Campus Academic Participation Strategy as an Effort to Strengthen the Foundation of Education in Higher Education

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Abstract: The foundation of education in educational practice in Higher Education should be interpreted as an agent of change in creating generations of the nation. Therefore, Higher Education which is directly connected to students and the community should be developed with the nature of education that is liberating. Empirical facts show that educational practices that are implemented do not run according to the nature of proper education. The educational challenge faced by campuses in preparing student competencies in the Industry 4.0 era is to produce graduate students who have competence in data literacy, technology, and human literacy which leads to strengthening noble character. Because of the above, this article aims to explain how the foundation of education is in the context of MBKM with sub-goals, (a) what is the form of the foundation of education in the context of MBKM, (b) what are the strategies for the foundation of education in the context of MBKM, and (c) how to implement the foundation education in the context of MBKM. The results and discussion of the research show that the form of the educational foundation in the context of MBKM is a reconstruction of the educational foundation that is oriented towards MBKM policies and MBKM practices. The Campus Academic Participation Strategy is an alternative effort to adjust MBKM policies and practices on campus. Adjustments to MBKM policies and practices need to be made to be able to implement MBKM on campus. Implementation begins with campus policies related to the formulation of regulations, decrees and guidelines for the implementation of MBKM at the University. The orientation of the formulation of regulations, decrees and guidelines for the implementation of MBKM at universities is then adjusted to BKP MBKM.

Keywords: Foundation of Education, MBKM, Campus Academic Participation Strategy

INTRODUCTION
The foundation of education is the runway for the basic conception which is used as a reference in the implementation of education as a whole and contextually. This is the foundation of education that is focused on the nature of humans as beings who are always learning, interacting socially, and the learning process in undergoing problems in education (Daryono, Firmansyah, 2021; Daryono, 2020; Fua, 2021; Firmansyah, 2021b; Sopiansyah et al., 2021). The foundation of education is the runway or basic footing in carrying out the educational process. These foundations are philosophical, psychological, sociological, cultural, scientific and technological,
legal, economic, historical, and religious. Therefore, the foundations above are needed as the foundation and foothold in the educational process.

In general, education is interpreted in two perspectives, first, an implementation perspective, which is then interpreted by educational practice, and second, a scientific perspective, which is then interpreted by educational studies (Daryono, Firmansyah, 2021; Fua, 2021; M. B. Firmansyah et al., 2020; M. B. Firmansyah & Rokhmawan, 2018; Rizal, 2014). First, the perspective of educational implementation is a personal or group activity in achieving educational goals. In its implementation it can be in the form of guidance, teaching, and training. Second, the scientific perspective, namely personal and group activities as an effort to understand education.

The foundation of education in educational practice on campus should be interpreted as an agent of change in creating the nation’s generation (Baharuddin, 2021; Daryono, 2020; Firmansyah et al., 2020; Firmansyah & Rokhmawan, 2018; Sintiawati et al., 2022; Sofyan et al., 2022; Sopiansyah et al., 2021). Therefore, campuses that are directly connected to students are developed with the nature of liberating education. This was inspired by the opinions of Freire and Ki Hadjar Dewantara in voicing and fighting for enthusiasm in the world of education. Empirical facts show that educational practices that are implemented do not run according to the nature of proper education (Baharuddin, 2021; Daryono, Firmansyah, 2021; Daryono, 2021a; Sintiawati et al., 2022; Sopiansyah et al., 2021). Educational practice on campus should receive comprehensive and adequate attention so that the needs for challenges and developments in educational practice are in accordance with the needs and lead to technological developments, and student development. The educational challenge faced by campuses in preparing student competencies in the Industry 4.0 era is to produce graduate students who have competence in data literacy, technology, and human literacy which leads to strengthening noble character. These empirical facts are then prepared, planned, and implemented so that education benefits human dignity and society both personally and in groups which is an effort to integrate education with society. Optimizing education in a strategic role on campus is expected to have a positive impact on student competency achievements. The demands of Industry 4.0 are a necessity for education to be able to adapt quickly. Education on campus cannot run optimally, among other things, because its function and role are not integrated in responding to the needs of the times and national education policies (Afkarina, 2018; Daryono, 2020; Firmansyah et al., 2020; Mahfuzah & Anshari, 2018; Sulfemi, 2019; Ully Muzakir, 2013; Yolanda & Hayatullah, 2018).

