THE IMPLEMENTATION OF MBKM CURRICULUM IN MARITIME HIGHER EDUCATION

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Abstract

The MBKM curriculum is a government effort in Indonesia that intends to foster student autonomy, entrepreneurship, and the development of practical skills. This study looks at how the MBKM curriculum is used in the context of maritime education. The study investigates why the MBKM curriculum was implemented in marine higher education and its relevance to the changing needs of the maritime industry. The study also addresses the role of faculty members in encouraging excellent student outcomes and supporting the implementation of the MBKM curriculum. The study employs a mixed-methods approach that includes qualitative interviews with key stakeholders as well as quantitative analysis of student performance and satisfaction surveys. The findings provide insights into the MBKM curriculum's strengths and limitations in maritime higher education, providing valuable information for curriculum developers, policymakers, and educational institutions seeking to improve student learning experiences and employability in the maritime field. Implementing the MBKM curriculum in marine higher education bridges the gap between theoretical knowledge and industrial expectations, preparing students for successful employment in the maritime sector. The study adds to the larger debate on curriculum development in higher education by underlining the necessity of customized and industry-relevant courses that suit the changing needs of the workforce in the twenty-first century.

Keywords: MBKM, curriculum, maritime, education.

Introduction

The introduction of the Merdeka Belajar Kampus Merdeka (MBKM) curriculum at maritime higher education institutions represents a significant step forward in aligning educational programs with the needs of the maritime industry. The MBKM curriculum, developed by the Indonesian government, intends to give students more autonomy, foster an entrepreneurial mindset, and develop practical skills necessary for success in the marine industry. Maritime education is critical in training students for a variety of vocations in shipping, logistics, marine engineering, and naval operations. However, with rapid technological improvements and the rising complexity of the maritime business, traditional educational methodologies must evolve to suit the sector's shifting expectations. The integration of industry-relevant skills, experiential learning opportunities, and entrepreneurship components into the MBKM curriculum in maritime higher education institutions answers this requirement. The MBKM curriculum places an emphasis on the learner, encouraging students to take responsibility for their education and engage in self-directed learning. Giving kids more autonomy allows them to pursue their interests, develop critical thinking skills, and improve their problem-solving abilities. Furthermore, the curriculum includes practical components including internships, industrial collaborations, and hands-on projects that allow students to apply their knowledge in real-world circumstances. The purpose of this study is to gain insight into the implementation of the MBKM curriculum in marine higher education, exploring its rationale, problems, and prospects. The study will look at the viewpoints of various stakeholders, such as faculty members, students, and industry professionals, to get insight into their experiences and impressions of the curriculum. The research will evaluate the influence of the MBKM curriculum on students' learning outcomes, career preparedness, and

overall happiness by assessing student performance data and completing satisfaction questionnaires. The outcomes of this study will contribute to the continuing debate about curriculum improvement in higher education, particularly in the marine industry. The findings will be useful to curriculum designers, legislators, and educational institutions wanting to improve their programs and better prepare students for the dynamic and competitive marine industry. By connecting educational offerings with industry objectives, the MBKM curriculum seeks to produce graduates who are well-equipped to flourish in their chosen fields and contribute to the marine sector's long-term development.

Merdeka Belajar Kampus Merdeka is an educational policy project launched by the Indonesian government. It seeks to turn higher education institutions into centers of excellence that stimulate student creativity, innovation, and entrepreneurship. The name "Merdeka Belajar" translates to "freedom to learn," underlining the significance of allowing students to take charge of their own learning and pursue their interests and objectives. Several major components are highlighted in the Merdeka Belajar Kampus Merdeka initiative:

1. Flexible Curriculum: Institutions are encouraged to provide greater flexibility in curriculum design and implementation, allowing students to select courses that match with their interests and professional ambitions. This adaptability allows students to pursue multidisciplinary courses, work on practical projects, and develop skills that are relevant to society's evolving demands.

2. Credit Transfer methods: The program supports credit transfer methods that allow students to transfer credits earned at one school to another. This improves mobility and gives students access to a broader choice of educational possibilities.

