ANALYSIS OF THE INDEPENDENT LEARNING PROGRAM IN THE INDEPENDENT CAMPUS TO COMPETENCY OF TADULAKO UNIVERSITY GEOGRAPHY EDUCATION STUDENTS

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Abstract: This research discusses the impact of the Independent Campus Learning Policy (MBKM) launched by the Indonesian Minister of Education and Culture. MBKM has created a new paradigm in the education system in Indonesia, especially in higher education. Tadulako University, as an educational institution that follows government policy directions, has implemented the MBKM program. In this context, geography education has been implemented and entered the next generation. Therefore, evaluation of the effectiveness of this program is considered important. Previous research has revealed the positive impact of Merdeka Belajar Merdeka Campus on student quality. Student quality involves increasing knowledge, understanding, experience, creativity, communication skills, social relations, adaptability, and problem-solving skills. This study investigates the impact of MBKM activities on students' abilities, particularly in basic competencies such as literacy, numeracy, and geography knowledge. This research method is a descriptive quantitative approach using survey methods. The survey was conducted on students who had participated in the MBKM program. The research instrument is a competency test that involves aspects of literacy, numeracy, and general knowledge of geography. The results showed that the MBKM program had a positive impact on improving student abilities. The geography education study program is also seen as excellent, with a literacy understanding level reaching 50% in the adequate category, a numeracy understanding level of 39% in the adequate category, and a general knowledge understanding level reaching 44% in the good category.

Keywords: MBKM Impact, Competence, College Students, Geography Education.

INTRODUCTION

The Merdeka Learning Campus Merdeka Program (MBKM) is one of the programs launched by the Ministry of Education and Culture to improve student competence, both soft skills and hard skills, so that students are better prepared and able to face the needs of the times and prepare university graduates as future leaders of the nation with personality and

excellence in Science and Technology (IPTEK) (Kurniasih et al., 2022). One of the universities in Indonesia that has implemented the MBKM program since the Ministry of Education and Culture launched it is Tadulako University. Tadulako University has a Vision to become an international standard University in the development of Science and Technology (IPTEK) with an environmental perspective (Sari et al., 2021). Therefore, Tadulako University fully supports implementing the Independent Campus Learning Program (MBKM). Independent Campus Learning Activities (MBKM) are also carried out by several faculties and study programs at Tadulako University, one of which is the Teaching and Education Faculty (FKIP) geography education study program (Arisandi et al., 2022).

Freedom to Learn Activities at the Tadulako University Geography Education Study Program has been running for approximately 1 year. Various MBKM activities such as Teaching Campus (KM 3, KM 4, and KM 5), Student Exchange, Certified Internships, Independent Internships in the scope of the Department and companies, and Independent Teaching Assistance have been attended by students. The data on Geography Education Students who have participated in the Merdeka Learning Campus Program are the Teaching Campus of the Ministry of Education and Culture batch III and IV of 16 people, the Ministry of Education and Culture Certified Internship batches II and III of 22 people, and the Student Exchange totaling 3 people. The total number of Untad FKIP geography education students participating in the Ministry and University MBKM programs is 42 people (Abdurrahman et al., 2021).

Previous research regarding the Impact Survey of the Implementation of Community Learning Mechanisms (MBKM) in the Government Science Study Program, Faculty of Social and Political Sciences, Indonesian Computer University (Unikom) in 2021 resulted in findings that the implementation of MBKM within the Government Science Study Program FISIP Unikom has interesting potential because it can improve students' soft skills, especially in the context of preparation for facing the challenges of the world of work after graduation. These results provide opportunities for students to develop competencies relevant to the demands of the future world of work. This study aims to identify the impact of the MBKM

program on students' mastery of basic competencies, which include literacy, numeracy, and knowledge of geography.

The implementation of the Merdeka Learning Campus Merdeka (MBKM) program, which has been run by the Teaching and Education Faculty (FKIP) of Tadulako University, especially the Geography Education Study Program, certainly has an impact and benefits for students. One of the benefits students feel is that they are freed with courses of 20 credits (Anggraini et al., 2022). Courses recognized by students will be applied in the MBKM program that is followed so that learning is carried out in the field or outside the campus. The various policies provided by the MBKM program to students, such as experience, knowledge, and recognition of 20 credits, are certainly different from what students get while learning on campus. Therefore, it is necessary to research whether, after participating in MBKM activities, there is an increase in competence or knowledge in geography education students. Based on this background, this research is entitled Analysis of the Impact of the MBKM Program on Increasing the Competence of Tadulako University Geography Education Students (Muchtar & Suryani, 2019). The formulation of this research

leads to an understanding of the effects the MBKM program has on the competence of Geography Education students by focusing on basic competency aspects, including literacy, numeracy, and knowledge in the scientific field of geography.

