

Implementation of Teaching Practitioners In Improving The Quality of Learning and Implementing The Curriculum Merdeka Belajar

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Abstract

This research departs from the problem of how the initial conditions of learning in the Department of Family Welfare Education (PKK), how to implement the collaborative learning model, how to implement the collaborative learning model through teaching practitioners in the Department of Family Welfare Education (PKK), and how it affects the improvement of the quality of learning and the implementation of the Merdeka Belajar Kampus Merdeka curriculum. The research methods used include (1) a Research and Development approach to produce guidelines for the implementation of teaching practitioners in the Department of Family Welfare Education (PKK) and (2) a descriptive quantitative approach to determine the implementation of teaching practitioners in the Department of Family Welfare Education (PKK), to improve the quality of learning and the Merdeka Belajar Kampus Merdeka curriculum (MBKM). The research respondents involved were lecturers in the Department of Family Welfare Education (PKK), Practitioners from the Industrial and Business World (DUDI), and Students. The results of the study are expected to produce Teaching Practitioner Guidelines in the Department of Family Welfare Education (PKK), because this guideline is very important as a standard operating procedure for the implementation of teaching practitioner activities on campus so as to be able to increase the partnership between the Department of Family Welfare Education (PKK), with DUDI and the successful implementation of the curriculum Merdeka Belajar Kampus Merdeka (MBKM). Meanwhile, the results of a descriptive quantitative analysis of the influence of teaching practitioners in the Department of Family Welfare Education (PKK), improving the quality of learning and developing the MBKM curriculum will provide recommendations in the formulation of policies for achieving IKU-4, namely teaching practitioners on campus.

Keywords: *Teaching Practitioners, Quality of Learning, Curriculum, Merdeka Belajar, MBKM*

Introduction

The implementation of education in the National Education System Law of 2003 article 4 paragraph 6, namely education is organized by empowering all components of society through participation in the implementation and quality control of educational services. Various obstacles are enough to make problems in the implementation of the learning process, especially for higher education. The obstacles faced in the implementation of empirical education include: limited human resources, minimal institutional facilities and infrastructure

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due to the lack of commitment of local governments in improving education, public awareness about education is still minimal, community culture is different from educational culture, and others (Black et al., 1999). In addition, there are factors in choosing a major which is also one of the determinants of student success (Amin, 2021).

In order to overcome these problems, it is necessary to have creative efforts or steps from educational institutions in seeking to improve the quality of education, especially graduates to be able to compete in the world of work. One of the strategies used in improving the quality of learning is to carry out collaborative learning. This collaborative learning is carried out using laboratory facilities, workshops and company equipment as learning media (Sonhaji, 1993). It is hoped that from this collaborative learning, a pattern of conformity will be formed between universities and their partner industries which will have an impact on increasing student achievement. This is because each student will have different levels of difficulty in taking the quality of education (Supsiolani et al., 2022). Therefore, support is needed from all aspects, such as the learning environment to parents (Amal, 2022).

The development of higher education has been mandated through the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 22 of 2020 concerning the Strategic Plan of the Ministry of Education and Culture for 2020-2024. There are three development goals, namely: 1) Improving the quality of learning and the relevance of higher education; 2) Increasing the quality of lecturers and educational staff; and 3) The realization of quality governance of the Directorate General of Higher Education. Universities are expected to manifest these three goals through increasing the capacity and quality of the educational processes and management that are their responsibility. Key Performance Indicators (IKU)-The state universities that are set must be able to focus on the three development mandates (Shafrudie et al., 1999).