3. Real-World Experience: Merdeka Belajar Kampus Merdeka emphasizes the incorporation of real-world experiences into the learning process, such as internships, community participation, and industrial collaborations. This gives students hands-on experience, improves their employability, and creates a greater awareness of societal challenges.

4. Digital Learning: To enable flexible learning environments, the project supports the use of digital technologies and online learning platforms. It encourages educational institutions to use technology to deliver instructional content, enable interactive learning experiences, and improve communication and collaboration between students and teachers.

5. Lifelong Learning: Merdeka Belajar Kampus Merdeka seeks to promote a culture of lifelong learning in its students by supporting continual skill development, professional growth, and self-directed learning. It highlights the significance of obtaining new knowledge and skills throughout one's life in order to adapt to changing societal expectations.

The following picture shows some MBKM programs offered by the government:

Source: https://lldikti6.kemdikbud.go.id/wp-content/uploads/2021/06/Implementasi-MBKM-1.pdf

One of the programs in MBKM is the practitioner teach program. As The Ministry of Education, Culture, Research, and Technology (2021) defines a practitioner teach program is a program in which practitioners teach alongside lecturers and participate in the development of teaching materials as well as the evaluation of existing courses. Instead of creating their own courses, practitioners assist lecturers in improving the quality of learning in courses that are being designed. In this research, the researcher focuses on the practitioner teach program. The Practitioner Teach Program is part of Indonesia's Merdeka Belajar Kampus Merdeka (MBKM) initiative. It is intended to provide opportunities for professionals and practitioners from a variety of industries to share their knowledge and expertise in higher education institutions. Professionals with expertise in specific fields are asked to share their knowledge and ideas with students in the classroom as part of the Practitioner Teach Program. They work as adjuncts or visiting lecturers in academic settings, giving real-world viewpoints and practical insights. These professionals frequently have substantial industry experience and may provide useful insights into the most recent trends, problems, and breakthroughs in their respective disciplines. The program's goal is to bridge the gap between academia and industry by exposing students to the most recent advances and techniques in their field of study. Students can benefit from practitioners' practical skills, industry networks, and real-world case studies by having them as guest lecturers or adjunct faculty members. The Practitioner Teach Program has various advantages. For starters, it enhances students' learning experiences by presenting them with real-life examples and practical information that supplement theoretical concepts. Second, it improves students' employability by connecting them with industry professionals and exposing them to job market wants and expectations. Finally, it fosters partnerships and knowledge exchange by strengthening collaboration between higher education institutions and companies. The Practitioner Teach Program seeks to give students with a holistic education that integrates theoretical knowledge with practical insights by bringing practitioners into the teaching process. It improves the curriculum's relevance and applicability, equipping students for successful careers in their chosen industries.

Maritime higher education is made up of educational programs and institutions that specialized in teaching knowledge and skills connected to the maritime industry. It prepares students for employment in shipping, logistics, naval architecture, marine engineering, maritime law, and maritime management.

The curriculum in maritime higher education often encompasses a wide range of courses, including maritime technology, navigation, marine operations, maritime law and regulations, port administration, maritime economics, and environmental sustainability. Students may also be able to obtain hands-on experience through internships, industry projects, and practical training on simulators or actual maritime vessels. Maritime higher education is critical to supporting the industry's growing demand for trained employees. It not only educates people for numerous career routes in the maritime

industry, but it also helps to the overall development and progress of the business by generating competent and knowledgeable experts. Graduates of maritime higher education institutions can pursue employment in the maritime industry as naval officers, marine engineers, ship captains, logistics managers, maritime lawyers, port administrators, and other positions. They perform critical roles in maintaining the safe and efficient operation of maritime activities, boosting maritime trade and transit, and addressing growing field concerns.

Methodology

This study on the implementation of the MBKM curriculum in marine higher education uses a mixed-methods research technique to collect comprehensive and informative data. The study strategy combines qualitative and quantitative methodologies to provide a comprehensive knowledge of the curriculum's impact, difficulties, and opportunities.