METHOD

This type of research is quantitative research using survey methods. Quantitative methods are used to determine the results of implementing the Independent Learning Campus Merdeka (MBKM) program on increasing the competency of geography education students (Nasrudin & Maryadi, 2019). The method used in this research is the survey method. According to Sugiyono (2018), the survey method is a quantitative research method used to obtain data in the past or present regarding beliefs, opinions, characteristics, and related variables and to test several hypotheses about sociological and psychological variables from samples taken from a certain population, data collection techniques with observations (interviews or questionnaires) are not in-depth, and research results tend to be generated (Helmi et al., 2022). This research was conducted at Tadulako University, Faculty of Teacher Training and Education (FKIP), namely

the Geography Education Study Program. This research was conducted in the even semester of the 2022/2023 school year from March 2023 to June 2023.

Table 1. Students of the MBKM Geography Education Program, FKIP UNTAD

No	MBKM Geography Education Program FKIP UNTAD		
	Certified apprentice	Teaching campus	Student exchange
1	RAS	A	NB
2	S	RR	A
3	FA	LK	
4	NA	TT	
5	DZM	MSL	
6	SP	NB	
7	IJ	ZA	
8	MR	NS	
9	JKK	DM	
10	N	Y	
11	GLP	MI	
12	RR	HS	
13	MA	Y	
14	PRA	R	
15	ANA	KW	
16	YES		
17	ZA		
18	CR		

The population in this study were all 2019 and 2020 FKIP Untad geography education students who had completed the Ministry of Education and Culture's MBKM program, as many as 37 people.

Table 1 shows the distribution of geography education students participating in MBKM, including Campus Teaching Program (KM) batches 3 and 4, totaling 15 people; Certified Internship Program (MSIB) batch 3, totaling 19 people; and the Independent Student Exchange Program (PMM) totaling 2 people. This research was conducted with a type of non-probability sampling. The sampling technique in this study used the saturated sample method. The saturated sample method is a sampling technique in which all population members are used as samples (Zaenudin Ali, 2022).

The types of data used in this study are primary and secondary data. Primary data in this study was obtained from the test of literacy competence, numeration, and general knowledge of geography to FKIP Untad geography education students who follow the MBKM Kemendikbudristek program. Secondary data in this study is the number of students who follow the MBKM

program, the Merdeka Learning Guide Book of the Directorate-General of Higher Education of the Ministry of Education and Culture of the Republic of Indonesia, and publications generally derived from journals, internet searches, scripts, and other publications related to this research (Purnama et al., 2022).
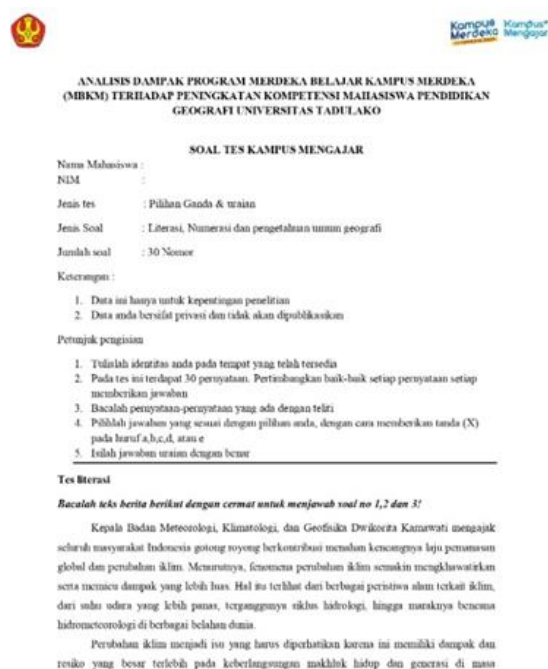

Figure 1. Research Instruments

The data collection technique in this study is (1) Test of basic competence, which includes tests of literacy, numeration, and general knowledge of geography (Yahya, 2021). The type of test used in this study is a test in the form of a double-choice question and an essay. Documentation is a source of data used to complement the research, where data is obtained from direct documentation and photos of the research site. (3) Interviews interviews in this study are used to supplement research data (Bancin & Lubis, 2017). The instruments used in this study are the test instruments on competence in literacy, numeration, and general knowledge of geography (Anggraini et al., 2022).

