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Research Article

Role Model of Mining MBKM in Vocational Education

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ABSTRACT

Vocational education in Indonesia has not been optimally implemented in the world of Indonesian education. Unemployment from graduates of vocational schools, polytechnics or vocational education because the quality does not always meet the qualifications. Vocational education or vocational education has problems in the implementation and implementation process, one of which is related to the Merdeka Belajar Kampus Merdeka (MBKM) curriculum. The problems that occur are that the MBKM curriculum has not been implemented optimally, the lack of socialization of the MBKM curriculum, the MBKM curriculum is not yet relevant between universities and industries that are linked and matched, there are still obstacles to the implementation of the MBKM curriculum such as not being effective, inadequate human resources, minimal information on MBKM technical guidelines, and the absence of a role model for implementing the MBKM curriculum that is appropriate and considered effective. The objectives to be achieved from this study are a role model for implementing the MBKM curriculum in mining vocational education. Analyze actual data and produce concepts, preparation, planning, implementation to assessment of the MBKM curriculum. The successful implementation of the MBKM program requires clear preparation, planning and stages. However, in actual conditions, vocational education still has difficulty implementing the MBKM curriculum ideally. The importance of clear direction, preparation, planning, implementation to assessment. This study uses a mix method that combines qualitative and quantitative research. The subjects of the trial were Mining Engineering students at Polytechnics and universities throughout Indonesia, and involved industry and experts. For qualitative data analysis techniques obtained from interviews, data descriptions and quantitative analysis were carried out.

Keywords: Curriculum Implementation, MBKM, Mining Engineering

INTRODUCTION

Higher education as an educational institution has a major role in preparing superior human resources who are able to face the demands of sophisticated technological developments in this digital era. Strategic steps are needed to be able to realize superior human resources educated in this digital era. Of course, synergy is needed with parties related to the needs of this era. The Independent Learning Independent Campus (MBKM) program launched by the Indonesian Minister of Education [1]. Through MBKM, students have the freedom to explore the knowledge they need according to their interests [1-3]. MBKM activities include student exchanges, internships/work practices, research, independent projects, entrepreneurial activities, humanitarian projects, teaching assistance in educational units, and projects in villages/thematic real work lectures. [2-4]. One of the keys to the successful implementation of the MBKM policy is a flexible curriculum role model [2-5].

To implement the MBKM program, a relevant curriculum is required.The curriculum is a very important tool in the learning process.The MBKM curriculum aims to improve graduate competencies in terms of soft skills and hard skills according to the superior and competitive world of work [6-9] and provide students with learning outside the study program (Aji, 2021).

The problems that occur, re-arrangement of the MBKM curriculum to suit [10-11]. Lack of socialization of the MBKM curriculum in all lines. [11-15]. According to [16] there are problems with the implementation of the MBKM curriculum [17-20]. Efforts are needed to improve the socialization of the MBKM curriculum so that it can be

realized properly [11]; [17]; [21]. Other obstacles to the implementation of the MBKM curriculum are the ineffective academic information system, inadequate human resources, minimal information on MBKM technical guidelines. MBKM activity design that has not been linked and matched with partners, the suitability of learning outcomes and assessments, the guidance process [3]. MBKM policies that have not been understood [22]. Findings [23] The implementation of the MBKM curriculum requires its implementation and evaluation. Evaluation of learning is needed in the MBKM curriculum [24-25] so that learning is even better. And there is no role model for the implementation of the MBKM curriculum that is appropriate and considered effective.

The importance of MBKM curriculum to produce competent and experienced graduates by studying in other education [26-27]. Through the relevant MBKM curriculum, it can facilitate the achievement of student learning outcomes. The impact of MBKM implementation can improve soft skills, cognitive and collaborative attitudes [28-30].

In order to support the success of MBKM and overcome these problems, a curriculum collaboration model is needed between study programs and partners.[2]. Link and Match is an MBKM concept that carries suitability with the needs of the world of work [18]. Therefore, this study provides a solution to carry out a role model to implement the MBKM curriculum in Mining Vocational Education, by adjusting the link and match between universities and industry. Adaptation of the MBKM curriculum begins with a study of the concept of planning, learning process, assessment, and evaluation of learning. The results of the study are used as a basis for compiling the MBKM curriculum model, designing cooperation between universities and partners [31].

