The Implementation of Independent Learning Independent Campus: The New Paradigm of Education in Indonesia

Maemunah Sa'diyah[1]

Immas Nurhayati[1]

Endri Endri[2*]

Dedi Supriadi[1]

Yuggo Afrianto[1]

[1]Universitas Ibn Khaldun,
Bogor 16162, Indonesia
[2]Universitas Mercu Buana,
Jakarta 11650, Indonesia
*Corresponding Author

Abstract

Independent Learning Independent Campus (MBKM) is a program to develop an education system that aligns graduate capacity with industrial needs. The compatibility between educational programs and the business world is a challenge in realizing Indonesia as a developed country in the era of the industrial revolution 4.0. This study aims to analyze the impact of the MBKM program on improving the performance of Ibn Khaldun University Bogor. The sample that participated in this study consisted of all active students, lecturers, and administration staff. Questionnaires were distributed to 6100 students, 233 lecturers, and 150 administration staff. The stages of research implementation are as follows: socializing the understanding of MBKM, filling out the survey, calculating the distribution of respondents' filling, and concluding the assessment category using the weighted mean score (WMS) method. It can conclude that MBKM improves the performance of Ibn Khaldun Bogor University with an average percentage of assessment criteria above 75%. From the integration of the weighted mean score assessment criteria and the IPA model, the attribute that needs to get priority for improvement is increasing students' soft and hard skills and the capacity and expertise of lecturers. The implementation of MBKM that can improve graduate learning achievement must be maintained.

Keywords: independent learning independent campus, educational ecosystem, industrial need, importance performance analysis model

1. Introduction

The Independent Learning Independent Campus (MBKM) is a government policy designed to face the challenges in terms of cultural change, rapid technological advances, and link and match with

industry. The MBKM policy program consists of a new study program proposal, university accreditation, changing state universities (PTN) into legal entities, and learning opportunities outside the program for three semesters. One semester taking courses outside the study program and two semesters carrying out learning activities outside the campus. MBKM activities outside the campus, among others, the form of internships/work practices in the industry, actively involved in various activities in rural areas, sharing knowledge at school, participating in student exchanges, research, entrepreneurial activities, and participating in humanitarian programs (Kementerian Pendidikan dan Kebudayaan & Direktorat Jenderal Pendidikan Tinggi, 2021). These activities can convert to a credit equal to one semester, based on the curriculum arranged previously as the guidelines of learning implementation on Outcomes-Based Education (OBE)-based KKNI curriculum and considered the MBKM program. MBKM program can develop student innovation, creativity, capacity, personality, knowledge, cooperation, time management, competence, achievement, and hard and soft skills. In the long term, the MBKM is expected can improve graduates' competence (Mujahidin et al., 2021).

To support the MBKM program, Universitas Ibn Khaldun Bogor (UIKA) has issued six Rector Decrees. The nine decrees are MBKM Learning Guidelines, Rector's Decree regarding the Implementation of the MBKM Program in All Undergraduate Study Programs for the 2020/2021 Academic Year, Rector's decision regarding the Committee for the Establishment of the MBKM Academic Guidelines, Rector's Decree on Ratification of the MBKM Curriculum, SPMI in the implementation of MBKM (SOP, MoU with strategic partners in the MBKM implementation. There is a gap between the world of education and the industry. Universities' efforts in developing human resources, science, and technology have not matched the human resources needed by industry. MBKM curriculum creates a collaboration between universities and partners to get better learning achievements.

A study about MBKM concluded the MBKM Internship Program and Certified Independent Study (MSIB) improve learning performance on campus by 75.4%. The success of the MBKM policy implementation is by the strong cooperation between government elements, educational institutions, and the community (organizations/institutions as partners) (Susanti et al., 2022). MBKM program on campus will increase the quality of university graduates who can immediately work in companies (Susanti et al., 2022) and become a world-class standard university (Silitonga et al., 2020). The MBKM policy is a new paradigm of education in Indonesia. Some lecturers perhaps skeptically responded to an uncommon thing in Indonesia. Therefore, it is interesting to analyze the impact of the implementation of MBKM in universities on improving the performance of the University of Ibn Khaldun Bogor.