The analytical techniques used in this research are descriptive statistical analysis. Descriptive statistics explain or give an overview of data characteristics without making general conclusions (Rachman et al., 2021). Descriptive statistics describes and provides an overview of the distribution of variable-variable frequencies in a study. Descriptive statistics is expected to explain the analyzed problems so readers can better understand them (Sari et al., 2021). Descriptive analysis in this study is carried out by evaluating three measured indicators: literacy, numeration, and knowledge of geography. Then, the grouping of test results on each MBKM program followed by geography education students, namely teaching campus, certified internships, and independent student exchange (Di & Bukittinggi, 2014). The weighting of the values for each number on each test item is as follows:

The literacy and numeration test is a question of double choice (PG) with several questions from literature and a numbering of 10 questions. The weight of the value of each question is if the correct answer is 1 and if the wrong answer is 0. The general knowledge test of geography is an essay with several questions of 10 numbers and values on each item of the question based on the following answer criteria:

Table 2. Essay Rubric for general knowledge test of geography

Value	Category	Details
10	Very Good	If the answer is very complete and appropriate
7	Good	If the answer is complete and suitable
5	Sufficient	If the answer is incomplete
3	Poor	If the answer is wrong
0	Very Low	If the answer is empty or there is no answer

.

After weighing the values on the essay and double selection tests, the following is the grouping of student values based on the assessment criteria adapted from (Riduan, 2016):

Table 3. Score interpretation

No	Scores	Level of Understanding
1	0 – 20	Low
2	21 – 40	Less
3	41 – 60	Fair/Enough
4	61 - 80	Well/Good
5	81 – 100	Excellent

(Riduan, 2016)

After the classification of values is carried out based on the criteria of the above values, i.e., based on literacy, numeration, and general knowledge of geography, the next step is to find the average values of literacy skills, numerations, and general geographic knowledge using the following average formula:

$$\text{Cap } X = \frac{(X1+X2+X3+\cdots Xn)}{n} \quad \dots\dots\dots\dots\dots(1)$$

$$\text{Average } (X) = \frac{(summary\ data)}{(n)} \dots\dots\dots\dots(2)$$

After knowing the average value on literacy, numeration and general knowledge of geography, the next is to perform a percentage of the level of understanding of student competence by using the following percent formula:

Percentage of understanding (PoU)

$$PoU = \frac{n}{summary} \times 100\% \dots\dots\dots\dots(3)$$

After knowing the categories of values, percentages and averages, the next is to make a comparison of the three courses, namely the teaching campus, MSIB, and student exchange, to see the achievement of the highest values of students on three of the programs as well as to conclude a qualifying and suitable MBKM program followed by students in particular students of the geography education program of the Universitas Tadulako (Firmansyah & Rizal, 2019).

RESULT AND DISCUSSION

Student competencies campus program teaching prodi geography education

Based on the competence tests tested on each student of the teaching program, the acquisition of test values obtained by subsequent students is grouped according to the test type, including literacy skills, numeration, and general knowledge in Table 4.

Table 4. Acquisition of competence test students' campus teaching

No	Name	Scores			Total
		Literacy	Numeration	General	
1	A	50	30	90	220
2	RR	10	30	70	212
3	LK	50	80	82	191
4	TT	80	40	65	185
5	MSL	70	40	81	177
6	NB	60	70	90	175
7	ZA	20	30	54	170
8	NS	20	40	92	160
9	DM	50	40	85	160
10	Y	30	20	68	152
11	MI	20	30	50	150
12	HS	30	40	80	118
13	YU	40	60	60	110
14	R	30	50	73	104
15	KW	50	70	67	100
	Average	**41**	**45**	**74**	**159**

Table 3 shows that the acquisitions of students' values are based on literacy competence, numeration, and general knowledge of geography. The obtained values in the above table are categorized according to the criteria for interpreting the values presented in Table 4.

