prospective students, within the country, and even abroad. Indonesia with 255 million people has a higher education GER of less than 29%. In 2017, Indonesia's Global Competitiveness Index (IDSG) ranking was ranked 34th out of 144 countries, thus, competitiveness is the main factor that must be taken into account in the implementation of Higher Education in Indonesia.

The Goals of Higher Education in Law no. 12 of 2012 concerning Higher Education, Article 5 point a, is to produce graduates who master the branches of Science and/or Technology to fulfill national interests and increase the nation's competitiveness. For this reason, efforts to increase competitiveness by universities are one of the keys to success in winning the job market, becoming counted and gaining recognition from the international world.

Independent Learning and Independent Campus are one of the policies to respond to the transformation of learning. Referring to Minister of Education and Culture Regulation Number 3 of 2020 concerning National Higher Education Standards in order to improve the quality of learning and higher education graduates, Nadiem invited all universities in Indonesia to develop strategic plans to prepare student competencies thoroughly to be better prepared to face the challenges of the times (Sintiawati et al. , 2022) . Independent Campus is a policy issued by the Ministry of Education and Culture, giving students the right to take courses outside the study program for 1 semester and carry out activities outside the university for 2 semesters. Universities are given the freedom to provide Independent Campus activities that suit the needs and interests of their students.

The following types of activities are available in the Independent Campus program, namely:

1. Certified Apprentice
2. Independent Study
3. Teaching Campus

4. *Indonesian International Student Mobility Awards (IISMA)*
5. Independent Student Exchange
6. Building Villages (Thematic KKN)
7. Humanity Project
8. Research or Research
9. Businessman

University curricula and study programs are focused on the needs of the world of business and industry (Kodrat, 2021) . Adaptation of the MBKM Curriculum is carried out by developing study program curricula and activity programs based on independent learning at independent campuses. The development results are then followed up through collaboration with partners and implementing activity programs (Baharuddin, 2021) .

Experience of practical activities in the field which will be converted into credits. Exploration of knowledge and abilities in the field for more than one semester. Learning and expanding networks outside the study program or home campus. Gain knowledge directly from quality and leading partners. The implementation of the Independent Learning-Free Campus (MBKM) program in the form of student exchange activities can provide wider opportunities for students to develop themselves and their good experiences as provisions for life after they graduate (Patmaningrum et al., 2022) .

In implementing the MBKM program for students, these are curriculum adjustments, student study planning until completion, perceptions of partner universities in student exchange activities if the partner university is considered to be at a level below that of their home university, readiness of the university's academic information system if there are students taking courses. studying in different study programs and unclear how to organize internship programs (Alfikalia et al., 2022) . The MBKM policy aims to improve the competency of graduates, both soft skills and hard skills, so that they are better prepared and relevant to the needs of the times, preparing graduates as future leaders of the nation who are superior and have personality (Sulistiyani et al., 2021) .

One of the efforts taken by the Government is the MBKM Program. This program is designed as a solution to the large gap between university output and the industrial world and the job market. The MBKM program is designed so that university output has the opportunity to develop itself according to its potential both on campus and outside campus (Laga et al., 2021) .

Based on information from the Ministry of Education and Culture regarding Independent Learning-Independent Campuses are:

No.	Name of activity	Amount
1	Students are registered and have an Independent Campus account	725,000
2	Schools from all over Indonesia have benefited from teaching assistance	14,000
3	Organizations and companies have registered as partners	3,000
4	The University has participated in various Independent Campus programs	1,300

Source: <https://kampusmerdeka.kemdikbud.go.id/> . 2022

Competitiveness is also a keyword for higher education graduates, increasing competitiveness in the form of English language skills for graduates of study programs under higher education management is the key to the success of graduates in winning the job market and bringing higher education to be counted and gain national and international recognition. because of his reputation. Competitiveness is one of the most important advantages in an organization. The competitiveness of higher education institutions referred to here is not only strength but more than that, consistency to survive in the face of increasingly fierce competition (Samina et al., 2020) .

The role of the learning system in higher education, especially the curriculum, is needed in producing graduates who are competitive and have potential in the world of work (Arisandy, 2017) . Competitiveness is "the effectiveness of an organization in a competitive market, compared with other organizations that offer the same or similar products or services (Sutrisno & Cokro, 2018) . The vision of a higher education institution and study program becomes the needs of stakeholders, especially from the world of business and industry, combined and expressed in structuring the body of

knowledge and professions of graduates. Identification and analysis produce graduate profiles, including expected skills (Kodrat, 2021) . Increasing competitiveness is carried out by fostering discipline, example, simplicity, habituation and increasing activities that can maximize the potential of (Fabiana Meijon Fadul, 2019) .