Merdeka Belajar Kampus Merdeka is a program idea initiated by the Minister of Education and Culture Nadiem Makarim with four main policies namely the opening of new study programs, campus accreditation systems, state campuses as legal
entities and the right to study three semesters outside the Study Program with the aim of optimizing student competence in mastering various fields of knowledge as a provision for progress in the world of work and society (Baharuddin, 2021; Sintiawati et al., 2022; Sopiansyah et al., 2021). These policies are a follow-up to the idea of the concept of Merdeka Belajar whose implementation is without changing ministerial regulations, government regulations or laws. The first policy is the opening of new study programs for PTN and PTS that have A and B accreditation with the exception of health and education study programs. Also in this policy, all study programs will automatically be given C accreditation. The second policy is the automatic re-accreditation program for all rankings and is voluntary for campuses and study programs that are ready to rank up. Proposed campus and study program re-accreditation no later than two years after obtaining the previous accreditation score. The third policy is the flexibility for Public Service Agency Campuses and Work Units to become Legal Entity State Campuses. The Ministry of Education and Culture will simplify the requirements for PTN BLU and Satker to become PTN BH without considering accreditation status. The fourth policy is giving the right to study for three semesters outside the study program. This policy does not apply to health study programs.

The adaptation and adjustment of MBKM should be in line with the University's vision and mission so that competency and graduate achievements are in line with developments in science and technology. The existence of MBKM policies and practices on campus should be responded positively as an effort to improve the image of the campus as an MBKM organizer. The rationalization of the Indonesian National Qualifications Framework (KKNI) oriented curriculum which is regulated in the Minister of Education and Culture of the Republic of Indonesia No. 73 of 2013 concerning the Application of the Indonesian National Qualifications Framework in the Field of Higher Education and the curriculum developed on campus is directly adapted and adapted to MBKM policies and practices. This is an effort to adapt and adjust to several aspects of MBKM, namely: (1) students are given alternatives and the flexibility to program credits outside the study program as many as sixty credits; (2) students can carry out learning activities off campus through apprenticeships/work practices in DU/DI, teaching assistance in educational units, implementing PKM through thematic KKN, conducting entrepreneurial activities, and independent projects; (3) Student-centered learning interactions (student centered learning), so that students can develop innovation, creativity, personality, and independence in learning; and (4) graduates are expected to master science and technology in accordance with their areas of expertise.

Because of the above, this article aims to explain how the foundation of education is in the context of MBKM with sub-objectives, namely, (a) what is the form of the foundation of education in the context of MBKM, (b) what are the strategies for the
foundation of education in the context of MBKM, and (c) how to implement foundation of education in the context of MBKM.

METHOD
This study uses a qualitative approach with literature study methods related to the adaptation and integration of independent campus learning using campus academic participation. Adaptation and integration are focused on campus academic participation strategies towards the implementation of MBKM. The adaptation and integration model is measured through increasing the implementation of MBKM using the campus academic participation strategy.

The adaptation and integration design in the form of curriculum development includes the design of the MBKM policy in tertiary institutions, the design of standard operational standards for the implementation of MBKM, the design of academic cooperation and the identification of program support resource needs. While the implementation of the activity program includes the design of the MBKM activity program, the preparation of guidelines for the implementation of MBKM activities, and the conversion of credit transfer/SKS recognition. The results of the adaptation and integration design of the MBKM curriculum were then discussed through FDG and disseminated to all academics to be used as a reference for the implementation of MBKM, both student exchanges, Implementation of introduction to the school environment, Thematic real work lectures, Business Internships, and social services. Procedurally, the adaptation of the study program's MBKM curriculum begins with a study/examining the concept of independent campus learning activities regarding planning, learning processes, assessment, and learning evaluation. Then look at the suitability of the existing study program curriculum and based on the IQF. The results of the study are used as the basis for compiling the MBKM curriculum model for study programs, designing academic collaborations both internally at PTs, outside PTs, and relevant partners.

RESULTS AND DISCUSSION
The Strategy for Discussing Campus Academic Participation as an Effort to Strengthen the Foundations of Education in Higher Education refers to the form, strategy and implementation in implementing the MBKM program on Campus. The educational foundation reconstructs in the realm of strategy as an effort to adjust to educational policies and practices on campus. In the following, the educational foundation will be presented as a sub-goal in this article.
Shape of Campus Academic Participation Strategy

Shape of Campus Academic Participation Strategy is a reconstruction of the educational foundation that is oriented towards MBKM policies and MBKM practices. The MBKM policy is related to four main policies, namely the opening of new study programs, the campus accreditation system, state campuses as legal entities and the right to study for three semesters outside the Study Program with the aim of optimizing student competence in mastering various fields of knowledge as a provision for progress in the world of work and society (Baharuddin, 2021; Daryono, 2021a; Kemendikbud, 2021; Sopiansyah et al., 2021). The MBKM policies and practices have implications for adjusting campus policies by taking into account the University’s vision and mission. Orientation and development of educational foundations in response to MBKM apart from paying attention to the vision and mission and goals of the University also examines the dimensions of educational foundations namely Philosophical, Psychological, Sociological, Cultural, Scientific and Technological Foundations, Legal, Economic, Historical, and Religious Foundations.