Table 5. The level of understanding of teaching campus student test scores

No	Scores	Value	Literacy	Numeration	General
1	0 – 20	low	4	1	-
2	21 – 40	less	4	9	-
3	41 – 60	enough	5	2	3
4	61 – 80	well	2	3	6
5	81 – 100	excellent	-	-	6

Table 5 shows the known Percentage (%) of understanding literacy skills: Level of understanding Good = 13%, level of understanding Enough =

33%, rate of understanding Less = 27%, level of understanding less = 27%. Percentage (%) of comprehension of numerical abilities: level of understanding is good = 20%, level of knowledge is sufficient = 14%, level is less = 60% and level is very little = 6%. Percentage (%) of comprehension of general knowledge: the level of understanding once good = 40%, the rate of understanding well = 40%, and the degree of understanding less = 20%. The percentage of students' level of understanding based on literacy, numeration and general knowledge of geography is presented in Figure 2.
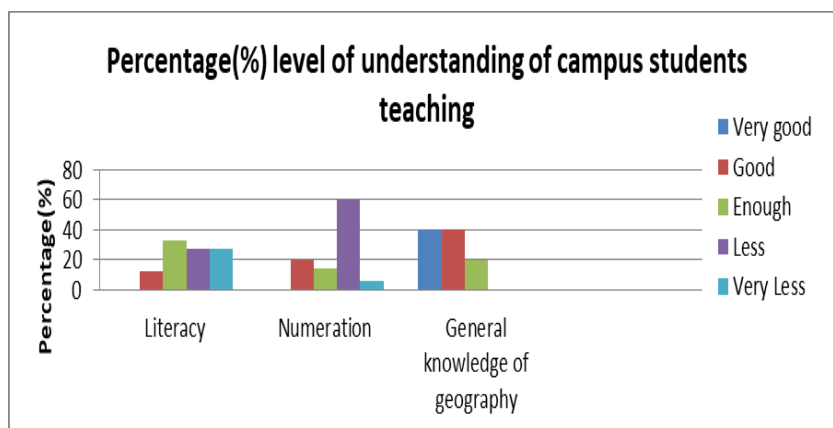

Figure 2. Percentage of teaching campus students.

Based on the competence test for each student of the Certified Internship Program (MSIB), the acquisition of test values obtained by students is presented in Table 6.Based on the information on the achievement of values in Table 6, the acquisition of the values of certified internship students (MSIB) is known based on literacy, numeration, and general knowledge of geography. The obtained values in the above table are categorized according to the criteria for interpreting the values in Table 7.

It is based on Table 7, the known Percentage (%) of understanding literacy skills: Level of good understanding = 6%, Level of sufficient understanding = 50%, level of understanding less = 44%. Percentage (%) of comprehension of numerical abilities: level of understanding very well = 6%, level of understanding good = 16%, degree of understanding sufficient = 39%, rate of understanding less = 33%, level of understanding very little = 6%. Percentage (%) of comprehension of general knowledge: the level of understanding is very good = 39%, the rate of understanding good = 44%, and the degree of understanding sufficient =

17%. The percentage of students' level of understanding based on literacy, numeration and general knowledge of geography is presented in Figure 3.

Table 6. Assessment of Student Competence Test (MSIB)

No	Students	Literacy	Numeration	General	Total
			Scores		
1	RAS	60	90	94	244
2	S	60	50	92	202
3	FA	50	70	75	195
4	NA	60	60	70	190
5	DZM	70	40	78	188
6	SP	30	70	86	186
7	IJ	40	60	86	186
8	MR	60	40	84	184
9	JKK	50	80	52	182
10	N	50	60	70	180
11	GLP	50	50	70	170
12	RR	60	50	60	170
13	MA	40	40	83	163
14	PRA	30	40	85	155
15	ANA	30	50	62	142
16	YES	40	20	75	135
17	ZA	40	40	52	132
18	CR	30	30	65	125
	Average	47	52	74	174

Table 7. Level of understanding of student competence (MSIB)

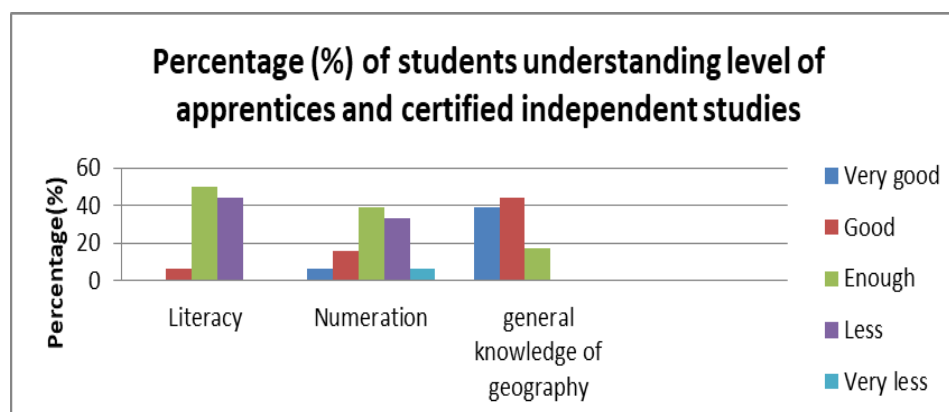| No	Scores	Value	Literacy	Numeration	General
1	0 – 20	low	-	1	-
2	21 – 40	less	8	6	-
3	41 – 60	enough	9	7	3
4	61 – 80	well	1	3	8
5	81 – 100	excellent	-	1	7

Figure 3. Percentage of level of understanding of student competence (MSIB)

Based on the competence tests tested on each student of the independent student exchange program (PMM), the achievements of the test values obtained by students are presented in Table 8.