The policy of the Ministry of Education and Culture, especially at the Directorate General of Higher Education, namely Merdeka Belajar-Kampus Merdeka (MBKM) gives direction that State Universities must transform higher education through harmonization of The Main Performance Indicators of State Universities. The Main Performance Indicator is the performance of state universities that will determine the classification of state universities as well as the support of resources and budgets that will be facilitated by the Directorate General of Higher Education (Supsiolani, 2022). In 2020, the Directorate General of Higher Education, Ministry of Education and Culture has developed a policy stipulated in the Decree of the Minister of Education and Culture Number 754/P/2020 has three main indicators. First, the quality of graduates is measured by graduates getting decent jobs, and students getting off-campus experience. Second, the quality of lecturers is measured by off-campus activities, practitioners teaching on campus, and lecturers' work is used by the community and can be recognized internationally. Third, the quality of the curriculum that has subindicators includes study programs in collaboration with world-class partners, collaborative and participatory classes, and the existence of international standard study programs (Defrizal et al., 2022).

In accordance with the theme chosen incorrectly in this policy research, namely "Teaching Practitioners on Campus" as the 4th IKU-PTN is very much in line with the needs in the Department of Family Welfare Education (PKK). The Department of Family Welfare Education (PKK), which is oriented towards Culinary, Fashion, Cosmetology and Nutrition, really needs practical knowledge that develops in the Business and Industrial World. Various factors that determine the success of learning in higher education, in addition to infrastructure and also lecturers (teaching staff), teaching methods, and several other external factors. In an effort to

improve the quality of learning in the Department of Family Welfare Education (PKK), as well as efforts to fulfill the MBKM curriculum, it is necessary to implement collaborative learning that combines practitioners from industry in the implementation of teaching on campus, especially the Department of Family Welfare Education (PKK). Based on the background, the issues raised are as follows: a) Bagaimana develops Teaching Practitioner Guidelines in the Department of Family Welfare Education (PKK), and b) How is the implementation of teaching practitioner guidelines in the Department of Family Welfare Education (PKK)?

Learning Models

Learning is the process of interaction of students (students) with educators (lecturers) and learning resources in a learning environment (Law of the Republic of Indonesia No. 20 Th 2003 Article 1). The most effective learning experience is if students experience/do it directly and are active in their learning environment. Providing broad opportunities for students to see, hold, feel and activate more of their senses and express themselves will build an understanding of their knowledge, behavior and skills. Therefore, the main task of the lecturer is to condition the situation of the learning experience that can stimulate or stimulate the senses and curiosity of the student. Another thing that needs to be considered is also the lecturer's knowledge of the psychological development of students and the curriculum where the two must be interrelated (Miller, 1998). Thus, lecturers should prepare teaching and learning activities that actively involve students' mentality through various activities, such as observing, asking/questioning, explaining, commenting, proposing hypotheses, collecting data and a number of other mental activities. Lecturers should not provide assistance early and should always appreciate the student's efforts even though the results are not perfect. In addition, lecturers need to encourage students to do/think better, for example through the submission of challenging questions that 'tickle' students' inquisitive attitudes and attitudes of creativity (Nofrizal et al., 2022).

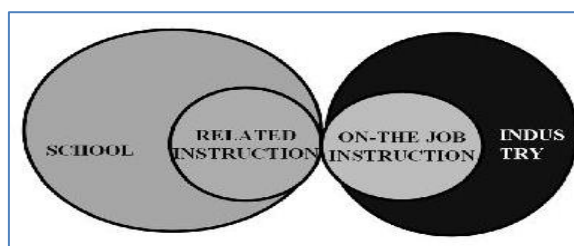
In order to improve the quality of the learning process, universities need to creatively develop new educational concepts that are more comprehensive and competitive. This can be done by updating metode pembelajaran yang lebih fleksibel, with placement student as a subject (student-centered learning), compared as an object of education. The concept of education also needs to be designed to foster the spirit of entrepreneurship and increase soft skills and success skills, so that university graduates will have a high self-confidence character, have wisdom towards the nation's social and cultural values, independence and a strong leadership spirit (Mulyasa, 2007). Universities must be able to develop a holistic curriculum, so that the higher education process does not emphasize the harmonious development of the potential and intelligence of the total intellect (IQ), but also emotional (EQ) and spiritual (SQ) intelligence. The holistic curriculum in question must be designed with a contextual approach so that it is able to bring out a niche without reducing scientific goals or basic skills in their respective scientific fields (Hamalik, 2007).