Philosophical foundations, sociological foundations and cultural foundations are the main and first things to be studied in determining the direction of MBKM policies and practices on campus. The foundation mentioned above, is the orientation of the foundation of education as a conscious, measurable and systematic effort in determining the foundations and principles of the Campus for implementing MBKM.
These foundations and principles are important and are the main pillars for human development and for creating generations of people with noble character and morality (Daryono, 2020, 2021b; M. B. Firmansyah, 2019; Kemendikbud, 2021). Psychological foundations are reviewed and adapted to MBKM policies and practices. Psychology in the context of learning there are several streams with consequential implications for each theory. The Foundation of Psychology places education as the conception and implementation of practice in the knowledge transformation process (Andina, 2017; Daryono, 2021a; Musnaini et al., 2020; Purwanto, Wahyu; Djatmika; Ery Tri; Hariyono, 2016). The psychological basis is studied so that MBKM policies and practices are in accordance with the diverse and unique characteristics of students so that their development can be measured systematically and comprehensively. The foundation of Sociology is a social conception by focusing on people’s lives. Sociological foundations in the direction of MBKM policies and practices are very important. This certainly places students as unique learners and departs from various social strata so that learning is directed on the basis of projects and real-life problems. The sociological foundation which then becomes a conception in determining MBKM policies and practices with the expected outcomes (Wijaya, Mustofa, Husain, 2021; Baharuddin, 2021; Luik, 2012; Safiudin, Firmansyah, Laily, I., & Rohma, 2022; Sintiawati et al., 2022). The scientific and technological foundation in the development of education on campus is an important part. This foundation will determine students’ reasoning ability and mastery of technology in practice in society. The demands of technological and scientific developments should be considered in determining MBKM policies and practices on campus so that their dissemination can be implemented in both problem-based learning and project-based learning. The legal basis in the context of education is a reference based on the applicable laws and regulations in MBKM. The legal basis is interpreted as a rule or runway in carrying out MBKM practices on campus (Baharuddin, 2021; Kamalia, Putri Ulfa; Andriansyah, 2021; Riyadi et al., 2022). The orientation of the legal basis is more on policies and practices in implementing MBKM on campus. Because of the above, the legal basis of education is directed at the embodiment of MBKM regulations and policies and practices on campus. The economic foundation in education has an important role, namely determining the sustainability and progress of a campus. The economic foundation of this education determines the professionalism of management and governance on campus to demonstrate the dedication, expertise and skills of the campus community in implementing MBKM. On the one hand, campus management and professional governance provide opportunities for campuses to realize the four MBKM policies rolled out by the Minister of Education and Culture, namely the opening of new study programs, campus accreditation systems, state campuses as
legal entities and the right to study three semesters outside the study program. On the other hand, the economic foundation of education supports the smooth running of MBKM practices and provides opportunities for students to develop their affective, cognitive, and psychomotor skills to become competent and competitive graduates.

The Historical Foundation is a conception and practice that has been implemented and is the starting point for the development of current MBKM policies and practices. MBKM leads to policies related to the opening of new study programs besides education and health study programs. This policy really supports the campus at a time when it was relatively difficult to manage accreditation both from the bureaucratic aspect and the requirements for submitting new study programs and accreditation. In practice, this policy still has multiple interpretations related to mechanisms and requirements that show collaboration between PTN and PTS Campuses with external parties (Kamalia, Ulfa; Andriansyah, 2021; Riyadi et al., 2022; Sopiansyah et al., 2021). Several issues should be considered by the government to find solutions and regulatory mechanisms. MBKM policies and practices in relation to the historical foundation of education that were previously considered good and useful should be maintained, while policies and practices of the educational foundation that are considered bad should be improved and developed with innovation and consideration of the historical aspects of education.

The religious foundation of education is an effort to develop knowledge and attitudes by strengthening diversity, students' beliefs in achieving educational goals, namely forming students who are faithful and pious. The religious foundation of education in the context of MBKM is the foundation of religion and education which is oriented towards the attitude and character of students' personal beliefs. Attitudes and characters that will later become a complete person without coercion or encouragement from others (Daryono, Firmansyah, 2021; Firmansyah, 2018; Riyadi et al., 2022; Sopiansyah et al., 2021).