The aim of this research is to find out what factors arise from the results of previous research regarding increasing the competitiveness of graduates with the Independent Learning Campus (MBKM) program.

## **LITERATURE REVIEW**

Merdeka Belajar Kampus Merdeka (MBKM) is an independent and versatile higher education learning program designed to create a creative, non-restrictive learning community that meets the needs of Research students (Meke et al., 2021) . The aim of the Merdeka Campus is to improve the competency of graduates, both soft skills and hard skills, so that they are better prepared and relevant to the needs of the times, preparing graduates as future leaders of the nation who are superior and have personality (Sintiawati et al., 2022) .

(MBKM) is a program launched by the Ministry of Education, Culture and Research and Technology to support students' readiness to face challenges in the world of work by applying active learning (Yudhawasthi & Christiani, 2022) . One of the objectives of implementing the MBKM program is to prepare graduates as future leaders of the nation with excellence and personality. The skills students gain during their studies, both within the study program and outside the study program, through MBKM are used as provisions for the future (Sulistiyani et al., 2021) . The aim of holding MBKM in higher education is to make it autonomous so that it can carry out innovative learning (Nona et al., 2021) . MBKM MBKM policy prioritizes active learning by developing creativity, innovation and critical thinking in solving problems in the learning process (Baharuddin, 2021) .

## **METHOD**

The approach in this article uses a qualitative approach. Data was collected through the library research method. Examination of related literature, including articles, books, documents, as well as examination of online literature. The data in this research was obtained by searching for references from scientific journals obtained from several sources such as via Google Scholar or through the help of a journal search application. The journals chosen are journals published in the last 10 years so that the information obtained is relevant to the current situation.

## **RESULTS AND DISCUSSION**

### **Resource Factors**

Lecturers have limited resources to be involved in the successful implementation of the MBKM program for students. Additional human resources are needed to handle the academic administration aspects of the MBKM program for students, which requires an understanding of how to report activities in the PDDikti system (Alfikalia et al., 2022) . Strategic readiness regarding resources is still insufficient, human resources who support the system, lecturers, supervisors and low student motivation to take part in the MBKM program (Puspitasari & Nugroho, 2021) . Financial problems are what students worry most about when participating in MBKM activities. Many suggestions were also written by students, namely that the MBKM program could be implemented in the first semester of study (Meke et al., 2021) .

### **Socialization Factors**

Socialization of policies related to MBKM needs to be carried out continuously through offline/online or by placing posters or banners at the university level (Banda et al., 2022) . This uneven distribution of information is an obstacle to efforts to increase students' overall understanding of the Independent Learning-Free Campus (MBKM) policy (Laga et al., 2021) . Socialization platforms, both online and offline, by universities are the platforms most chosen by students to find out about all MBKM programs and policies (Suryani et al., 2022) .

## **Program Factors**

The internship program was born due to the lack of work experience of college graduates so they were less prepared to work in industry/professional world (Fuadi & Aswita, 2021) . This program can also increase agency productivity, because students can carry out small tasks that were previously the responsibility of the agency's employees (Syamsuadi et al., 2022) . The business internship activities experienced by students are an effort to develop knowledge, develop skills and attitudes that will be needed when they enter the real world of work and enable them to create new jobs (Aswita, 2022) . MBKM program because it will be able to improve students' soft skills and hard skills as well as increase lecturer competency (Nona et al., 2021) . It is hoped that *experiential learning* programs with flexible pathways will facilitate students to develop their potential according to their passion and talent (Sintiawati et al., 2022) . The MBKM program is able to have an impact on improving students' knowledge and skills for the better (Mulyana et al., 2022) .

## **CONCLUSION**

Increasing the competitiveness of Study Program graduates is an urgent need that must be met immediately. The abilities and qualities of Study Program graduates need to be prepared while still studying as students. These abilities and qualities must be supported by laboratories that follow developments in information technology and overcome disruption of students' *soft skills* in using information technology. Thus, the program to increase the competitiveness of college graduates will prepare students with good *skills and the ability to use the latest information technology*. Programs to increase the competitiveness of college graduates can be realized by providing adequate infrastructure to meet these needs. That there is an increase in *soft skills* obtained after students take part in MBKM activities in developing competencies/skills as preparation for work after graduation (Kholik et al., 2022) .

