Evaluation of *Merdeka* Learning-*Merdeka* campus at Christian University of Indonesia based on stakeholder perceptions

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Abstract
Evaluation is an activity to collect information about something being done and will be considered and assessed to make decisions and alternatives for a better job in the future. In this case, the author seeks to evaluate the implementation of independent learning-independent campuses at Universitas Kristen Indonesia (UKI). The author's primary reference here is to assess the implementation of independent learning – independent campuses at UKI, which has been running for a year-evaluating the implementation of independent learning – independent campuses at UKI through a survey and interviews. The evaluation was conducted to 1) determine the perception of the implementation of independent learning-independent campuses at UKI, and 2) determine the implementation of independent learning-independent campuses at UKI. The research approach used in this research is a quantitative approach with a survey design. As for what has been done, namely, by distributing questionnaires (containing 12 statements with answer choice categories: very satisfied, satisfied, quite satisfied, less satisfied and dissatisfied) which have been validated first (49 respondents), and then distributing the validated questionnaire to students, lecturers and also to employees, after being distributed, LPPM UKI received 245 respondents who were then appointed as samples in this survey. After the data from the respondents were collected, it was continued in the analysis using simple statistical analysis through data tabulation. The results that can be drawn from the data analysis data are that the Implementation of MBKM at UKI is in the "Very Good" category (85.65%) in the score range of 81-100. Thus it can be concluded that the overall level of Implementation of MBKM at UKI is "Very Good".

Keywords: MBKM, implementation, evaluation

Introduction
The skills that must be possessed to welcome the Big Data Era stimulate the Indonesian government through the ministry of education and culture to improve the quality of Human Resources (HR) who must have digital skills and think creatively. In addition, the government is also trying to reduce the national unemployment rate by synchronising education with the world of work and industry so that university graduates are ready to work graduates with areas of expertise and needs of the world of work [1, 2]. The Ministry of Education and Culture realised this effort by launching a new policy, namely Merdeka Learning – Merdeka Campus (MBKM).

The MBKM program is a new policy from the Minister of Education and Culture that universities have implemented. The main points of the MBKM policy include a) opening a new study program as regulated in *Permendikbud* No. 7 of 2020 concerning the Establishment, Amendment, Dissolution of State Universities, and the Establishment, Amendment, Revocation of Permits for Private Universities, as well as *Permendikbud* No. 5 of 2020 concerning Accreditation of Study Programs and Universities; b) higher education accreditation system regulated in *Permendikbud* No. 5 of 2020 concerning Accreditation of Study Programs and Universities; c) legal entity tertiary institutions regulated in *Permendikbud* No. 4 of 2020 concerning Changes in State Universities to State Universities as Legal Entities and *Permendikbud* No. 6 of 2020 concerning Acceptance of Undergraduate Students at State Universities; and d) the right to study for three semesters outside the study program as regulated in *Permendikbud* No. 3 of 2020 concerning National Higher Education Standards [3, 4]. One of the keys to implementing the MBKM Policy is to make the learning process in higher education more autonomous and flexible to create a learning culture that is innovative, unfettered, and follows the needs of higher education institutions [5]. In this case, the study program seeks to develop a curriculum by adapting to the times and producing alumni ready to work according to the expected learning outcomes [6]. The MBKM policy adjustment is in line with the vision of UKI, which is to become a leading university in the fields of education, research, service, and service to the community in Indonesia and Asia, following Christian values and Pancasila in 2034. To realise this vision, UKI seeks to develop and create works in the field of science and technology for the benefit of science and the welfare of humankind and to improve the quality of lecturers and other education personnel in carrying out various education, research, and community service programs following development needs. The existence of the MBKM Policy was responded to positively by the UKI Academic Community to improve the image of universities as MBKM organisers. In terms of rationality, UKI has developed and