Given the disparity in the quality of prospective students, unbalanced access to sources of information and technology, and uneven access to cooperation at superior universities, dissemination of the ability of a university to other universities must be pursued. These efforts can be carried out through the development of educational cooperation, the establishment of scientific networks or the implementation of quality and planned distance learning (Tabroni, 2022).

Collaborative Learning as an Implementation of Teaching Practitioners

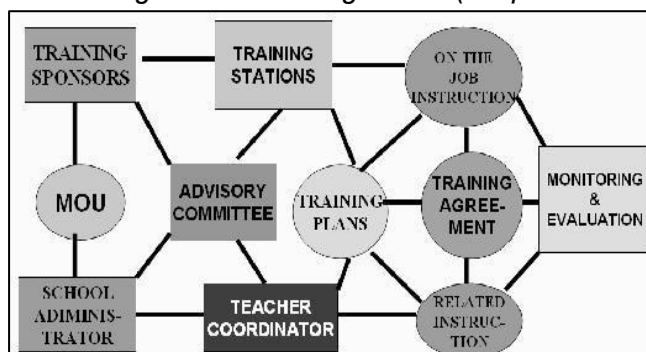
The pattern of cooperation between educational institutions and the industrial world has been formulated by the Ministry of Education and Culture with the term dual system education model. However, its implementation is not as pseudo-a su dah as the concept, therefore another model with a collaborative learning model between educational institutions and their partner industries. So that this collaborative learning model is a concrete implementation of the implementation of work between educational institutions and the industrial world (Judawati et al., 2000). The di antara apprenticeship management system or industrial work practices, namely school model, cooperative education, dual system model, and the most effective market model today is the mixing model (cooperative-dual) (Ahmad, 2005). For the mixing form of the model can be described as follows.

Figure 1. Mixing model (cooperative-dual)



While some of the reasons for choosing the mixing model as an effective cooperation system are (1) experience in the dual system model of schools and industries is familiar enough to pair, (2) the application of the dual system faces many obstacles, (3) management in the cooperative model is simpler, and (4) from the results of research showing the success of the cooperative model (Vidya Singh-Gupta and Eileen Troutt-Ervin, 1997).

Figure 2. Management of Mixing model (cooperative-dual)



For the Management of Mixing model (cooperative–dual) it can be described as the following diagram. (a) According to Ahmad Sonhadji (2005) some things that must be considered in the implementation of the management of mixing model are (1) detailed & clear guidelines/ manuals, (2) an even distribution of tasks and authorities, (3) accurate data about the business/industry world, (4) utilization of existing institutions, (5) commitment of lecturers, students, and parents, (6) good communication of all parties, (7) appropriate and operational defense packages, and (8) training plans, training agreement, and monitoring & evaluation formats., (b) In higher education institutions, in addition to learning activities, me- mang is carried out in the school environment, it is also carried out in an industrial environment, as a place that is equally used for learning purposes. Because the two have different characters. However, the two must be viewed as a whole unit in shaping student competencies (Sanjaya, 2005), positing several important components in cooperation, including, (c) Institutional; In

terms of learning balance, this collaboration consists of 2 (two) sub-systems, namely the learning sub-system in industry and the learning sub-system on campus, (d) Curriculum; The curriculum in higher education institutions is comprehensively designed that includes all learning activities. Meanwhile, the curriculum in the industry is only in the form of practical demands (training guidelines), which are much simpler and more practical than the curriculum of educational institutions, (e) Learning materials; The material of educational institutions is more emphasized on the learning of higher theories, while the material in industry is more emphasized on work practice but is related to the theories studied in educational institutions. Thus, educational institutions must be able to use the world of work as a reference in curriculum planning, so that the learning in educational institutions is integrated with practical learning carried out in industry, (f) Teaching strategies; The learning activities carried out in the education institution are more systematic because the lessons have been systematically arranged based on the rules of learning theory. Meanwhile, learning in industry is more applicable to the learning process of certain job skills (Sugiyono, 2010), (g) Lecturer; In educational institutions, it is the lecturers/lecturers who are responsible for the learning implementation program. Meanwhile, the practical learning industry is entirely the responsibility of the instructor. As a practical teaching staff, instructors should understand and be able to practice learning methods in practical learning activities in industry. Thus, practical work learning in industry can really improve the quality of student competency abilities.

