



# **IMPLEMENTATION GUIDE FOR THE MERDEKA BELAJAR PROGRAM - MERDEKA CAMPUS**



**NUSA CENDANA UNIVERSITY  
IN 2022**

# **TEAM ORGANIZER**

## RECTOR'S SPEECH

Praise and gratitude are offered to the presence of God Almighty because with His blessing and provision Undana has succeeded in completing the revision of the Merdeka Belajar - Kampus Merdeka (MBKM) guidelines. The int guide refers to Permendikbud Number 3 of 2020 concerning National Higher Education Standards. There are four policy mandates, namely the ease of opening new study programs, changes in the accreditation system, changes in Higher Education to huJaum bodies, and the right to study three semesters outside the Study Program. The Merdeka Belajar - Kampus Merdeka policy is implemented in order to realize an autonomous and flexible learning process in Higher Education so as to create a learning culture that is innovative, not restrictive, and in accordance with student needs. The int policy also encourages learning patterns based on *fin* nnd *match* with the business world and the industrial world.

The Merdeka Belajar - Kampus Merdeka program is an innovative new idea and therefore, in its implementation, a guide that is more implementative is needed. The Merdeka Belajar Kampus Medeka guide was prepared as a reference for universities, faculties, study programs and other related units in preparing, implementing, and evaluating the implementation of Merdeka Belajar - Kampus Medeka at Nusa Cendana University.

On this occasion, I would like to express my gratitude and high appreciation to all parties, especially LP3M, which has facilitated the preparation of this MBKM implementation guide. May this document be useful, especially in improving the quality of the process and results of student learning at the University.

as Nusa Cendana

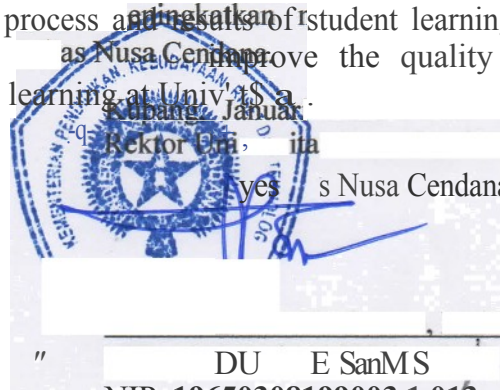
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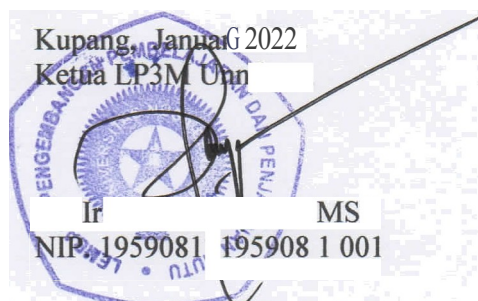
## INTRODUCTION

The Merdeka Belajar-Kampus Merdeka (MBKM) program is an implementation of the Minister of Education and Culture of the Republic of Indonesia's 2020 Policy. The essence of the policy is to give students the right to gain experience for a maximum of 3 semesters (equivalent to 20-60 credits) outside the study program in the same tertiary institution, outside the study program at different tertiary institutions and outside tertiary institutions (business world, industry, government and private institutions). There are wide opportunities for students to enrich and improve their insights and competencies in the real world according to their passions and aspirations. If previously students were trained to swim in swimming pools, now students are facilitated to swim directly in the open ocean. It is a new innovative policy and therefore needs to be further elaborated in the form of a guide.

The Merdeka Belajar-Kampus Merdeka Guidelines were prepared as a reference for universities, faculties, study programs and other related units in preparing, implementing, and evaluating the implementation of MBKM at Nusa Cendana University. This guide is only related to the implementation of the MBKM policy, while the development of the study program curriculum as a whole still refers to the Guidelines for Preparing the Nusa Cendana University Curriculum in the Industrial Era 4.0 to support Merdeka Belajar-Kampus Merdeka (Decree of the Chancellor of Nusa Cendana University No. 385/KR/2021) where the Profile and Graduate Learning Outcomes (CPL) are the basis for development.