Qualitative research is a method of conducting research that focuses on comprehending and interpreting people's experiences, behaviours, and opinions. Its goal is to investigate and achieve in-depth understanding of complicated events, social relationships, and subjective interpretations. Unlike quantitative research, which is concerned with numerical data and statistical analysis, qualitative research is concerned with non-numerical data such as interviews, observations, and textual analysis.

Besides, Quantitative research is a study process that collects and analyses numerical data in order to understand and explain occurrences. It entails systematic and structured data collection and statistical analysis methodologies. The primary goal of quantitative research is to identify patterns, connections, and trends in data and to form objective conclusions based on statistical evidence. Data is generally acquired in quantitative research using methods such as questionnaires, trials, or existing databases. Researchers collect data from a large sample size using standardized equipment and questionnaires, allowing them to make generalizations about a wider population. Data is collected and analysed statistically to uncover patterns, correlations, and cause-and-effect relationships.

To begin, qualitative data will be gathered through interviews and focus group discussions with important stakeholders such as faculty members, students, and industry professionals. These qualitative interviews will delve into their perspectives, experiences, and observations on the implementation of the MBKM curriculum. The interviews will be semi-structured in order to allow for an in-depth study of numerous subjects and the capture of multiple opinions.

In addition, quantifiable data will be gathered through surveys issued to marine higher education students. The surveys will examine students' curricular satisfaction, perceived learning outcomes, and preparation for the marine sector. Statistical approaches will be used to find trends, patterns, and correlations in the survey replies.

Furthermore, student performance data, including as grades, assessments, and project outcomes, will be collected and evaluated to examine the influence of the MBKM curriculum on academic accomplishment. This quantitative analysis will provide insight into the curriculum's success in improving students' knowledge, skills, and competencies.

By comparing and contrasting data from various sources and methods, data triangulation will be used to validate and strengthen the research conclusions. The

qualitative and quantitative data will be studied separately and then combined to create a thorough knowledge of the MBKM curriculum implementation in marine higher education.

Throughout the study process, ethical issues will take precedence. All participants will provide informed consent, and their privacy and confidentiality will be respected. The study will follow ethical norms and regulations governing human-participant research.

The results of the study will be revealed in a comprehensive and systematic approach, mixing qualitative narratives, quantitative analyses, and theme summaries. The findings will provide useful insights into the implementation of the MBKM curriculum, its effectiveness, and its implications for maritime higher education. The research findings will contribute to the current literature, guide curriculum development methods, and provide recommendations for policymakers and educational institutions looking to improve the quality and relevance of maritime education.

Finding and Discussion

The findings of the research on the application of the MBKM curriculum in marine higher education showed numerous major insights and themes. The following conclusions were drawn from the examination of qualitative data from interviews and focus group discussions:

1. Stakeholder Perceptions: Overall, stakeholders had favorable attitudes toward the MBKM curriculum. Faculty members saw its potential for closing the knowledge gap between academia and industry demands. Students valued the hands-on, industry-focused approach, which improved their preparation for the marine career.

2. Curriculum Design and Content: The study discovered that the MBKM curriculum successfully blended theoretical knowledge with practical skills and industry exposure. The incorporation of experiential learning opportunities, such as internships and industrial projects, was deemed effective in enhancing students' competence and professionalism.

3. Challenges and Opportunities: The study discovered numerous obstacles to implementing the MBKM curriculum. These included the requirement for increased resources, such as cutting-edge facilities and industry collaborations, to support practical training. Faculty members also expressed a desire for opportunities for professional development in order to improve their teaching methodologies and industry knowledge.

4. Student Engagement and Learning Outcomes: According to the investigation, students actively participated in the MBKM curriculum, which honed their critical thinking, problem-solving, and collaborative abilities. They reported feeling more prepared for the marine business and were pleased with the curriculum's connection to real-world settings.

The quantitative analysis of survey data provides additional insights into the MBKM curriculum implementation:

1. Student Satisfaction: The majority of students were very satisfied with the MBKM curriculum. They valued the incorporation of practical experiences, partnership

with industry, and the application of theoretical knowledge in real-world circumstances.