Independent Curriculum for Teaching and Campus Learning

Perguruan Tinggi is expected to be committed to providing and facilitating the MBKM Program as mandated by the Minister of Education and Culture of the Republic of Indonesia No. 3 of 2020 and as explained in the Independent Learning Guidebook for Independent Campuses published by the Ministry of Education and Culture. Thus there are nine MB-KM programs, namely (1) Student Exchange, (2) Professional Work Practice, (3) Teaching Assistance in Education Units, (4) Research / Research, (5) Humanitarian Projects (6) Entrepreneurial Activities, (7) Independent Studies / Projects, (8) Projects / Building Villages, and (9) State Defense Training.

The Merdeka Belajar Kampus Merdeka policy aims to fulfill the period and burden of studying inside and/or outside the study program. University facilitation for the fulfillment of learning periods and loads is carried out by: (1) at least four semesters and a maximum of eleven semesters are learning in the study program; (2) one semester or the equivalent of 20 credits is learning outside the study program at the same university; and (3) a maximum of two semesters or the equivalent of 40 (forty) credits is learning in the same study program at different universities, learning in different study programs at different universities and/or learning outside of college (Mazid, 2021).

The learning process outside the study program is carried out based on a cooperation agreement between universities and universities or other related institutions and the results of the learning process are recognized through the credit transfer mechanism/recognition of learning outcomes (Permendikbud Number 3 of 2020, Article 15 Paragraph 3). The redistribution of the distribution of courses in semesters and the development of instruments for recognizing student learning outcomes are absolutely carried out. Reconstruction with the aim of making flexibility in supporting the learning process outside the study program, is a mandatory requirement for the implementation of the Merdeka Belajar Kampus Merdeka policy (Mursitama et al., 2022).

Curriculum reconstruction in responding to the Ri 4.0 Era and Society 5.0 was carried out starting at stage 1 of development by identifying the suitability of graduate profiles with 21st century work needs. The demands of 21st century work ability can be in the form of profiles of graduates of study programs that have not existed before (new) or that have existed before but new literacy skills (Industrial Revolution 4.0) and communication (Society 5.0) are added in the description of graduate profiles (Irawan et al., 2021). Study programs can form new courses to realize the profile of graduates as expected. It can also be by providing learning experiences in the form of learning methods and/or strategies as well as assignment methods with digital interactions utilizing communication information technology. Blend learning is one way to grow the employability of this 21st century.

Curriculum reconstruction in the Merdeka Belajar-Kampus Merdeka policy is mostly carried out in phase 3 of development. The redistribution of courses must be able to guarantee that the right of students to study three semesters outside the study program can be fulfilled. At least 84 credits of compulsory courses can be completed by students in five semesters, the remaining 60 credits of courses can be recognized as a form of learning activities in the Merdeka Belajar-Kampus Merdeka policy.

Merdeka Belajar-Kampus Merdeka activities in my savings can be done by students starting in the fifth semester. To facilitate the recognition of the form of learning activities in the Merdeka Belajar-Kampus Merdeka policy, study programs need to pay attention to several course placements, namely general compulsory courses (MKWU), compulsory courses for higher education (MKWPT), compulsory courses for faculties/study programs, and elective courses for independent learning on independent campuses.

Method

This research was designed using descriptive quantitative research methods. This type of research is causality, which will test the influence of the implementation of teaching practitioners on campus (Department of Family Welfare Education (PKK) terhadap improving the quality of learning and the application of the independent campus learning curriculum (MBKM). In addition, in developing the implementation of the implementation of teaching practitioners on campus, especially in the Department of Family Welfare Education (PKK), it is necessary to implement guidelines that become a reference for each study program in planning, implementing, and evaluating the practical implementation of teaching. The guidelines that will be made are carried out through a Research and Development (R & D) research approach from Gall, namely to develop a guideline tool for the implementation of teaching practitioners in the Family Welfare Education (PKK) Assessment.