The description above shows that the form of educational foundation in the context of MBKM should pay attention to the educational basis, policies and practices of MBKM on campus. Adjustment of MBKM policies and practices on campus by taking into account the University's vision and mission. The study of the basic dimensions of education, policies and practices of MBKM is then adjusted to the University's vision and mission in organizing MBKM on campus.

Campus Academic Participation Strategy

An alternative to implementing MBKM on campus can be done with the Campus Academic Participation Strategy. This alternative was carried out as an effort to accelerate and adjust the MBKM policies and practices on campus. The following will present an educational foundation strategy in the context of MBKM.
The Campus Academic Participation Strategy is an alternative effort to adjust MBKM policies and practices on campus. Adjustments to MBKM policies and practices need to be made to be able to implement MBKM on campus. Campus Academic Participation are structural officials who are authorized on Campus, namely the Chancellor, Deputy Chancellor for Academic Affairs, Dean and Head of Study Program. The implementation procedure can be added by a structure that has a direct task relationship. Efforts to implement the Campus Academic Participation Strategy were carried out as a response in implementing MBKM policies and practices. Related to the policy are guidelines at the implementation level on campus including, MBKM implementation guidelines, MBKM BKP guidelines and MBKM recognition guidelines. These guidelines are then issued by the Chancellor as the basis for implementing MBKM on campus.

The Campus as the organizer of MBKM should conduct socialization and convey information related to the implementation of MBKM activities to both lecturers and students. In addition to the information provided by the campus, it is also hoped that they will receive information through the Ministry of Education and Culture’s online platform, both through websites and social media. In the current era, the majority of students get MBKM policy information from the Ministry of Education and Culture’s online platform in the form of access through websites, social media and fellow students. Through the Campus Academic Participation Strategy it is hoped that the Campus community will simultaneously move according to their role and the socialization activities that are held can run optimally.
In the socialization aspect of the Campus Academic Participation Strategy begins with (a). Formulation of policies on campus related to the implementation of curriculum collaboration programs in the MBKM context, (b). Formulation and preparation of guidelines for the implementation of the MBKM curriculum cooperation program at the study program level, (c). Formulation and preparation of curriculum collaboration between study programs and partners in supporting the implementation of the MBKM curriculum, and (d) Formulation and preparation of standard operational procedures for lecturers, supervisors and students, field supervisors, and monitoring and evaluation in the MBKM program.

The Campus Academic Participation Strategy also provides recommendations related to learning. Merdeka Learning Merdeka Campus in the context of learning prioritizes student activity by developing innovation, creativity, and critical thinking in problem-based and project-based learning. This policy is contained in Permendikbud Number 3 of 2020 concerning National Standards for Higher Education chapter 18. The Minister of Education and Culture explains regarding the development of the MBKM curriculum, namely: (a) obtaining learning outcomes by students completing courses in their study program; or (2) obtaining learning outcomes, some courses can be taken from outside the study program, both within the university itself and at other universities including internships in the field.

The Campus Academic Participation Strategy also includes taking interview questionnaires with implementers and students to find out the achievements of the implemented programs. Interviews with faculty stakeholders, choosing a form of learning activity planning for MBKM based on the BKP that has been studied and carried out. In all the BKP presented, the Campus Academic Participation Strategy should be ensured that it is measurable and systematic that it has been achieved.

BKP activities are carried out by planning, controlling and evaluating which are attended by students, Field Supervisors, and also partners so that activities run as planned. The hope is that by implementing Campus Academic Participation the BKP MBKM practice between policy makers, field supervisors, students and partners can be optimal, active and work together in a participatory manner in a sustainable manner.

