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# Evaluation for the Implementation MBKM Activities for University Nusa Cendana Students in the Dry Land Areas

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## ABSTRACT

Nusa Cendana University is one of the universities that implements the MBKM program and is located in a dry land area. The purpose of this research is to evaluate the implementation of the MBKM program for Nusa Cendana University students who are in dry land areas. The students referred to in this research are Nusa Cendana University students who are participating in the MBKM program in the odd semester of 2022 which are distributed to Partners in dry land areas. The method used in this research is descriptive quantitative. The research instrument was a questionnaire with 20 questions. The research results showed that there were 58.76% of internal students who stated that they had been facilitated in placement at the MBKM Program location; then 41.24% of internal students stated that they were not facilitated in placement to the location of the MBKM Program. There were 54.01% of internal students who stated that they had been facilitated after being at the MBKM Program location; then 45.99% of internal students stated that they were not facilitated after being at the MBKM Program location. There were 16.79% of internal students who stated that they had difficulties with the location of the MBKM Program; then 83.21% of internal students stated that they had no difficulties getting to the location of the MBKM program, 20.07% of internal students stated that they had problems with placement at the MBKM location; then 79.93% of internal students stated that they did not experience problems with placement at the MBKM location. Conclusion Students need to be facilitated in placement at the MBKM program location, students need to be facilitated in placement after being at the MBKM program location, students who have difficulty accessing the MBKM location need to be considered, Students need help when they experience problems with placement at the MBKM location.

**Keywords:** *Implemetation of MBKM, univesrsity of Nusa Cendana Student, Dry Land.*

## 1. INTRODUCTION

Higher Education is an institution that is affected by the dynamics of change in society, the business world, and industry. Higher Education orientation that focuses on efforts to produce graduates who are ready to compete requires adaptability and flexibility in curriculum development. Experts call the era of revolution 4.0. Implementation of education must give priority to governance that facilitates cooperation between universities and other institutions including industry. Thus, students can gain more learning experience, not only on their own campus, but also on different campuses, even in institutions outside the campus [1][2].

This governance is also the basis for the Ministry of Education and Culture in issuing the Free Learning and Independent Campus (MBKM) policy which must be responded to by all tertiary institutions, including by Nusa Cendana University by implementing the applicable policies. With the External Study Program (MBKM) program, Nusa Cendana University plays a role in running the Study Program External Learning (MBKM) program which refers to policies, implementation guidelines and tools related to the implementation of Study Program External Learning (MBKM) at Nusa Cendana University. The challenge that arises is whether the program outside the study program (MBKM) implemented is in accordance with the direction of the MBKM policy which guarantees

the implementation of students' learning rights properly. In the research that has been carried out regarding the implementation of MBKM, it is hoped that it can enrich insight, network, and character excellence [3].

The Freedom to Learn Program – Merdeka Campus is a program launched by the Minister of Education and Culture which aims to encourage students to master various sciences to prepare them to enter the world of work [3]. Through the Merdeka Campus policy, it provides opportunities for students to choose the courses they will take. Students are given the opportunity to take courses outside the study program at the same college; taking courses in the same study program at different universities; taking courses in different study programs at different universities; and/or learning outside college. With the study program outside the study program (MBKM), students can take courses outside the study program for three semesters, and off campus for two semesters [4].

Learning in the Merdeka Campus provides challenges and opportunities for the development of innovation, creativity, capacity, personality and student needs, as well as developing independence in seeking and finding knowledge through the realities and dynamics in the field. Through the independent learning program, it is hoped that students' hard skills and soft skills will be formed through 8 (eight) Forms of Learning Activities (BKP) in accordance with Permendikbud No. 3 of 2020 Article 15 paragraph 1 can be carried out within the Study Program and outside the Study Program. Forms of Learning Activities that can be carried out by students are: 1) Student Exchange, 2) Internships/Work Practices, 3) Teaching assistance in educational units, 4) Research/research, 5) Humanitarian Projects, 6) Entrepreneurial Activities, 7) Studies/ Independent Projects, and 8) Developing Villages/Thematic real work courses. The independent campus is expected to be able to provide field contextual experiences that will improve student competency as a whole, be ready for work, or create new jobs. With the 8 (eight) BKP that will be carried out in the external learning program (MBKM), each implementation requires policies, rules, guidelines and procedures that will serve as good guides for students, lecturers and administrators [5].