The continuation of the results of development research in the early stages, then continued with the implementation in the implementation of teaching practitioners in the Department of Family Welfare Education (PKK). Research on the influence of the implementation of teaching practitioners in the Department of Family Welfare Education (PKK), on improving the quality of learning and the independent learning curriculum of independent campuses (MBKM) was carried out using descriptive quantitative methods. The research wants to prove whether or not there is an influence between teaching practitioners in the Department of Family Welfare Education (PKK), on improving the quality of learning and the independent learning curriculum of independent campuses (MBKM) or vice versa. The analysis uses only the perceptual approach, quantifies it in the form of a likert scale, and then analyzes with multiple regression

for proof. The results of such research can only explain and prove that there is an influence between teaching practitioners in the Department of Family Welfare Education (PKK), on improving the quality of learning and the independent learning curriculum of independent campuses (MBKM). Based on the description of the research procedure, it can be presented in the fishbone diagram as follows.

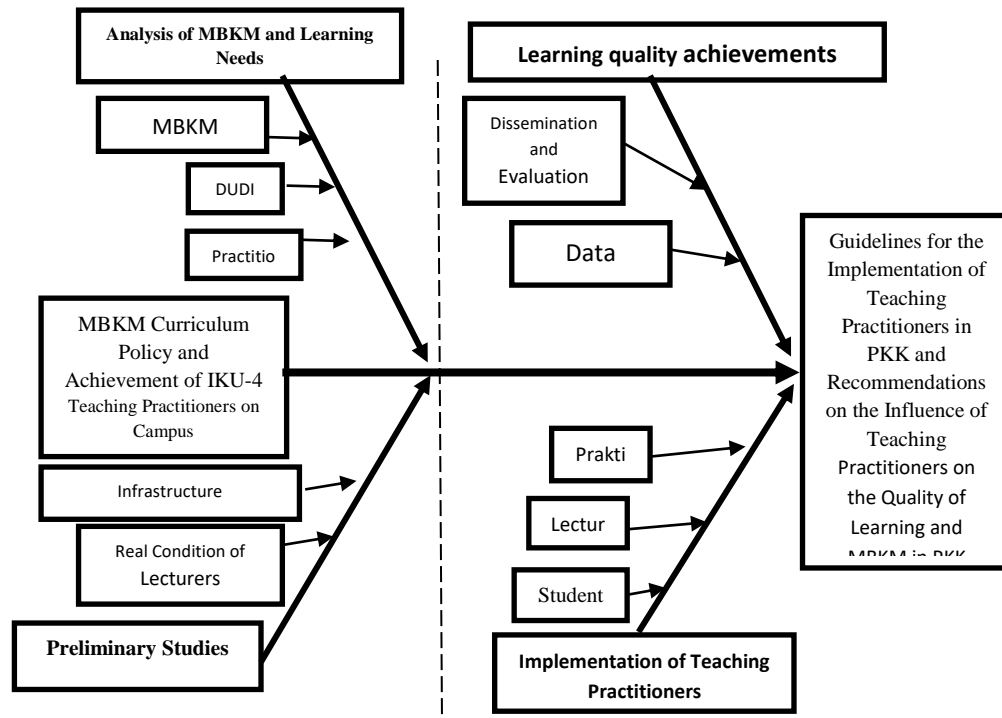


Figure 3. Fish bone Research Diagram

Data Sources

The source of data in this study is the Business World and the Industrial World (DUDI) as a source of practitioners, the implementation of teaching practitioners through public lectures and online lectures with students, students of the Department of Family Welfare Education (PKK). The data source is primary data, besides that it is supported by several secondary data sources as a complement.