2. Literature Review

2.1 Philosophical Theory

MBKM are learning activities that free students to develop their potential, free from various pressures. The concept of free learning is philosophically in line with educational democracy initiated by Freire (2001). Education frees students in determining the choice of learning experiences to achieve wholeness in achieving the ideal human level (humanist) by providing good learning experience choices to develop student potential (Freire, 2001). Learning experiences that can optimize the potential of participants are certainly the best choice as part of learning resources. The interaction of students with various sources in a dynamic process brings students "to be" (on be). The purpose of adult education is to help them learn, not to teach them everything you know and thus stop them from learning (Schunk, 2012).

Ki Hajar Dewantara, the father of Indonesian Education, has also provided an educational foundation centered on the among and tri-center systems. Freedom of thought for students to develop creativity based on character education, such as religious values, discipline, honesty, and responsibility (Pelu, 2020). The concept of education by Ki Hajar Dewantara defines education as a process of developing character (spirituality), reason (intellectual), and physical learners. The three components are character (affective), mind (cognitive), and physical (psychomotor) in harmony with

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the lives of the local community. This concept is known as the Taman Siswa Education Pancadarma as a foundation to educate the nation's life was compiled in 1947.

The Pancadarma principles are the core of character education in Indonesia which includes five principles, namely independence, nature, culture, nationality, and humanitarian principles. Independence is the freedom of individuals to be able to work on their own for a better future. Education is the result of cultural development that comes from nobility and the development of human thought, and technology is one of the results of the development of human culture. The nationality principle relates to uniting cultural diversity into one nation. Education instills a sense of nationalism to love the nation and strengthens solidarity and integrity. The humanity principle teaches humans to live in peace, respect, love, and help each other (Pelu, 2020).

The MBKM program is one of the implementations of the principle of independence and freedom of Pancadarma Taman Siswa, a relevant concept developed in the education system in Indonesia. The Ki Hajar Dewantara's principles consist of the humanist and religious aspects. The humanist includes the principles of independence by paying attention to individual potential and interests, God's will, culture, nationality, and humanity. The religious aspect reflected in the construction of humans who believe and fear God Almighty are independent, have a noble character, intelligent, skilled, and are physically and mentally healthy. These two aspects aim to produce ideal human beings who are physically, spiritually, and mental health and supported by intellectual, emotional, and spiritual intelligence (Alsa et al., 2021; Saluy et al., 2022).

The character education model has been applied in various activities: instilling discipline, social care, increasing tolerance, respect for achievement, and democratic and communicative attitudes that are delivered in the form of advice and examples in behavior (Anugrahwati & Agustien, 2015). Another study that examines the implementation of Ki Hajar Dewantara's principles in education during the COVID-19 pandemic concludes that the concept of Pancadarma Taman Siswa as a character education contributes to the policy-making of character education strengthening during the learning from home online (Robiasih et al., 2021). The concept of Ki Hadjar Dewantara's (KHD) culture-based education and learning (KHD) needs to be socialized and implemented to grow awareness of the importance of the KHD idea in the development of education in Indonesia (Towaf, 2017).

2.2   Theoretical Foundation

Learning is a process or effort made to acquire knowledge and values that can develop life skills, both soft and hard skills. Education aims to produce humans who have better personalities by applying positive norms from practice or other forms of experience. The learning criteria include change, last all the time, and gain experience People learn when they do things differently, persist over time, and acquire and modify knowledge, skills, strategies, beliefs, attitudes, and behaviors (Schunk, 2012).