## **2. IMPLEMENTATION OF MBKM AT NUSA CENDANA UNIVERSITY**

Concerning the Implementation of Independent Learning at Undana in the context of implementing the study program outside the study program (MBKM) at Nusa Cendana University, the research conducted aims to evaluate the implementation of learning outside the study program (MBKM) carried out by

study programs to measure the implementation of learning programs carried out by students internal and whether the implementation of learning activities outside the study program (MBKM) is in accordance with the guidelines that have been prepared. In addition, this study also aims to see how the impact of the dry land of the NTT islands on the implementation of MBKM. where dry land is found in areas with permanent anticyclone conditions, such as areas that found in tropical anticyclones. In this area is usually marked by the wind rotation counterclockwise north of the equator and clockwise on winds south of the equator.

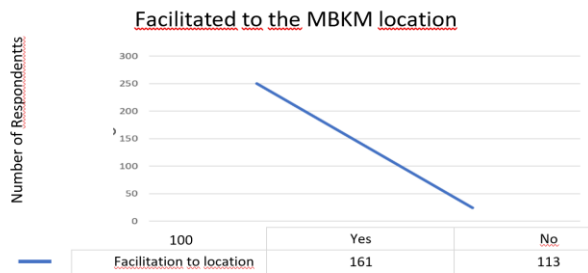
## **3. RESEARCH METHODE**

For measuring students in the implementation of external learning study programs (MBKM) using Yes and No criteria. The internal students referred to in this research activity are Nusa Cendana University students who take part in the MBKM program in the odd semester of 2022 who are distributed to Partners who have previously entered into a cooperation agreement with their original study program. The activities in question are the Non-Educational Apprenticeship and Educational Internship (PLP) programs specifically for FKIP.

Furthermore, the data obtained is tabulated according to the questionnaire. The number of questions given in the questionnaire is 20 questions. The 5 questions that became the focus of this research were: 1. Were you facilitated in your placement at the MBKM program location, 2. Were you facilitated in your placement after being at the MBKM program location, 3. Did you experience difficulties accessing the MBKM location, 4. Did you experiencing problems with placement at the MBKM location, 5. Was there any assistance during the implementation from the Supervising Lecturer. The tabulation results were then analyzed using a quantitative descriptive approach, to see how far the application of external learning had been carried out. these results also form the basis for making improvements in the implementation of the MBKM program in the future.

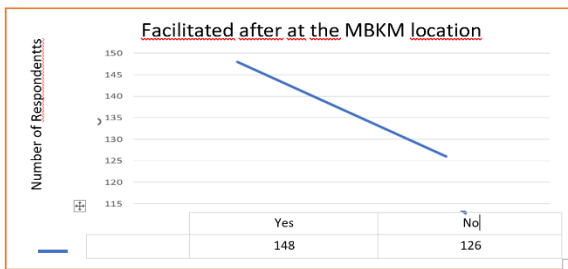
## **4. RESULT AND DISCUSION**

Based on the results of the tabulation, data is obtained which is then displayed in the graphs shown in Figures 1 to 4. then analyzed using a quantitative descriptive approach, to see how far the application of external learning had been carried out. these results also form the basis for making improvements in the implementation of the MBKM program in the future.



**Figure 1.** Students are facilitated in placement to the location of the MBKM Program.

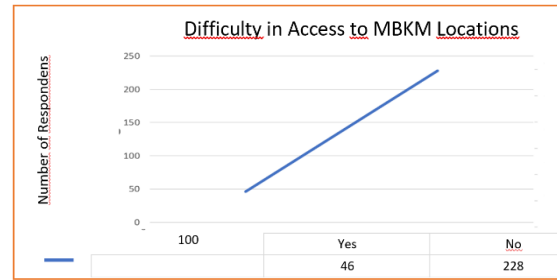
Based on figure 1, students are facilitated in placement to the location of the MBKM Program. there were 58.76% of internal students who stated that they had been facilitated in placement at the MBKM Program location; then 41.24% of internal students stated that they were not facilitated in placement to the location of the MBKM Program. It was concluded that based on the results of the MBKM survey for internal students at Nusa Cendana University, attention still needed to be given to facilitating students at the MBKM location.