Data Collection Techniques

The data collection techniques in this study used Focus Discousin Group guidelines, documentation study guidelines, and lecture implementation instruments with practitioners. The Focus Discousin Group guidelines are used to obtain input and refinement of the guidelines for teaching practitioners on campus. Documentation study guidelines are required to provide guidelines in the selection of document data as a complement to the guidelines and some criteria for selecting industries and practitioners. Instruments in the form of questionnaires are used in an effort to obtain data to determine the influence of teaching practitioners on campus on improving the quality of learning and the MBKM curriculum

Results

The implementation of Merdeka Belajar in this guideline is substantially related to ideas, designs, processes, outputs and outcomes in the education delivery cycle. The idea side is related to the concept of independent learning in the context of a curriculum that can be implemented. Design is related to curriculum development, starting from the profile of graduates, Capaian Pembelajaran Lulusan, study materials, and courses. The curriculum development process is related to the development of Rencana Pembelajaran Semester and the implementation of learning with models and varieties of learning in Merdeka Belajar. Outputs are associated with learning measurement and assessment activities in order to realize learning outcomes and outputs in accordance with the variety of learning. Meanwhile, outcomes are associated with the suitability of competencies or learning outcomes formulated, especially in relation to graduate participation in various worlds of work.

Linkage of Curriculum Development in the Independent Learning PolicyFree Campus

The Independent Learning Campus Merdeka Policy set by the Ministry of Education and Culture includes four main policies, namely: ease of opening new study programs, changes in the higher education accreditation system, the ease of universities turning into legal entities, and the right to study three semesters outside the study program. Through the Merdeka Belajar Kampus Merdeka policy, it is hoped that it can answer the challenges faced by universities to produce graduates according to the development of science and technology and the demands of the business world and the industrial world. The objectives of the Merdeka Belajar Kampus Merdeka policy are: a. Encouraging the learning process in Higher Education that is increasingly autonomous and flexible; b. Creating a learning culture that is innovative, non-restrictive, and in accordance with the needs of students; c. Improving the quality of graduates in order to have the capabilities needed in the era of 21st century life and the industrial era 4.0; d. Improving student learning capabilities by fulfilling student learning rights by using life-based, capability and transdisciplinary learning approaches; e. Facilitating students' learning rights in accordance with their interests and potential in order to become competitive and personal graduates; f. Providing insights and experiences for students to become graduates in accordance with the graduate profile

To meet the demands, dynamics and currents of change that are so disruptive as a result of advances in digital technology and the need for a link and match between the world of education and the business world and the industrial world, a study program curriculum that prioritizes the principle of relevance in an effort to prepare students to enter the world of work is needed. Therefore, universities that are operationally in the study program are required to be able to design and implement their curriculum through a creative and innovative learning process so that students can achieve learning outcomes including aspects of attitudes, knowledge, and skills optimally.

The Merdeka Belajar Kampus Merdeka policy is expected to be the answer to these demands. The study program curriculum that refers to independent learning-independent campus is a form of autonomy and flexibility in learning in higher education so as to create a learning culture that is creative, innovative, liberating, meaningful, functional and in accordance with student needs. Through the right to study three semesters outside the study program, students are given the freedom to take credits outside the study program. The intended three semesters can be taken for learning outside the study program within the college and or learning outside the college. Learning programs outside of higher education

include internships/work practices, projects in villages, teaching activities in educational units, student exchanges, research/research, entrepreneurial activities, independent studies/projects, and humane projects.

All learning activities must be guided by lecturers and relevant related parties. The curriculum that refers to independent learning on an independent campus is expected to provide contextual and empirical field experiences that will improve student competence as a whole, comprehensive and and ready to work. The learning process in the Merdeka Campus is one of the manifestations of student-centered learning which is very essential. Learning in Merdeka Campus provides challenges and opportunities for the development of creativity, capacity, personality, and student needs, as well as developing independence in seeking and finding knowledge through reality and field dynamics such as ability requirements, real problems, social interaction, collaboration, self-management, performance demands, targets and achievements.