Learning can be defined functionally and mechanistically. Functionally, learning is a change in behavior resulting from experience. Mechanistically, learning is a change in the organism resulting from experience (Houwer & Moors, 2013). Houwer and Moors (2013)   define learning as ontogenetic adaptation, namely a change in the behavior of an organism resulting from regularities in the organism's environment. Learning will change individual behavior. Individual behavior will differ before and after learning due to new experiences, having intelligence/knowledge after learning, and practicing activities. The ideal learning activity is meaningful learning that the ongoing learning process can optimize the potential students. Meaningful learning also means learning activities without coercion, violence, and threats. Students enjoy the learning process that follows their interests and talents. Mystakidis (2021) defined Deep meaningful learning as higher-order thinking by involves active intellectuals in constructing meaning through pattern recognition and concept association. These include inquiry, critical thinking, creative thinking, problem-solving, and metacognitive skills.

Several learning theories that provide independent learning are experimental, contextual, and transformative learning. Experimental learning by Chen and Chuang (2009), and Strange and Gibson (2017) is based on the active process of students learning information by exploration and discovery. The

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process that takes place using various learning resources will encourage students to do many activities according to their passion. Research about building an experiential learning model for project management courses shows that models provide a more valuable learning experience as a bridge between business and academia (Chen & Chuang, 2009). Contextual teaching-learning is a learning theory that connects theory and practice. It engages students in meaningful, interactive, and collaborative activities that support them to be self-regulated learners, and it recommended to be implemented in the first semester (Wahyuni, 2013). Transformative Learning provides opportunities for students to develop critical self-reflection, gain confidence and experiences, and find the basis of the views and thoughts of others (Percy, 2005). The concept of transformative learning theory (TLT) has great potential to test the suitability of various aspects of the program ((Tarrant, 2010), (Mezirow, 1991)).

Transformative learning is achieved when there is a change in mindset as a result of an event or incident or experience (Mezirow, 1991). The study about an investigation of experiential and transformative learning in study abroad programs was conducted by Percy (2005), and Strange and Gibson (2017). Learning by doing is learning that combines theory with activity, and believes that students will reconstruct their thoughts and experiences when they carry out their learning activities (Dewey, 1960). The Learning by Doing approach motivates students to learn by stimulating their curiosity (Pluck & Johnson, 2011). The learning by doing approach is a teaching methodology that makes use of engaging learning experiences. This approach can also have the capacity to develop critical thinking and analytical skills among learners (Mansur et al., 2021).

3. Methodology

3.1 Participant and Procedure

The research data was obtained by distributing questionnaires to 6483 respondents, including 6,100 active students, 233 lecturers, and 150 education staff, and interviewed to explore further the results of searching related files and documents. Filling out the research questionnaire was preceded by socialization. Socialization activities are carried out on a scheduled basis virtually through the zoom application consisting of three sessions. Socialization activities aim to make respondents understand the technique to fill out the questionnaire and have a good understanding of the MBKM research program and technical assistance in filling out Spada-based surveys. Socialization with students was carried out in the first session, socialization with education staff in the second session and socialization with lecturers in the third session. The descriptive analysis method is used to test the impact of the independent learning independent campus (MBKM) on the performance of Ibn Khaldun Bogor University. The research methodology as shown in figure 1.
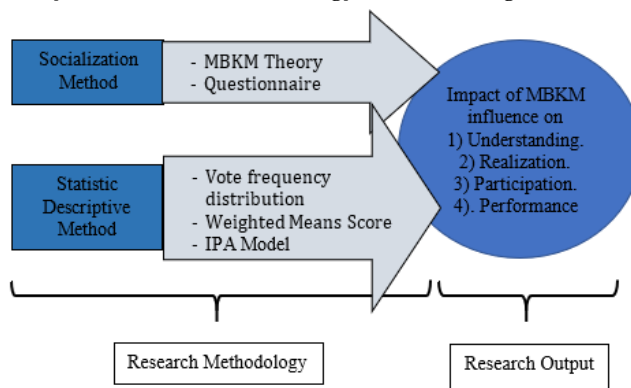

Figure 1: Research Methodology

The indicators for assessing respondents' perceptions of the impact of MBKM on performance are contained in each question, as shown in table 1.