**Implementation Of Campus Participation Strategy**

Implementation of the educational foundation in the context of MBKM on campus can be done with the Campus Academic Participation Strategy. This implementation was carried out as an effort to accelerate and adjust the MBKM policies and practices on campus. The following will present the implementation of the educational foundation in the context of MBKM.
Implementation begins with campus policies related to the formulation of regulations, decrees and guidelines for the implementation of MBKM at the University. The orientation of the formulation of regulations, decrees and guidelines for the implementation of MBKM at universities is then adjusted to BKP MBKM. It is hoped that with the existence of regulations, decrees and guidelines for the implementation of MBKM at universities, management and problems in the implementation of learning outside the campus can be minimized. In SN-Dikti it is stated that one of the characteristics of learning is student-centered or Student Centered Learning (SCL). SCL is meant to mean that graduates' learning outcomes are achieved through a learning process that prioritizes developing creativity, capacity, personality, student needs, and developing independence in seeking and finding knowledge. SCL develops based on constructivism learning theory which emphasizes that learners are required to construct their knowledge in order to learn effectively (Baharuddin, 2021; Daryono, Firmansyah, 2021; Firmansyah, 2018; Firmansyah, 2021a; Purwanto, Wahyu; Djatmika; Ery Tri; Hariyono, 2016). The following describes the five principles of SCL, namely: a) encouraging active learning and peer involvement, as well as shifting learning power/power from lecturers to students, b) placing lecturers as facilitators and contributors, c) cultivating critical thinking which is used as a tool for developing knowledge, d) giving responsibility for learning to students, so that they can find their strengths and weaknesses, and direct the construction of their knowledge, and e) use assessments that motivate learning, and inform or provide practical guidance for the future.

Implementation of the implementation of Free Learning - Free Campus activities on Campus namely: Internships, Teaching Assistance, Teaching in Schools, Student Exchanges, Research, Humanitarian Projects, Independent Projects, Entrepreneurship and State Defense as learning activities outside the Campus. The implementation of learning activities outside the campus is responsive and adaptive to the Free Campus Independent Learning Policy (MBKM) which is supported by the
diversity of learning forms (Article 14 SN-Dikti) and the existence of facilities for students to study in three (3) semesters outside the program his studies (Article 18 SN-Dikti). The implementation of the MBKM program is intended for Undergraduate and Applied Undergraduate Programs (except in the field of Health). This program is still aimed at fulfilling the Graduate Learning Outcomes that have been determined by each Study Program but with different forms of learning. The right of students to carry out learning activities outside their study program for 3 semesters, provides an opportunity to gain additional competencies beyond the Learning Outcomes set by the Study Program as a provision to enter the world of work after graduating from an applied undergraduate/graduate degree. In addition, the experience gained will strengthen graduates' readiness to adapt to developments in the world of work, life in society and foster lifelong learning habits. The Implementation of MBKM provides an opportunity for Study Programs to prepare graduates who are resilient in facing social, cultural, world of work and technological changes that are growing rapidly in the era of the industrial revolution 4.0. and society 5.0. Through curriculum studies, cooperation between the business world and the industrial world and supported by regulations from both the University and the Ministry of Education and Culture, it is hoped that there will be a link and match between graduates of higher education not only with the business world and the industrial world but also with a future that is rapidly changing. It is hoped that by implementing the MBKM implementation by utilizing the Campus Academic Participation Strategy learning innovations which include skills in problem solving, critical thinking, collaboration, communication, and concern can increase. Through the collaboration that was initiated, it is hoped that it can also strengthen Study Programs to strengthen each other in increasing competitiveness, both at the local, regional and national levels. This collaboration is important and is the key to the improvement and quality of education held by the Study Program. On the other hand, the advantages and strengths of Study Program through collaboration are creating the widest possible access and increasing and strengthening networks between partners at the local, regional, national and international levels. The impact that is expected and becomes the strength of the Study Program is increasing student insight, establishing synergy between partners and building joint capacity to increase national competitiveness and strengthen the Education Study Program Study guide in developing/adjusting curriculum in implementing MBKM and improving the quality of study programs, this curriculum development orientation is added guidelines for the implementation of the MBKM program and the implementation of Outcome Based Education (OBE) which are the standards for evaluating the External Quality Assurance System (SPME, National and International Accreditation).
CONCLUSION

The MBKM policies and practices issued by the Ministry of Education and Culture of the Republic of Indonesia, are the starting point for the Campus to be able to implement the educational foundation in the MBKM context. The essence of the policy is to give students the right to gain the best experience for a maximum of 3 semesters (20-40 credits) obtained outside of the study program at the same tertiary institution and outside the study program at different tertiary institutions and outside the tertiary institution. Campus policies to develop forms, strategies and implementation of educational foundations in the context of MBKM are the basis for responding to developments in science and technology, stakeholder needs and future challenges.

Implementation of the implementation of Free Learning - Free Campus activities on Campus namely: Internships, Teaching Assistance, Teaching in Schools, Student Exchanges, Research, Humanitarian Projects, Independent Projects, Entrepreneurship and State Defense as learning activities outside the Campus. The implementation of learning activities outside the campus is responsive and adaptive to the MBKM Policy which is supported by the diversity of learning forms (Article 14 SN-Dikti) and the existence of facilities for students to study in three (3) semesters outside the program his studies (Article 18 SN-Dikti).

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