Students' experiences in Independent Campus activities will have a big influence on students' career readiness by ensuring students continue to pay attention to changes in

the world outside campus while studying and have the opportunity to apply knowledge to real-world problems. The industrial factor in the MBKM policy is highlighted and strengthened by giving students the right to take programs and transfer credits at the end of the program.

## REFERENCES

- Alfikalia, A., Haryanto, H. C., & Widyaningsih, A. (2022). Dinamika Pengelolaan Program Merdeka Belajar - Kampus Merdeka Pada Kampus Swasta. *Jurnal Studi Guru Dan Pembelajaran*, 5(1), 111–123. <https://doi.org/10.30605/jsgp.5.1.2022.1557>
- Arisandy, Y. (2017). Mempersiapkan Daya Saing Lulusan Program Studi Perbankan Syariah Melalui Kurikulum KKNI. *Al-Intaj: Jurnal Ekonomi Dan Perbankan*, 3(1), 26–31. <https://ejournal.iainbengkulu.ac.id/index.php/Al-Intaj/article/view/1160%0Ahttps://ejournal.iainbengkulu.ac.id/index.php/Al-Intaj/article/viewFile/1160/984>
- Aswita, D. (2022). Merdeka Belajar Kampus Merdeka (Mbkm): Inventarisasi Mitra Dalam Pelaksanaan Magang Mahasiswa Fakultas Keguruan Dan Ilmu Pendidikan. *Prosiding Seminar Nasional Biotik*, 9(2), 56. <https://doi.org/10.22373/pbio.v9i2.11747>
- Baharuddin, M. R. (2021). Adaptasi Kurikulum Merdeka Belajar Kampus Merdeka (Fokus: Model MBKM Program Studi). *Jurnal Studi Guru Dan Pembelajaran*, 4(1), 195–205. <https://www.e-journal.my.id/jsgp/article/view/591>
- Banda, V. L., Leha, E., Nona, R. V., Suryani, L., Meke, K. D. P., & Supardi, P. N. (2022). Persepsi Tenaga Kependidikan Tentang Merdeka Belajar- Kampus Merdeka Studi Kasus Di Universitas Flores Ende. *Edukatif: Jurnal Ilmu Pendidikan*, 4(1), 952–962. <https://doi.org/10.31004/edukatif.v4i1.2055>
- Fabiana Meijon Fadul. (2019). MANAJEMEN MUTU PENINGKATAN DAYA SAING LULUSAN PERGURUAN TINGGI BERBASIS PESANTREN. *Qolamuna : Jurnal Studi Islam*, 08(1), 116–126.
- Fuadi, T. M., & Aswita, D. (2021). Merdeka Belajar Kampus Merdeka (Mbkm): Bagaimana Penerapan Dan Kedala Yang Dihadapi Oleh Perguruan Tinggi Swasta Di Aceh. *Merdeka Belajar Kampus Merdeka.... (Fuadi & Aswita*, 5(2), 603–614. <http://jurnal.abulyatama.ac.id/index.php/dedikasi>
- Kholik, A., Bisri, H., Lathifah, Z. K., Kartakusumah, B., Maufur, M., & Prasetyo, T. (2022). Impelementasi Kurikulum Merdeka Belajar Kampus Merdeka (MBKM) Berdasarkan Persepsi Dosen dan Mahasiswa. *Jurnal Basicedu*, 6(1), 738–748. <https://doi.org/10.31004/basicedu.v6i1.2045>
- Kodrat, D. (2021). Industrial Mindset of Education in Merdeka Belajar Kampus Merdeka (MBKM) Policy. *Jurnal Kajian Peradaban Islam*, 4(1), 9–14. <https://doi.org/10.47076/jkps.v4i1.60>