implemented a Curriculum oriented towards the Indonesian National Qualifications Framework, regulated in *Permendikbud* RI No. 73 of 2013 concerning the Application of the Indonesian National Qualifications Framework for Higher Education [7, 8]. After issuing the MBKM implementation policy, UKI's curriculum has adopted MBKM [9, 10]. This is due to several things, namely: 1) UKI already has a policy on MBKM implementation; 2) UKI already has MBKM implementation guidelines; c) UKI has revised the curriculum by adopting the implementation of MBKM; d) UKI has carried out socialisation and assistance in all study programs at UKI; e) students are given the freedom to take credits outside the UKI internal study program for one semester and two semesters outside the study program and outside UKI; f) The learning process is student cantered (student-centred learning), thus providing opportunities for students to develop innovation, creativity, personality, and student independence; and g) graduates are expected to master science and technology in accordance with their field of expertise and be able to solve problems by adapting to the surrounding environment, master basic knowledge in the form of theoretical concepts in specialist fields and in-depth in specific fields and formulate procedural solutions, and be able to analyse information and data as a basis for decision making [11]. To support the success of the MBKM policy, especially in granting rights to students by taking credits outside of tertiary institutions for two semesters and taking additional credits at the same university for one semester. Therefore, UKI seeks to facilitate the implementation of fulfilment and student learning burden with alternative options. They are a) the entire learning process in the study program is carried out at universities according to the period and student learning load, and b) the learning process in the study program to fulfil part of the study mass and burden and provide opportunities for students to rest by participating in the learning process outside the study program and the university. In particular, the Study Program made adjustments to MBKM policies, namely: a) compiling or adjusting the curriculum to the implementation model of an independent campus; b) facilitating students who will take learning across study programs in higher education; c) offering courses that students can take outside the study program and the tertiary institution along with the requirements; d) conduct the equivalence of courses with learning activities outside the study program and the tertiary institution, and e) preparation of alternative online courses for courses that have not been fulfilled from learning activities outside the study program and the university. Therefore, the study program plans to adapt the curriculum to the MBKM policy. First, the formulation of MBKM policies at the tertiary level, Second Preparation of MKBM Activity Guide, Third Review and Development of Study Program Curriculum, Fourth Preparation of Standard Operational Procedures, Fifth Development of Cooperation, and Sixth Implementation of the MBKM Program. Model Development of study program curriculum by adapting MBKM policy includes planning, learning process, assessment, and evaluation of learning. The explanation of each section is described as follows: Planning - The planning stage includes the formulation of learning outcomes starting with the determination of graduate profiles, elaboration of profiles into competencies, development of competencies into learning outcomes. The shape is determined based on the analysis results of science and technology needs. Therefore, study program profiles are compiled by groups of similar study programs so that there is an agreement that becomes a reference. Next, stakeholder involvement can connect educational institutions and stakeholders who will use graduates to measure graduate quality achievement standards. Determination of basic graduate abilities/skills in cognitive, affective, and psychomotor form, all three of which are elements of graduate learning outcomes [12, 13]. Furthermore, the formulation of learning outcomes for graduates of a study program is a measure of graduates of a study program. Where CPL is formulated based on *SN-Dikti*, oriented to Indonesian National Qualifications Framework, and describes the vision-mission of Higher Education, Faculties, and Study Programs. To implement the MBKM curriculum, the Study Program plans services to fulfil student learning rights. Learning process - MBKM policy prioritises active learning by developing creativity, innovation, and critical thinking in solving problems in the learning process. The principle of the MBKM policy is contained in *Permendikbud* Number 3 of 2020 concerning National Higher Education Standards article 18. It is explained that the fulfilment of the period and study load for undergraduate or applied undergraduate students can be carried out by following the entire learning process in the study program during the higher education period of study load, and a) following the learning process in the study program to fulfil part of the study period and load and the rest following the learning process outside the study program at the same university or at different universities, in the same study program or various study programs. Therefore, there are two reference messages in the development of the MBKM curriculum, namely: a) obtaining learning outcomes with students taking courses completely in their study programs; b) obtain learning outcomes; some courses can be taken from outside the study program, either within the university itself or at other universities, including internships in the field [14, 15]. Assessment - Learning assessment is a minimum criterion for assessing student learning outcomes to fulfil learning outcomes. In independent learning activities, the study program refers to a structured assessment where each action has a credit weight based on the calculation of competence and duration of exercise [16, 17]. Evaluation of learning - Evaluation of learning in MBKM activities through monitoring the assessment of activities and reports on the results of activities. The value of the learning evaluation results comes from the Advisory Lecturers and Activity Facilitators (Teachers of Civil Service, Business Mentors, etc.) [18, 19, 20]. Implementation of the MBKM Curriculum following *Permendikbud* No 3 of 2020 Article 15 paragraph 1 can be carried out within the Study Program and outside the Study Program through student exchange programs, internships, independent studies/projects, humanitarian projects, teaching assistance in academic units, entrepreneurial activities, research and thematic actual work lectures (KKNT). The problems

that have been answered in this study are formulated in questions: how to evaluate the implementation of Merdeka Learning – Merdeka Campus (MBKM) at UKI?