In order to meet the demands, currents of change and the need for link and match with the business world and the industrial world (DUDI), and to prepare students in the world of work. Universities are required to be able to design and implement innovative learning processes so that students can achieve learning outcomes including aspects of attitudes, knowledge, and skills optimally. The Merdeka Belajar Kampus Merdeka policy is expected to be the answer to these demands. Kampus Merdeka is a form of learning in universities that is autonomous and flexible so that a learning culture that is innovative, does not curb, and is in accordance with the needs of students. The right to study three semesters for students outside the study program they take is part of the Independent Learning Policy of the Independent Campus. Through this policy, students are given the opportunity and freedom to learn to complete a number of courses and Semester credit system (SKS) in the curriculum of the study program can also take a number of courses and Semester credit system (SKS) outside the curriculum of the study program. The time given to take part in learning outside the study program within the same college and in learning outside of college.

Learning activities outside of University include internships/work practices, projects in villages, teaching in schools, student exchanges, research, entrepreneurial activities, independent studies /projects, and humanitarian projects. All forms of learning outside the study program and outside the college where students are enrolled, must be guided by lecturers assigned by campus leaders. Through the learning model outside the study program and outside the campus, it is hoped that students can gain real, empirical and contextual experiences that will ultimately improve student competence as a whole, namely attitudes and values, knowledge, general skills and special skills so that they have job readiness after they graduate. The learning process in the Independent Learning Policy of the Independent Campus is one of the manifestations of student-centered learning which is very essential. Learning in the Independent Learning Policy-Independent Campus provides challenges and opportunities for the development of creativity, capacity, personality, and needs of students, as well as developing independence in seeking and finding knowledge through the reality and dynamics of society that run so fast, disruptive and exponential such as ability requirements, real problems, social interaction, collaboration, self-management, performance demands, targets and achievements.

Through the Independent Learning Policy, it is hoped that universities can answer challenges in order to produce graduates who are in accordance with the development of science and technology which is currently entering the era of the industrial revolution 4.0, the

dynamics of society entering the era of society 5.0, and the demands of the business world or the industrial world. The process of preparing and developing a curriculum that refers to the independent learning-independent campus policy refers inseparable from the KKNl and Outcome Based Education (OBE).

In the context of curriculum design on graduate learning outcomes related to noble moral attitudes and values, insights and basic skills in the religious field become a necessity or inevitability as a distinction characteristic of graduates. Thus, graduates can show a profile of themselves as graduates who describe their scholarship and intellectuality, based on the values of professionalism as a scientific focus in their study program. The implementation of the Independent Learning-Independent Campus Policy through three semesters of learning activities outside the study program is expected to lead to the establishment of an out of the box mindset for students in responding and entering life in accordance with the demands of the needs of the industrial revolution era 4.0, society 5.0 and 21st Century Skills.

Stages of Curriculum Development of Study Programs Referring to Independent Learning-Independent Campus

The stages in the development of the study program curriculum that refer to the independent learning policy-independent campus follow the pattern and stages as has been implemented in the development of the study program curriculum are prepared by referring to several regulations related to curriculum development such as Law Number 12 of 2012 concerning higher education, the implementation of KKNl and the OBE (Outcome based Education) approach. Likewise, in the development of a curriculum that refers to and accommodates the implementation of the independent learning-independent campus policy based on various regulations and social dynamics and the progress of science and technology. Broadly speaking, curriculum development consists of three stages of work, namely: the stage of curriculum design, the implementation of learning, and the evaluation of learning. The preparation and development of the undergraduate curriculum should be based on a strong foundation, both philosophically, sociologically, psychologically, historically, and juridically.

Philosophical foundation, providing direction and basic framework at the stage of designing, implementing, and improving the quality of education related to the profile and achievement of learning and learning models. Sociological foundation, provides a frame of reference related to social dynamics as a foundation for curriculum development as an educational tool consisting of objectives, materials, learning activities and a positive learning environment for the acquisition of learner experiences that are relevant to the personal and social development of learners.