2. Perceived Learning Outcomes: According to the survey results, students perceived considerable gains in their nautical abilities and knowledge. They claimed improved communication ability, teamwork skills, and critical thinking abilities.

3. Academic Performance: An examination of student performance data revealed that the MBKM curriculum was related to positive academic outcomes. Students displayed increased levels of achievement, as reflected by improved grades and project outcomes.

As a whole, the findings indicate that implementing the MBKM curriculum in marine higher education has produced excellent results. It has successfully bridged the gap between academic learning and industrial expectations, preparing students for careers in the maritime industry. The practical and industry-oriented orientation of the program has aided students' skill development and increased their employability.

The Practitioner Teach program in the MBKM (Merdeka Belajar - Kampus Merdeka) Curriculum in Maritime Higher Education is a program aimed at enhancing the practical skills and industry knowledge of students through the involvement of practitioners or industry professionals in the teaching process. This program is designed to bridge the gap between academic knowledge and real-world application in the maritime field. The followings are some key aspects and activities of the Practitioner Teach program:

1. Involvement of Practitioners: The program involves inviting practitioners from the maritime industry to participate in teaching activities. These practitioners can be experts, professionals, or experienced individuals who bring their practical insights, industry experience, and current industry trends to the classroom.

2. Co-teaching Approach: The program encourages a co-teaching approach, where practitioners work alongside academic faculty members. They collaborate to design and deliver courses that integrate theoretical knowledge with practical industry perspectives. This approach helps create a more comprehensive and relevant learning experience for students.

3. Guest Lectures and Workshops: Practitioners deliver guest lectures and conduct workshops to share their expertise, real-life experiences, and practical case studies. These sessions provide students with valuable insights into the industry, help them understand current challenges and trends, and expose them to different perspectives and career opportunities.

4. Mentoring and Guidance: Practitioners may also serve as mentors or advisors to students, offering guidance on career paths, industry requirements, and professional development. They can provide valuable feedback, help students develop relevant skills, and assist in building industry connections.

5. Industry Projects and Internships: The program may facilitate industry projects or internships in collaboration with maritime companies or organizations. This allows students to apply their theoretical knowledge in real-world scenarios, gain hands-on experience, and establish connections with potential employers.

6. Industry-Driven Curriculum Development: The involvement of practitioners in the teaching process helps ensure that the curriculum remains aligned with industry needs and trends. They provide input on the skills, competencies, and knowledge required for graduates to excel in the maritime sector. This collaboration helps make the education more relevant and responsive to the demands of the industry.

7. Networking Opportunities: The Practitioner Teach program creates networking opportunities for students by connecting them with professionals from the maritime industry. This exposure can lead to internships, job placements, and future career prospects.

When teaching in Maritime Higher Education as part of the Practitioner Teach program in the MBKM Curriculum, practitioners are expected to engage in several activities to enrich the learning experience for students. The followings are some key responsibilities and actions that practitioners should undertake:

1. Share Industry Insights and Experience: Practitioners should share their knowledge, insights, and real-world experiences from the maritime industry with students. This can include discussing industry trends, challenges, and best practices, as well as providing examples and case studies that demonstrate the application of theoretical concepts in practical settings.

2. Connect Theory to Practice: Practitioners play a crucial role in connecting theoretical knowledge with practical applications. They should demonstrate how academic concepts are applied in real-world scenarios within the maritime industry. By providing practical examples, they help students understand the relevance and importance of their studies in professional contexts.

3. Co-design Course Content: Practitioners should collaborate with academic faculty members to co-design course content that reflects industry needs and current trends. They can contribute their expertise to identify relevant topics, select appropriate teaching materials, and design assignments or projects that simulate real-world challenges.

4. Deliver Guest Lectures and Workshops: Practitioners may deliver guest lectures or conduct workshops to share specialized knowledge or skills related to their area of expertise. These sessions can cover specific industry practices, emerging technologies, regulatory frameworks, or other relevant topics. Practitioners should prepare engaging presentations and interactive activities to facilitate active learning.