Research Method
The research method used in this research is quantitative research with a survey design. The design of this study was chosen because the primary purpose of this study was to evaluate the implementation of Merdeka Learning – Merdeka Campus (MBKM) at UKI. The time for implementing this research survey is from Nov 1 to Dec 23, 2021. The place where this research is carried out is UKI. The data collection technique was carried out by distributing questionnaires via email and e-questionaries using e-forms. The population of the object of this measurement is students, educators, education staff. The respondent withdrawal technique used in this survey is total sampling (i.e. picking up all respondents who filled out and sent their responses).
This survey uses quantitative research with a survey design. The number of respondents who returned their responses were 245 people, with the following details:

Table 1: Data Collection

Respondent	Number
Students	55
Lecturer	115
Education Personnel	75
Total	245

The questionnaire was prepared using the theory of service quality dimensions according to the servqual concept, including tangible, reliability, responsiveness, assurance, and empathy [20; 21]. Physical evidence (tangibles) is the ability of a company to show its existence to external parties through the appearance and capabilities of the company's physical facilities and infrastructure. The state of the surrounding environment is tangible evidence of the services provided by service providers, including physical facilities (buildings, warehouses), equipment and equipment used (technology), and the appearance of employees. Reliability is the ability to provide reliable, accurate and consistent services; Responsiveness is a willingness to help and deliver fast (responsive) and appropriate assistance to customers, with precise information delivery; Assurance is the knowledge and courtesy of employees and the ability to maintain trust. Skilled employees treat customers with respect and feel they can trust their capacity to demonstrate and pay attention (empathy). It gives sincere and individual or personal attention to customers by understanding consumer desires where a company is expected to understand and know about customers. Validity and Reliability test had been conducted on the used instrument, and the result is that the calculated Cronbach alpha is greater than the critical value of the Pearson correlation coefficient, which is a function of the degrees of freedom (n-2, where n is the number of respondents) and the level of significance. For the trial of 6 user satisfaction surveys in UKI, the number of respondents used was 49 respondents for each instrument. Thus, the degree of freedom is 28. With a significance level of 0.05, the critical value of the Pearson correlation coefficient used in the analysis is 0.361, according to the table of the essential value of the Pearson correlation coefficient.
In measuring satisfaction, the 5-level scale method (Likert) is used in calculating the level of performance (reality) carried out by UKI (the fact obtained by stakeholders:
a. Very satisfying answers are given a score of 5
b. Satisfied answers are given a score of 4
c. The answer is quite satisfied given a score of 3
d. Dissatisfied answers are given a score of 2
e. Dissatisfied answers are given a score of 1

Analysis of satisfaction data uses descriptive data analysis, where data analysis only describes how much the description results are obtained through data collection. The final result obtained is a percentage interpreted according to the reference described by Riduwan (2014). To determine the percentage score use the following formula:

$$\text{Score percentage} = \frac{\text{score earned}}{\text{maximum score}} \times 100\%$$

Furthermore, the calculation results are interpreted into a qualitative interpretation criteria scale in the following Table:

Table 2: Questionnaire Interpretation Criteria

No	%	Category/Quality Aspect
1	81-100	Very good
2	61-80	Good
3	41-60	Enough

4	21-40	Not good
5	0-20	Very Not Good

Riduwan (2014:29)

The target of this data analysis is per statement, which will then be recapped into a per dimension. The data description is in the form of analysis results per indicator and per dimension, which will be developed into policies analysed later.

Result and Discussion
Before discussing the results obtained in this study, it is necessary to describe the results obtained from the implementation of this research. The research results obtained are defined as follows:

Results of Satisfaction Levels According to Respondents
The level of satisfaction can be described based on the total score of satisfaction.

Table 3: Description of Respondent Responses

No	Description	%
1	1 = Strongly Disagree	1,90%
2	2 = Disagree	0,97%
3	3 = Neutral	11,08%
4	4 = Agree	39,10%
5	5 = Strongly Agree	46,97%
	Total Score	100%
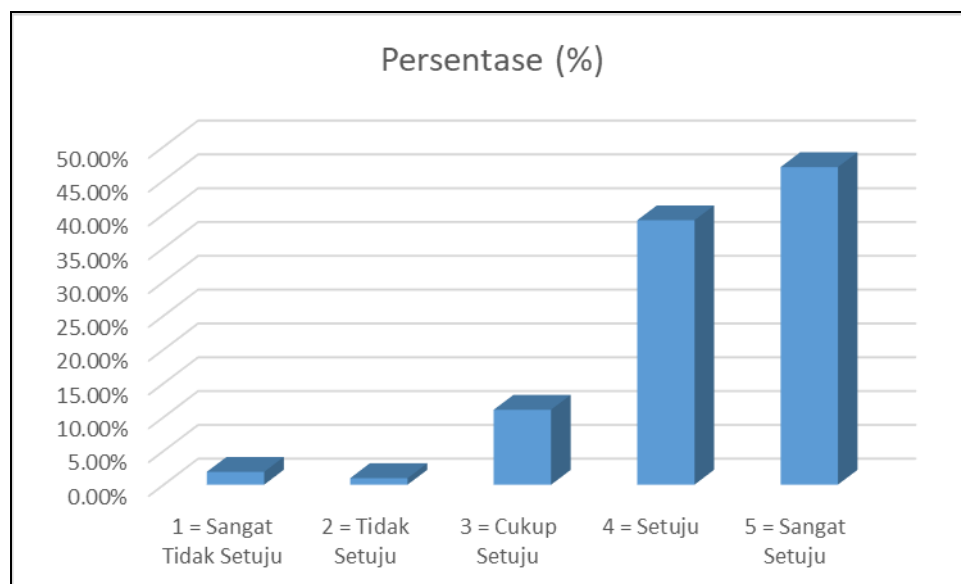
Graph 1: Description of Respondents' Satisfaction Survey of Service User Satisfaction of Research and Community Service Institutes