The purpose of which The goal to be achieved from this research is a role model for implementing the MBKM curriculum in mining vocational education.

Urgency of research The success of the MBKM program implementation requires clear preparation, planning and stages [6]. However, vocational education still has difficulty implementing the ideal MBKM curriculum. The importance of clear direction, preparation, planning, implementation and assessment.

METHOD

This research uses the method mix method which combines qualitative and quantitative research.

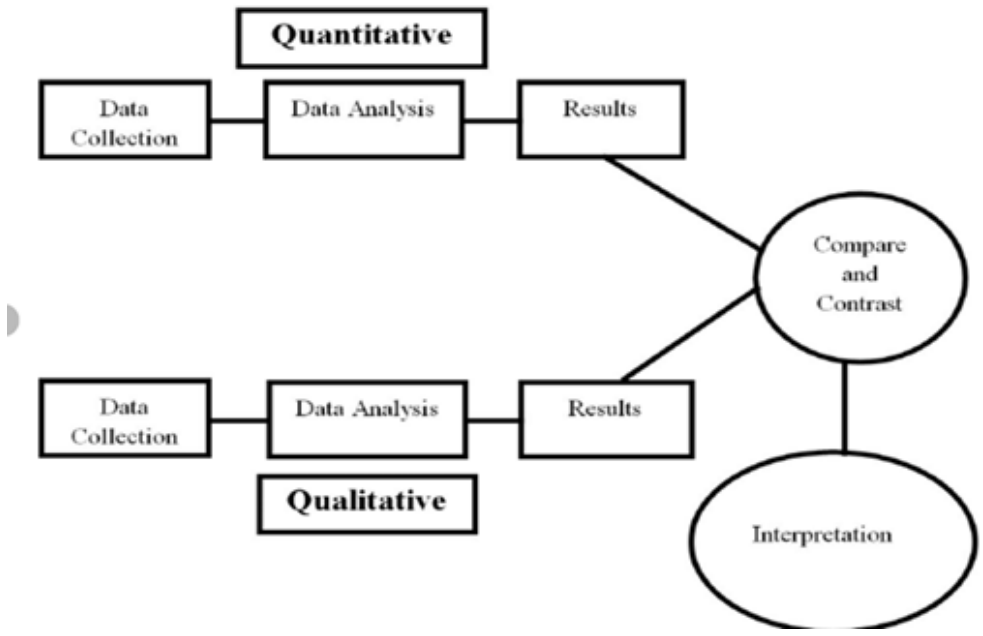

Figure 1: Mixmethod Research Method [42].

Based on the research method, the qualitative approach uses literature search, or bibliography. Data sources from books and journals that explain the problems studied, studies on MBKM curriculum policies. The data analysis technique used to draw conclusions is inferential, which is a way of drawing conclusions from general to specific things [42]. While the quantitative approach uses numbers, starting from data collection, interpretation of the data,

and the appearance of the results. For qualitative data analysis techniques obtained from interview results, data descriptions are carried out, while for quantitative data using descriptive data analysis and factor analysis tests with the smart pls application.

RESULTS AND DISCUSSION

1. Results of problem observations and interviews:

a. The duration of MBKM is not yet appropriate
b. Student exchanges are not yet running, just online at the moment
c. The MBKM concept is not yet clear or focused
d. There was once an MBKM activity but the program was from a certified internship (ISIB)
e. It is expected to be able to walk independently
f. MBKM is held for at least one semester, but usually only for 2 months.
g. Efforts are needed to improve mining policies, students cannot be left alone, study program heads and lecturers must get involved directly
h. Implementation does not depend on D3, D4, implementation is according to the skill needs of students in the field, it can be 6 months but moving. 2 months in the field or in different places.
i. Prepare an interview guide or guide for the interview
j. There is already an MBKM application but it is not running yet
k. The curriculum policies of vocational MBKM are different from academic ones
l. There needs to be an implementation plan for cooperation, it must be in line with or in line with the IKU related to cooperation, it needs to be with IDUKA
m. PLK must be delivered to the school directly, so that there is an emotional bond, for DIDUKA it is necessary to find a model
n. Of the 8 new MBKM programs, there has been PLK, student exchanges, and a few have participated in certified internships.
o. At UNP, MBKM is monitored by MBKM itself, not BPMI. There should be an audit from quality assurance. This can be used as a recommendation.