Table 1: Assessment Indicators

Assessment Indicators	Questions
Respondents' Understanding of the MBKM Program	10
The MBKM Implementation in UIKA Bogor	11
Respondents' Participation in the MBKM Program	13
The Impact of MBKM Program on Performance UIKA Bogor.	19
Total Questions	53

The research data was processed using the weighted mean score method with the following steps. 1. Determine the weight value for each alternative answer 2. Count the frequency of each alternative chosen answer. 3. Find the number of answers selected by the respondent in each statement by calculating the frequency of respondents choosing the alternative answer, then multiple by the alternative itself. 4. Calculate the average score for each question item in the questionnaire section. 5. Determine the WMS grouping criteria for the average score of each possible answer. The score criteria as shown in table 2 (Shen & Fleming, 1997).

$$\text{Statement Score} = \frac{\text{Actual Score}}{\text{Ideal Score}} x100\%$$

The actual score is the respondents' answers to the distributed questionnaire, while the ideal score is the answer with the highest score. This method was also used in previous research conducted by Rosalin et al. (2018), Aziz et al. (2019), and Rohila et al. (2019).

Table 2: The Assessment Criteria

Score (%)	Interpretation
0,00% - 36,00%	Very Not Good
36,01% - 52,00%	Not good
52,01% - 68,00%	Less good
68,01% - 84,00%	Good
84,01% - 100%	Very good

Furthermore, an analysis will be carried out using the IPA model. IPA as model to identifies the organization condition to improve performance of the organization and increase satisfaction (Martilla & James, 1986; Fahmi et al., 2022). IPA is easy to use and simple as a method to evaluate and improve the curriculum. Evaluation steps that can be taken based on the objectives and goals. Importance-Performance Analysis (IPA) measures the benefits of MBKM for users using five Likert scale tests.

IPA in a traditional perspective is a graph that connects two variables in a coordinate system where the horizontal axis represents performance, and the vertical axis represents importance which is divided into 4 quadrants (Martilla & James, 1986). As seen in table 3, The first quadrant shows main priority indicates activity that must corrected immediately. The second quadrant is the activities to maintain achievement to keep up good work. The third quadrant called low priority, indicates making a strategy to take immediate corrective action. The forth quadrant shows company is in a very good condition but does not give the impact that increase users satisfaction (Ormanovic & Ciric, 2017).

Table 3: Quadrant of The Importance and Performance

Quadrant I	Quadrant II
Main Priority (very important), unsatisfactory performance and focus on improving quality.	Maintain Achievement, very satisfying performance, focus on maintaining quality.

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Quadrant III	Quadrant IV
Low Priority, considered not important, performance is not satisfactory	Possible Overkill, considered unimportant, satisfactory performance

4. Results and Discussion

4.1 The Survey Result of Understanding the MBKM Program For Educational Personnel, Lecturer, and Active Student Validity

The questionnaires about the impact of MBKM that distributed to 6483 respondents consisting of 6100 students, 150 staff, and 233 lecturers shown in table 4. 88 respondents answered a question about getting the information about MBKM from socialization organized by the university and question about semester used to carry out MBKM activities outside the university. Respondents who answered a question about understanding MBKM was 56.

There are three questions given to the lecturer and student. The lecture's answer to the question about do you know about MBKM policies was 148, while the students were 853. The lecture's answer to the question about where you get the information about the MBKM policy was 148, while the students were 853. The last question about how many semesters carry out MBKM activities outside the university? Most respondents' answers of 3 semesters consist of 134 lecturers and 1119 students.