5. Facilitate Discussions and Debates: Practitioners should encourage

open discussions and debates among students, fostering critical thinking and analysis. They can pose industry-related questions, facilitate group discussions, and encourage students to express their viewpoints. By promoting active participation, practitioners help students develop a deeper understanding of complex maritime issues.

6. Provide Mentoring and Guidance: Practitioners can serve as mentors to students, offering guidance and support in their academic and professional development. They can provide career advice, help students set goals, and assist in developing relevant skills and competencies. Practitioners may also share networking opportunities, connecting students with industry professionals or facilitating internships.

7. Assess Student Performance: Practitioners may be involved in assessing student performance, providing input on assignments, projects, or examinations related to their area of expertise. Their industry knowledge allows them to evaluate students' understanding of practical applications and their ability to solve industry-specific problems.

8. Stay Updated with Industry Developments: To effectively teach in Maritime Higher Education, practitioners should stay informed about the latest industry developments, regulations, and emerging trends. Continuous learning and professional development are essential to ensure that the knowledge they share remains current and relevant.

By actively engaging in these activities, practitioners contribute to the success of the Practitioner Teach program, enriching students' learning experiences, and preparing them for careers in the maritime industry.

Based on the result of the observation done by the researcher, the Practitioner Teach program in the MBKM Curriculum in Maritime Higher Education aims to enhance the quality of maritime education by integrating practical industry knowledge and experiences into the learning process. It helps prepare students for the challenges and expectations of the maritime sector and strengthens their employability upon graduation.

The study did, however, identify areas for improvement and problems that must be tackled. These include the requirement for ongoing resource allocation, faculty development initiatives, and industry partnerships to maintain the curriculum's sustainability and efficacy.

This study's findings add to the current literature on curriculum development in marine higher education and give significant insights for policymakers, curriculum designers, and educational institutions looking to improve the quality and relevance of maritime education. More study is needed to investigate long-term effects as well as the impact of the MBKM curriculum on students' career paths and industry integration.

Conclusions

The implementation of the MBKM curriculum in marine higher education has yielded positive results in terms of closing the knowledge gap between academia and industry demands. The study's findings

emphasize positive stakeholder perspectives, highlighting the curriculum's practical and industry-oriented approach. The successful combination of theoretical knowledge with practical skills and industrial exposure has provided students with a well-rounded education that improves their preparation for the maritime workforce.

Since the MBKM curriculum implementation has resulted in major benefits, problems and opportunities have also been highlighted. These include the requirement for more resources, such as cutting-edge facilities and industry collaborations, to support practical training. Faculty members require professional development opportunities to improve their teaching skills and industry knowledge in order to deliver an effective program.

The data also show that students actively participate in the MBKM program, which fosters critical thinking, problem-solving, and cooperation abilities. They felt more prepared for the marine business, suggesting a high degree of satisfaction with the curriculum's applicability and application to real-world settings.

Students reported high levels of pleasure, experienced significant learning results, and displayed better academic performance, according to quantitative analysis of survey data. These data support the curriculum's success in educating students for careers in the maritime industry.

The implementation of the MBKM curriculum will have far-reaching consequences for marine higher education. The successful implementation of the curriculum emphasizes the significance of integrating practical experiences, industry partnerships, and real-world applications into educational programs. Continuous resource allocation, faculty development programs, and industry partnerships are critical for maintaining the curriculum's effectiveness and assuring the curriculum's long-term impact on students' employability and career trajectories.

Finally, the adoption of the MBKM curriculum in marine higher education has yielded positive results in terms of providing students with the requisite skills and knowledge for the maritime industry. The practical approach of the curriculum, paired with theoretical foundations, has proven to be beneficial in bridging the gap between academia and industry. However, continual efforts are required to address difficulties and capitalize on opportunities to improve the quality and relevance of the curriculum. By constantly refining and upgrading the curriculum, marine education can better prepare students for successful employment in the dynamic and growing marine industry.

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