2. Role model procedure for implementing the MBKM mining curriculum
a. In accordance with MBKM curriculum policy
b. Link and match vocational mining education with industry
c. Contains technological elements
d. Creation of a role model for implementing the MBKM curriculum

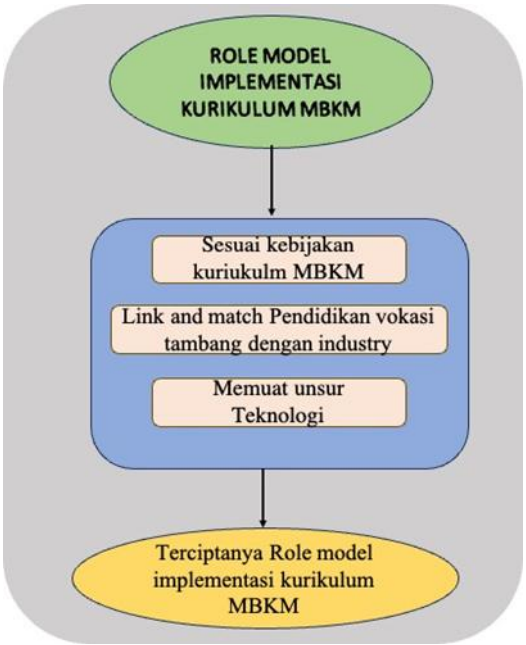

Figure 2: Role Model Implementation Curiculum MBKM

The stages are:

a. Students come from accredited study programs, active students registered with PD Dikti.Special requirements in the form of programs that are implemented and arranged and agreed upon between universities and partners. The Independent Learning Program can be a national program that has been prepared by the Ministry or a program prepared by universities that are registered in the Higher Education Database. There are several agreed programs, namely: student exchanges, internships, work practices, teaching assistance in educational units, research, humanitarian projects, entrepreneurial activities, independent studies/projects, building villages/KKN.

b. Link and match mining vocational education with industry to adjust curriculum, coordination, and agreements.

c. The existence of quality assurance in higher education that is tasked with compiling quality policies and manuals, determining quality, implementing monitoring and evaluation including assessment principles, assessment aspects and assessment procedures. Made using the support of technological elements. Assessment of soft skills and hard skills.

Validation results and practicality

1. Instrument Validation

The validation of this model instrument is assessed from the aspects of the feasibility of the validity instrument content, the feasibility of the validity instrument language, the feasibility of the graphical aspect. The results of the product validation can be seen in the table and picture..

Table 1: Expert Validation of the product

aspect	average	Category
validity instrument content suitability	0.86	Valid
validity instrument language suitability	0.82	Valid
graphic aspect suitability	0.90	Valid
average	0.86	Valid

Based on the expert assessment presented in the instrument validation table in this model, for the aspect of the feasibility of the instrument content, the validity has a value of 0.86, the feasibility of the instrument language validity is 0.82, the feasibility of the graphic aspect has a value of 0.90. So that all aspects have an average of 0.86, which means that the validation instrument in this model is declared valid and suitable for use..

2. Validation of Instrument Practicality

Validation of product instruments for models is assessed from the aspects of the feasibility of the contents of the practical instrument, the feasibility of the practical instrument, the feasibility of the graphical aspect. The results of the validation of the practicality of the instrument can be seen in the table and figure.

Table 2: Expert Validation of Product Practicality

aspect	average	Category
suitability of the contents of the practical instrument	0.84	Valid
practicality instrument suitability	0.81	Valid
graphic aspect suitability	0.84	Valid
average	0.83	Valid

Based on the expert assessment presented in the table and figure, the validation of the practicality of the model instrument in the aspect of the feasibility of the practicality instrument content with a value of 0.84, the feasibility of the practicality instrument 0.81, the feasibility of the graphic aspect with a value of 0.84. So that all aspects have an average of 0.83, which means that the practicality of the instrument in the model is declared practical and feasible to use.

3. Model Schema Validation

Schema validation for the model is assessed from the aspects of Policy Suitability with the MBKM curriculum, Link and Match of Mining Vocational Education with Industry, Contains Technology Elements. The results of the model syntax validation can be seen in the table.