Table 4: The Survey Results of Understanding the MBKM Program

No	Questions		Ministry online channel	Ministry offline/online socialization	College online channel	MBKM Offline/online socialization	communication channel	Mass media	Ot-her
1	The MBKM information source	Staff	5	9	16	80	5	4	2
		Lecturer	28	28	9	148	9	6	5
		Student	420	147	403	933	101	234	44
				Know the overall policy	Knowing most	Knowing a little	Don't know at all		
2	Knowing MBKM	Staff		5	88	28	3		
		Lecturer			148	56	0		
		Student		120	853	1308	410		
				1 semester	2 semester	3 semester	4 semester		
3	Semesters to carry out MBKM outside Indonesian	Staff		11	16	88	6		
		Lecturer		15	65	134	19		
		Student		243	470	1119	450		
				Know and understand	Know but don't understand	Know and understand	Don't know and don't understand		
4	MBKMunderstanding	Staff		56	49	15	1		

4.2 The Survey Results of Realization of the MBKM Program for Education Personnel, Lecturer, and Active Student.

There are five questions about the MBKM realization in for lectures and students. The question about whether your study program has MBKM program? Respondents who answer yes were 108 staff, 207 lecturers, and 1,648 students. The second question about how many credits of courses are recognized/equalized with the form of MBKM learning activities? The largets respondents answered 10-20 credits. Most of the answers to the questions about does your university has a policy document related to the curriculum that facilitates Independent Learning-Independent Campus? Respondents who answered have policy document are 104 staffs and 170 lecturers and were the most answered. The next question about does your university diseminate and briefing regarding MBKM program? The most answers were 58. The last question asked to the staff about what extent does your university involve education personnel in the MBKM program? The most answers were there is an improvement very well with 38.

The answer of the question about does your university have a policy document related to the curriculum that facilitates Independent Learning-Independent Campuses? (in the form of the Chancellor's regulation; academic guide or MBKM implementation guide, study program curriculum), the most answer is there are already and have published as many as 1046 respondents. To the question about learning activities outside the study program, namely student exchanges, internships/work practices, teaching assistants, research, social work, entrepreneurial activities, independent study, village development, or thematic work courses (KKNT), there are 958 respondents choosing internships/work practices programs.

4.3 The Survey Results of Respondents' Participation in the MBKM Program for Education Personnel and Lecturers

The survey result of the MBKM program from staff and lecturers is shown in table 5. There are four questions asked of staff and lecturers. The highest answer about the preparation for the implementation of MBKM by staff was 97, and among lecturers, 163. The second question about whether assisted the study program in compiling CPL/calculating/equalizing credit for MBKM activities, almost all staff and lecturers answered assisted that program. Questions about studying the guidebook for MBKM, 91 staff and 191 lecturers have to learn the guidebook MBKM. The last question is about having participated in the MBKM program socialization directly or through the Directorate General of Higher Education's YouTube channel? As many as 98 education personnel and 154 lecturers have participated in the MBKM program. High respondents' desire to contribute to the MBKM program shows their support for the successful implementation of the MBKM program.

Table 5: The Survey Results of Respondents' Participation in the MBKM Program for Education Personnel, Lecturers, and Active Student

No	Questions	Respondent	Prepare MBKM	MBKM discussions	Knowing but not interest	No aware of MBKM
1	The involvement the MBKM implementation	Staff	10	97	11	3
		Lecturer	43	163	16	11
			Ever been	Not yet		
2	Assisted in compiling calculating MBKM redit	Staff	89	32		
		Lecturer	189	44		
3	Studied the MBKM guidebook	Staff	91	30		
		Lecturer	191	42		
4	Participated in the MBKM socialization	Staff	98	23		
		Lecturer	154	79		
			Always	Sometimes	No, Thank	
5	Supervising lecturer in MBKM activities	Lecturer	180	48	5	
			Yes	No		
6	KKN field supervisor or student entrepreneurship activity or MBKM	Lecturer	216	17		
			Yes	Possible	Not	
7	active role in encouraging students to take MBKM	Lecturer	212	21	0	

There are two questions asked to the student to analyze the level of students participating in the MBKM program. The first question is have you prepared yourself to be a part of MBKM activities? 1198 students' answers were already, 1019 not yet and 65 students are not interested. The second question is how are you interested in the MBKM program held by the Directorate General of Higher Education, Research, and Technology? A total of 1508 students answered very interested, 754 answered ordinary and 20 students answered not interested.