- Laga, Y., Nona, R. V., Langga, L., & Jamu, M. E. (2021). Persepsi Mahasiswa Terhadap Kebijakan Merdeka Belajar Kampus Merdeka (MBKM). *Edukatif: Jurnal Ilmu Pendidikan*, 4(1), 699–706. <https://doi.org/10.31004/edukatif.v4i1.1951>
- Meke, K. D. P., Astro, R. B., & Daud, M. H. (2021). Dampak Kebijakan Merdeka Belajar Kampus Merdeka (MBKM) pada Perguruan Tinggi Swasta di Indonesia. *Edukatif: Jurnal Ilmu Pendidikan*, 4(1), 675–685. <https://doi.org/10.31004/edukatif.v4i1.1940>
- Mulyana, M., Wahyudin, Y., Lesmana, D., Muarif, M., Mumpuni, F. S., & Farastuti, E. R. (2022). Evaluasi Dampak Program Merdeka Belajar Kampus Merdeka (MBKM) pada Bidang Studi Akuakultur. *Edukatif: Jurnal Ilmu Pendidikan*, 4(1), 1551–1564. <https://doi.org/10.31004/edukatif.v4i1.2182>
- Nona, R. V., Banda, F. L., Leha, E., Supardi, P. N., Meke, K. D. P., & Suryani, L. (2021). Persepsi Dosen Universitas Flores Terhadap Program Merdeka Belajar Kampus Merdek. *Edukatif: Jurnal Ilmu Pendidikan*, 4(1), 763–777. <https://doi.org/10.31004/edukatif.v4i1.1976>
- Patmaningrum, A., Mayfana Panglipur Yekti, S., Zuhrotul, A., Dwi Etika, E., & Dhimas, R. P. (2022). Implementasi Program Merdeka Belajar Kampus Merdeka (Mkbm) Program Studi Pendidikan Matematika Stkip Pgri Nganjuk Sebagai Upaya Untuk Menciptakan Mahasiswa Yang Berkualitas. *JURNAL DHARMA PENDIDIKAN*, 17(1), 119–129.
- Puspitasari, R., & Nugroho, R. (2021). Implementasi Kebijakan Merdeka Belajar Kampus Merdeka Fisip Upn Veteran Jawa Timur. *Dinamika Governance: Jurnal Ilmu Administrasi Negara*, 11(2), 276–292. <https://doi.org/10.33005/jdg.v11i2.2539>
- Samina, R., Ansar, A., & Arwildayanto, A. (2020). Daya Saing Lulusan Manajemen Pendidikan. *Jambura Journal of Educational Management*, 1(1), 13–26. <https://doi.org/10.37411/jjem.v1i1.109>
- Sintiawati, N., Fajarwati, S. R., Mulyanto, A., Muttaqien, K., & Suherman, M. (2022). Partisipasi Civitas Akademik dalam Implementasi Merdeka Belajar Kampus Merdeka (MBKM). *Jurnal Basicedu*, 6(1), 902–915. <https://doi.org/10.31004/basicedu.v6i1.2036>
- Sulistiyani, E., Khamida, K., Soleha, U., Amalia, R., Hartatik, S., Putra, R. S., Budiarti, R. P., & Andini, A. (2021). Implementasi Merdeka Belajar Kampus Merdeka (MBKM) pada Fakultas Kesehatan dan Non Kesehatan. *Edukatif: Jurnal Ilmu Pendidikan*, 4(1), 686–698. <https://doi.org/10.31004/edukatif.v4i1.1943>
- Suryani, L., Mei, A., Dadi, A. F. P., Lina, V. B., & Bego, K. C. (2022). Persepsi Mahasiswa Program Studi Guru Sekolah Dasar Terhadap Desain Implementasi Merdeka Belajar Kampus Merdeka. *Edukatif: Jurnal Ilmu Pendidikan*, 4(2), 1601–1614. <https://doi.org/10.31004/edukatif.v4i2.2050>
- Sutrisno, W., & Cokro, S. (2018). Analisis Pengaruh Edupreneurship Dan Mentoring Terhadap Peningkatan Daya Saing Lulusan Perguruan Tinggi. *Research and Development Journal of Education*, 5(1), 114. <https://doi.org/10.30998/rdje.v5i1.3392>

- Syamsuadi, A., Sepriyani, H., Endrini, S., & Febriani, A. (2022). Implementasi Kebijakan Merdeka Belajar Kampus Merdeka di Universitas Abdurrab pada Program Magang Mahasiswa. *Edukatif: Jurnal Ilmu Pendidikan*, 4(1), 1341–1348. <https://doi.org/10.31004/edukatif.v4i1.2203>
- Situmorang, Dokman Marulitua, & Cahyani, Anggun. (2023). Analisis Laporan Realisasi Anggaran Pendapatan Dan Belanja Pada Pt Pelindo Regional 3 (Persero). *Surplus: Jurnal Riset Mahasiswa Ekonomi Manajemen Dan Akuntansi*, 3(2), 115–120. <https://doi.org/10.31862/9785426311961>
- Yudhawasthi, C. M., & Christiani, L. (2022). Challenges of Higher Educational Documentary Institutions in Supporting Merdeka Belajar Kampus Merdeka Program. *Khizanah Al-Hikmah: Jurnal Ilmu Perpustakaan, Informasi, Dan Kearsipan*, 9(2), 193. <https://doi.org/10.24252/kah.v9cf2>