Table 3: Expert Validation of the model schema

aspect	average	Category
conformity of policy with MBKM curriculum	0.90	Valid
Link and Match Vocational Mining Education with Industry	0.92	Valid
Loading Technology Elements	0.90	Valid
average	0.90	Valid

Based on the expert assessment presented in the validation table of the model scheme on the suitability of the policy with the MBKM curriculum has a value of 0.90, Link and Match of Mining Vocational Education with Industry with a value of 0.92, contains elements of technology with a value of 0.90. So that all aspects have an average of 0.90 which means that the scheme in the model is declared valid and feasible to use.

DATA ANALYSIS

After the validity and practicality tests were declared valid and practical, data analysis was carried out to see whether the hypothesis was accepted or rejected, by looking at the significance between variables, statistical values and p-values. Testing in this study was carried out using the SEM-PLS (Patial Least Square) 4.0 application. The test result values can be seen in the following bootstrapping:

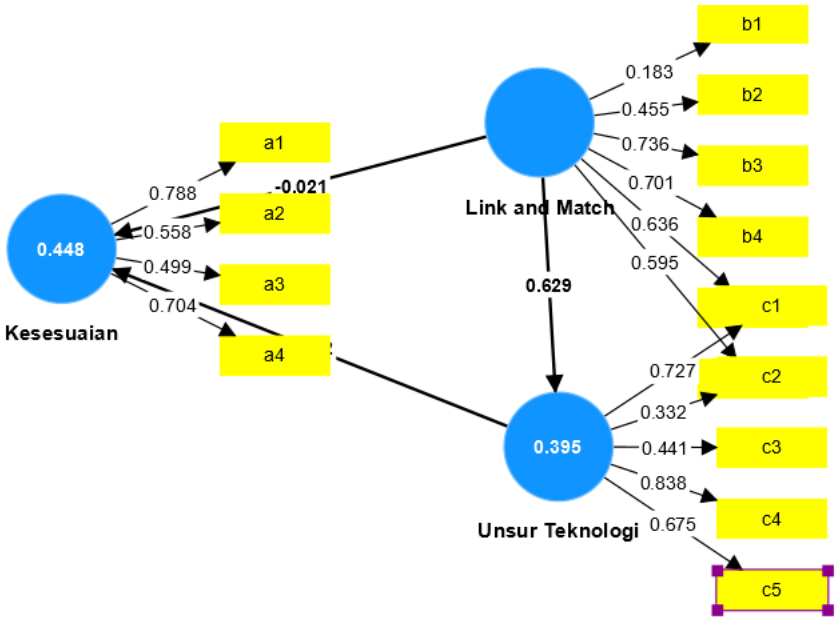

Figure 3: The value of the bootstrapping test results for the influence on the variables

To analyze the causal relationship between one variable and another, here it can be seen that there are 3 variables whose hypotheses are tested, namely Suitability, Link and Match, and Technology Elements, after conducting a significance test between variables, it can be seen above that each variable relationship between variables and data is worth above 0.5, which means that significance has an effect. This is evidenced by all variable results having a value> 0.5 and a P value of 0.000 <0.05. These results indicate that in addition to being significant, the influence of the variable also shows a positive direction, which means that the Ha hypothesis is accepted.

CONCLUSION

The procedure for the role model for implementing the MBKM mining curriculum produced: 1). In accordance with the MBKM curriculum policy, 2). Link and match mining vocational education with industry, 3). Contains elements of technology.The results of the instrument validity obtained an average of 0.86, which means that the validation instrument in this model is declared valid and suitable for use.. Practical resultshas an average of 0.83, which means that the practicality of the instrument in the model is stated to be practical and feasible to use. The results of the validation of the model scheme on the suitability of the policy with the MBKM curriculum have a value of 0.90, Link and Match of Mining Vocational Education with Industry with a value of 0.92, containing elements of technology with a value of 0.90. So that all aspects have an average of 0.90, which means that the scheme in the model is stated to be valid and feasible to use.To analyze the causal relationship between one variable and another, here it can be seen that there are 3 variables whose hypotheses are tested, namely Suitability, Link and Match, and Technology Elements, after conducting a significance test between variables, it can be seen that each variable's relationship between variables and data has a value above 0.5, which means that significance has an effect.

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