4.4   The Survey Results of the MBKM Program Performance Survey towards Universities

Based on the answers to the survey results related to the performance of the MBKM program and recommendations for implementing MBKM to staf, lecturers and student as follows: MBKM has an impact on the student learning process, can improve students' hard and soft skills, can increasing the capacity and ability of teachers, can increasing the capacity and quality of graduates, there was a very significant improvement in university performance before and after the implementation of MBKM, and MBKM Highly recommended to be followed by all active students at various universities.

4.5   Results of the Weighted Mean Score Assessment Criteria

Survey about MBKM data collection was carried out of 100% education staff, 100% lecturers, and 73% students. Non-fulfillment of student data is due to only three days survey period, starting from 12 to 14 December 2021. The Socialization period was carried out two days before the survey date.

     The analysis results of the weighted mean score assessment criteria indicate the understanding of the staff and lecturer towards the MBKM is in a good category, while the students, is in the less good category. All respondents stated that the indicators were in a good category. The conclusion of the assessment category can be seen in table 5.

Table 6: Percentage of Weighted Mean Score Assessment Criteria Result

Rating Indicator	Assessment Criteria			Average (%)	Category
	Student	Lecturer	Staff		
Respondents' Understanding of the MBKM Program	80%	85%	65%	77%	Good
Realization of Universities in the MBKM Program	85%	89%	77%	84%	Good
Respondents' Participation in the MBKM Program	75%	89%	85%	83%	Good
MBKM Program Performance Against Universities	72%	77%	79%	76%	Good

4.6   The Result of IPA Model

To test the implementation of MBKM, the Importance-Performance Analysis (IPA) method is used. Through the IPA model, a two-dimensional grid, divided into four categories: (1) concentrate here; (2) keep up good work; (3) low priority; and (4) overlap conditions. The research instrument that will be followed up in the questionnaire refers to four aspect, namely understanding, realization, participation and performance. Importance-Performance analysis (IPA) is used for management to decide and formulate management strategies, and control company performance to increase the company's competitiveness and users' satisfaction (Sever, 2015). Performance refers to the quality of performance while the importance represents the user's perception of the importance (Yildiz, 2011). The indicators as presented in table 6.

Table 7: Indicator of Importance and Performance

	Importance	Performance
1	Very Insignificant (STP)	Very Not Good (STB)
2	Not Important (TP)	Not Good (TB)
3	Quite Important (CP)	Good Enough (CB)
4	Important (P)	Good (B)
5	Very Important (SP)	Very Good (SB)

Based on the results of questionnaire data processing using a Likert scale, it can be seen that the level of suitability between the level of importance and the level of performance in the MBKM survey. The

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level of Suitability is expressed in a percentage obtained from the comparison of the level of performance (Xi) with the level of importance (Yi).

Table 8: The Average Performance Level Assessment of Performance (Xi) and the Level ofIimportance (Yi) for Each Attribute in Indonesian.

The Impact of MBKM	Attribute	Xi	Yi
understanding	1	0.54	0.57
Realization	2	0.56	0.62
	3	0.54	0.62
Participation	4	0.55	0.57
	5	0.66	0.67
Performance	6	0.56	0.57
	7	0.64	0.64
Amount		4.05	4.26
Average		0,57	0.61