Based on the table above, filling out the questionnaire conducted by the respondents, it can be concluded that:

$$\text{Score percentage} = \frac{12591}{14700} \times 100\% = 85,65$$

Based on the calculations above, it is interpreted into a qualitative interpretation criteria scale with a description of VERY GOOD with a score of 85.65% (Excellent Criteria on numbers 81-100). The points that indicate the Implementation of Merdeka Learning – Merdeka Campus at UKI is in an outstanding category are a) UKI students are given the freedom to not participate in MBKM; b) Workshop, dissemination and evaluation of research guidelines and community service to assist in the implementation of research and; c) I like the MBKM program implemented at UKI; and d) MBKM implemented at UKI is the right program to improve competence. Meanwhile, for the implementation of Merdeka Learning – Merdeka Campus at UKI that still needs to focus on improvements, they are as follows: a) UKI already has an Academic Information System that has adopted the MBKM, which has been socialised; b) Changes in the curriculum from the previous curriculum to a curriculum that has adopted MBKM have been socialised, and c) UKI assists in all Study Programs during preparation for the implementation of MBKM.

Through the implementation of this research, there are several outcomes achieved, namely as follows: The results of an implementation of MBKM evaluation in UKI, which will be used as consideration for improvements to the performance of MBKM in the future.

Through the implementation of this research, there are several outcomes achieved, namely as follows: The results of an implementation of MBKM evaluation in UKI will be used as consideration for improvements in the implementation of MBKM in the future. The benefits obtained from the assessment of MBKM implementation carried out through this research are the finding of improvements that still need to be improved on MBKM implementation as follows: a) UKI already has an Academic Information System that has adopted MBKM, which has been socialised; b) Changes in the curriculum from the previous curriculum to a curriculum that has adopted MBKM have been socialised, and c) UKI assists in all Study Programs during preparation for MBKM implementation. Another benefit of this research is the formulation of improvements to the subsequent MBKM implementation, especially for still the focus.

The researcher did not face any obstacles or obstacles in implementing this research. Still, from the results of the analysis of the data obtained through this research, it was found that several obstacles were still a problem in the implementation of MBKM in UKI, namely as follows: a) UKI already has an Academic Information System that has adopted the MBKM, which has been socialised; b) Changes in the curriculum from the previous curriculum to a curriculum that has adopted MBKM have been associated, and c) UKI assists in all Study Programs during preparation for MBKM implementation.

Based on the results found following the analysis of the survey data, which is in the "Very Good" category, although the implementation of MBKM at UKI is already in the outstanding variety, UKI still has to improve itself by making improvements to the implementation of Merdeka. Learning – Independent Campus at UKI, especially for points that still need to focus on improvement as mentioned above, UKI will follow up by a) improving AIS UKI, which has adopted MBKM into a system that is more comfortable to operate by students while registering online; b) conducting socialisation which was initially carried out to all study programs simultaneously, for the subsequent follow-up socialisation will be carried out per study program for a more maximal socialisation result; c) assistance for study programs for all implementations of MBKM activities is maximised through the formation of companion teams in all study programs.

Conclusion

Based on the results of data processing and discussion, it can be concluded as follows: a) Overall, the level of user satisfaction with services and performance at the Research and Community Service Institute is 85.65%, which means Very Good; b) All statements are valid based on the validity test that has been carried out; c) In general, this questionnaire has a very high level of reliability with r11 = 0.97. From the results of this survey, things that can be input for the UKI are as follows: a) Although the results of the survey have shown outstanding results, the Institute for Research and Community Service at UKI still needs to improve its services for points that are not yet satisfactory for service users, as well as maintain services that no longer need to be improved; and b) UKI Research and Community Service Institute is not satisfied with the current survey.

Acknowledgement

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