Table 8. Competence test for exchange students (PMM)

No	Name	Scores			Total
		Literacy	Numeration	General	
1	NB	50	50	97	197
2	Al	50	30	90	170

Based on the value acquisition information in Table 7, it is known that the value of independent student exchange (PMM) students is obtained based on literacy, numeration, and general knowledge of geography. The obtained values in the above table are categorized according to the criteria for interpreting the values presented in Table 9.

Table 9. Level of understanding of exchange students' competence (PMM)

No	Scores	Value	Literacy	Numeration	General
1	0 – 20	low	-	-	-
2	21 – 40	less	-	1	-
3	41 – 60	enough	2	1	-
4	61 – 80	well	-	-	-
5	81 – 100	excellent	-	-	2

Based on Table 8, known Percentage (%) understanding literacy skills: level of understanding sufficient = 33%, percentage (%) understanding numeration skills: degree of understanding adequate = 17%, level of comprehension less = 17%. Percentage (%) of general knowledge understanding: The level of understanding is very good = 33%. The percentage of students' level of understanding based on literacy, numeration and general knowledge of geography is presented in Figure 4.
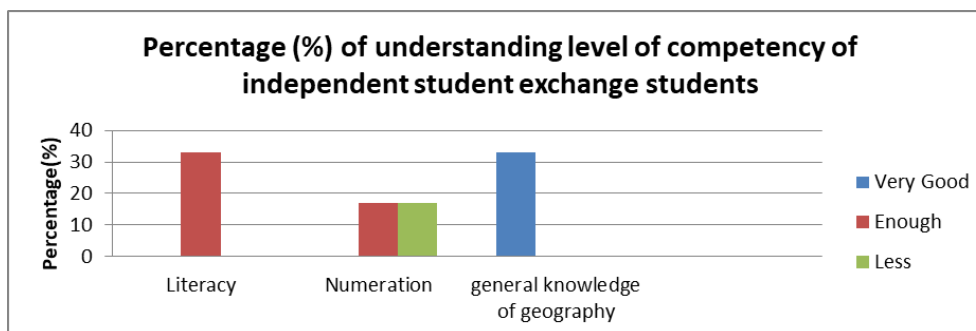
Picture 4. Percentage of level of understanding of exchange student competence (PMM)

Based on the description of the acquisition of values in each MBKM program, namely the teaching campus, internship, and student exchange, the following is to group the acquisitions with the most categories on literacy competence, numeration, and general knowledge of geography obtained by students who follow the three MBKM programs based on Table 9.

Based on Table 9, it can be concluded that the Independent Learning Campus Merdeka (MBKM) program that has the most significant effect on increasing student competency is the Certified Internship Program (MSIB). This program achieved a literacy level of 50% in the adequate understanding category, 39% numeracy ability in the adequate understanding category, and 44% general knowledgeability in the very good understanding category. This program is integral to the Merdeka Learning Kampus Merdeka (MBKM) initiative.

CONCLUSION

Based on the results of the exposition and analysis presented in the previous section, it can be concluded that the Free Campus Independent Learning Program (MBKM) with the Teaching Campus (KM) subprograms, Certified Internships (MSIB), and Independent Student Exchange (PMM) implemented by students the geography education program at the Faculty of Teacher Training and Education (FKIP) Tadulako University (UNTAD) has a positive influence on student quality. The quality of students has increased in terms of knowledge, competence, understanding, experience, communication skills, and problem-solving skills. The MBKM program, especially through the Internship and Certified Independent Study (MSIB) subprogram, has a more visible influence in increasing the competency of geography education students, with the acquisition of an average score on literacy skills reaching 50%, numeracy skills of 39%, and understanding of scientific knowledge geography by 33%. The MBKM program efficiently improves students' abilities, especially in the group of students taking geography education. Students gain hands-on learning experience in the field, receive guidance, and participate in project implementation, all of which play a role in improving the quality of their education.

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