The impact of MBKM in understanding, realization, participation and performance on the level of performance (Xi) of 0.57 (54%) and an average of level of importance (Yi) of 0.57 (57%). Figure 1 shows the distribution of the implementation MBKM in quadrants to find out what the best decisions can be made based on the importance-performance analysis (IPA) model. Based on the distribution in quadrants 1 to 4, it can be explained that the impact of MBKM on understanding, realization, participation and performance in quadrant I where the institution prioritizes to improve the quality of performance.
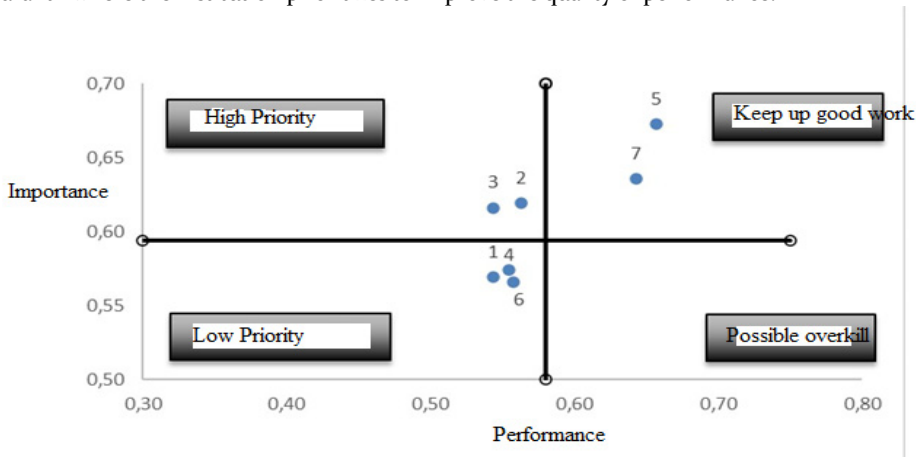

Figure 2: IPA Model of MBKM

Quadrant I main priority, the level of performance is below average, then the level of importance is above average. The attributes included in this quadrant are: the impact of MBKM on improving students' hard and soft skills, the impact of MBKM on increasing capacity and ability of lecturers. Quadrant II showed that MBKM implementation has met the learning objectives. This achievement must be maintained and even improved in the future. The attributes included in quadrant II are the impact of MBKM on improving learning outcomes and recommendations for MBKM to be implemented by all students. Quadrant III contains attributes considered low priority but can be considered for improvement even though their effect on the benefits felt by responden is very small. Based on the Cartesian diagram, the attributes included in quadrant III are as follows: the impact of MBKM on student learning, respondent satisfaction in implementing the MBKM program, and the

impact of MBKM on the quality of graduates. There aren't any attributes located in quadrant IV, which indicates that there aren't important factors, but on currently unsatisfactory for respondents. Some of the things that become implementation indicators that provide an assessment that exceeds the standard based on the best performance are the achievement of learning targets.

5. Conclusion

The average respondent's understanding of the MBKM program with a good category is 77%. The average respondent's assessment of the implementation of MBKM with good criteria is 84%. The average participation of respondents in the MBKM program with a good category is 83%. The impact of MBKM on university performance with a good value is 76%. Based on the survey results, in general, the independent learning independent campus (MBKM) has a positive impact on the performance improvement of Ibn Khaldun Bogor University. The survey results on all components show that MBKM has a positive impact on the improvement of students' soft and hard skills. This finding is in line with the theory of building an experiential learning model, which requires students to have the opportunity to understand what they hear and read and express themselves in meaningful assignments or products. Therefore, MBKM provides not only a theoretical foundation but also a skilled discipline (Chen & Chuang, 2009). The improvement of students' soft and hard skills as MBKM outputs is relevant to the character education theory of Ki Hajar Dewantara and student Pancasila (Anugrahwati & Agustien, 2015). The character of Pancasila students is knowing and appreciating different cultures and having communication skills between nations from different cultures.

The implementation of independent learning independent campus (MBKM) as a new paradigm of education in Indonesia has received support from the academic community and society. Students, lecturers, staff, and society feel the benefits of this program. The research results provide recommendations to continue and develop the MBKM program. From the integration of the weighted mean score assessment criteria and the IPA model, the attribute that needs to get priority for performance improvement is increasing students' soft and hard skills and the capacity and expertise of lecturers. Improving the quality of students and lecturers will determine the quality of graduates, so that the problem of link and match between university graduates and the industrial can be overcome.

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