**Figure 2.** Students are facilitated after being at the location of the MBKM Program

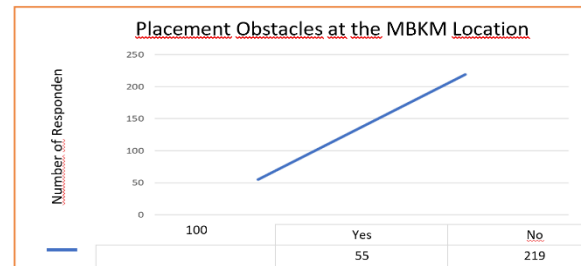
Based on figure 2. students are facilitated after being at the location of the MBKM Program. there were 54.01% of internal students who stated that they had been facilitated after being at the MBKM Program location; then 45.99% of internal students stated that they were not facilitated after being at the MBKM Program location. It was concluded that based on the results of the MBKM survey for internal students at Nusa Cendana University, attention still needed to be given to facilitating students after students at the MBKM location.

Based on figure 3. Do students have difficulty getting to the MBKM location? there were 16.79% of internal students who stated that they had difficulties with the location of the MBKM Program; then 83.21% of internal students stated that they had no difficulty getting to the location of the MBKM Program. It was concluded that based on the results of the MBKM survey, access to the MBKM location was good for students.



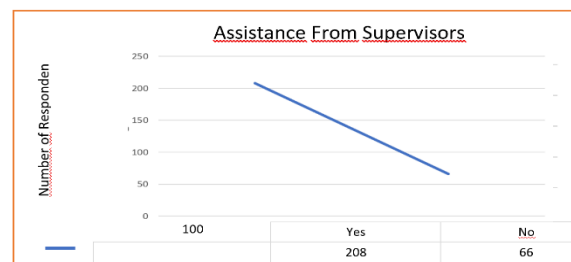
**Figure 3.** Difficulty in Access to MBKM Locations.

Based on figure 4. Do students experience problems with placement at the MBKM location? there were 20.07% of internal students who stated that they experienced problems with placement at the MBKM location; then 79.93% of internal students stated that they did not experience problems with placement at the MBKM location. It was concluded that based on the results of the MBKM survey, there were still problems with placement to locations, but most students did not experience any problems.



**Figure 4.** Constraints on placement at the MBKM Location.

Based on figure 5, during the implementation of MBKM students receive assistance from supervisors. there were 75.91% of students receiving assistance from supervisors during the implementation of MBKM activities; then 24.09% of students stated that they did not receive assistance from supervisors. Based on the results of the MBKM survey, student assistance during the implementation of MBKM activities, even though 75.91% had received assistance, this was a serious matter to deal with because assistance to students should be 100%.



**Figure 5.** There is assistance from the Supervisor

The research results showed that there were 58.76% of internal students who stated that they had been facilitated in placement at the MBKM Program location; then 41.24% of internal students stated that they were not facilitated in placement to the location of the MBKM Program. There were 54.01% of internal students who stated that they had been facilitated after being at the MBKM Program location; then 45.99% of internal students stated that they were not facilitated after being at the MBKM Program location. There were 16.79% of internal students who stated that they had difficulties with the location of the MBKM Program; then 83.21% of internal students stated that they had no difficulties getting to the location of the MBKM program, 20.07% of internal students stated that they had problems with placement at the MBKM location; then 79.93% of internal students stated that they did not experience problems with placement at the MBKM location.

#### 4. CONCLUSION

Conclusion Students need to be facilitated in placement at the MBKM program location, students need to be facilitated in placement after being at the MBKM program location, students who have difficulty accessing the MBKM location need to be considered, Students need help when they experience problems with placement at the MBKM location.

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