Psychological foundation, providing an overview of the characteristics of students in accordance with the context of their times as a foundation for curriculum development, so that the curriculum and the learning process are able to encourage the curiosity and capacity of students continuously and can motivate lifelong learning; curriculum that can facilitate students to learn so that they are able to realize their role and function in their environment; curriculum that can cause students to think critically, and think at a level and do higher order thinking; a curriculum that is able to optimize the development of students' potential to become desired human beings.

A historical foundation, a curriculum that is able to facilitate students to learn according to their time; a curriculum capable of passing on the cultural and golden historical values of past nations, and transforming in the era in which he was studying; a curriculum that is able to

prepare students to live better in the 21st century, have an active role in the industrial era 4.0, and are able to read the signs of its development. Juridical foundation, is the legal basis that is the basis or reference at the stages of design, development, implementation, and evaluation, as well as a higher education quality assurance system that will ensure the implementation of the curriculum and the achievement of curriculum objectives.

The juridical foundation is a legal basis that is the basis or reference at the stages of design, development, implementation, and evaluation, as well as a higher education quality assurance system that will ensure the implementation of the curriculum and the achievement of curriculum objectives. The juridical basis for the development of higher education curricula as stipulated in Law No. 12 of 2012 concerning Higher Education contains the definition of higher education curriculum in article 35 paragraph 1 as a set of plans and arrangements regarding the objectives, content, and teaching materials as well as the methods used as guidelines for the implementation of learning activities to achieve the objectives of Higher Education.

The curriculum developed by the study program must meet the competency standards set by the Minister. Article 29 of the Higher Education Law states that the main reference in determining the competence of graduates of Academic Education, Vocational Education, and Professional Education is the Indonesian National Qualifications Framework (KKNI) which is regulated through Presidential Regulation No. 2012. The development of the study program curriculum also refers to the National Standards for Higher Education based on the Minister of Education and Culture No. 03 of 2020 where the curriculum development for each Study Program includes the development of intellectual intelligence, noble character, and skills. The figure below shows a series of legal foundations, national and institutional policies for the development of higher education curriculum.

The curriculum of the undergraduate study program which refers to the independent learning policy-independent campus is a set of plans and arrangements regarding the content and study materials and the way of delivery and assessment which is used as a guideline for the implementation of teaching and learning activities in the study program. Related to the curriculum of the independent learning study program-independent campus applies the Major Minor curriculum model, namely the design of an adaptive, competency-based curriculum and providing space for each student to take part in the undergraduate education program by establishing a profile and Capaian Pembelajaran Lulusan main as the main or major area of expertise and can take part in a learning program in one particular area as a complementary or minor area of expertise (competency). Major competence is an area of expertise based on discipline (science) mainly in a department or study program in the faculty, where students can deepen their competencies (science, skills and behavior) in a course package.

Conclusion

The development of independent learning education in the study of learning methods, namely systems and teaching, must be in accordance with educational trends in the era of the Industrial Revolution 4.0. In the era of the Industrial Revolution 4.0, it is very important in the education system or in learning methods, that is, students, to achieve the essence, which is to master new literacy. The new literacy is data literacy, technological literacy and human literacy. Sistem learning in self-study has the same purpose. If students can master these new skills, they will become skilled and superior human resources in building Indonesia's future. In

addition to the new literacy, however, the independent education system is learning to continue to provide character to students, such as honesty, religiosity, hard/diligent work, responsibility, justice, discipline, tolerance and others. Of course, the goal is to achieve the goal of education. It's about thinking critically, solving problems, creating students who are creative, innovative, proficient in communication and collaboration, and personal. Therefore, the plan for implementing learning activities must be able to overcome the challenges of the Industrial Revolution 4.0 era and take advantage of educational opportunities. And because lecturers are the key to the success of an independent learning and education system, teachers must be able to adapt to the new education system to acquire abilities and skills. Improving the literacy of new teachers is the key to change, including the revitalization of literacy-based curricula and strengthening the role of digitally competent lecturers. Therefore, the blended learning method is ideal as a learning method for the independent learning education system.

Acknowledgment

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