The MBKM program is a new program that is very dynamic, constantly changing according to current conditions and therefore the implementation guidelines must also always be adjusted. On that basis, the revision of the guidelines must be carried out continuously. Input from various parties is expected to improve the quality of the guide.

Hopefully this guide will be useful for study programs, faculties and Nusa Cendana University in implementing Merdeka Belajar - Merdeka Kampus so that in the end Undana can produce graduates who are superior and able to compete locally and globally.



**UNDANA MBKM GUIDE**

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# CHAPTER I

## INTRODUCTION

### 1.1. BASIC THINKING

Higher Education is an institution that is most affected by the dynamics of changing demands in society, business, and industry. The orientation of higher education that focuses on efforts to produce graduates who are ready to compete requires adaptability and flexibility in curriculum development. Experts call the 4.0 revolution era a sudden shift, which is a rapid and sudden movement, especially from the conventional world to the all-digital world. The birth of *e-commerce*, *financial technology*, *e-governance*, *digital creative economy*, and others increasingly require changes in the substance of a more adaptive curriculum in accordance with the interests, needs and expectations of students. The organization of education must prioritize governance that facilitates cooperation between universities and other institutions, including industry. Thus, students can gain more learning experiences, not only on their own campus, but also on different campuses, even in institutions outside the campus. This governance is also the basis for the Ministry of Education and Culture in issuing the Merdeka Belajar and Kampus Merdeka (MBKM) policy which must be responded to by all tertiary institutions, including by Nusa Cendana University by making adjustments and aligning the curriculum according to the demands and policies that apply.

The Ministry of Education and Culture issued the Merdeka Belajar policy, which at the Higher Education level is called the Merdeka Campus. The essence of both policies is to provide students with a wider choice of learning spaces so that they can gain learning experiences and can develop, hone, expand, and deepen competencies outside their own campuses, in addition to strengthening more professional institutions. Undana as a PTN-BLU responds to this policy by adjusting the Undana Curriculum with the MB-KM Program.

### 1.2. DEFINITION

Merdeka Belajar-Kampus Merdeka is one of the 4 policies of the Minister of Education and Culture of the Republic of Indonesia, which aims to encourage students to take advantage of their learning rights for 3 semesters or the equivalent of 60 credits outside the Study Program.

The essence of MBKM for students is that they have the opportunity to take part in 1 (one) semester or the equivalent of 20 (twenty) credits of learning outside the study program at the same university; and a maximum of 2 (two) semesters or the equivalent of 40 (forty) credits of learning in the same study program at different universities, learning in different study programs at different universities or learning outside the university.

### 1.3. PURPOSE

Specifically, this guide serves as a legal umbrella and reference for Study Programs, faculties and other related units in designing, implementing, and evaluating MBKM at Undana.

### 1.4. PRINCIPLES

The implementation of MBKM at Nusa Cendana University is based on the following principles.

#### 1. Oriented to Profile and Graduate Learning Outcomes.

The forms of learning provided in Study Programs at Undana and outside Undana in the form of student exchanges, internships, entrepreneurship, teaching assistance in schools, village projects, village development, and others are carried out in an effort to realize the profiles and learning outcomes of graduates that have been formulated by each Study Program.

#### 2. *Link and Match*

The program designed in the implementation of MB-KM refers to the principle of link and match). By bringing students closer to the real world (field), it is hoped that there will be no more gaps between the competencies possessed by graduates and the competency standards demanded in the world of work.

#### 3. Flexibility

The curriculum must fulfill aspects of flexibility (flexibility) in facilitating students to make adjustments to the time of their abilities, interests, potential and mobility. The principle of flexibility can be vertical (acceleration of the study period) and horizontal (expansion of the learning field).

#### 4. Learning Independence

(*Self-regulated learning*). The 21st century era demands more independent learning. This is reinforced by the existence of *Information Communication Technology* (ICT) facilities. The MBKM pattern at Undana relies on online learning (*E-learning* Undana) with the *Learning Managament System* (LMS) which is increasingly intensively used by lecturers and students.

#### 5. 21st Century Skills Oriented

The program outlined and the activities carried out in the context of learning are based on efforts to master the four basic skills that characterize 21st century skills, namely: (1) *critical thinking skills*, (2) *communication skills*, (3) *creativity skills*, and (4) *collaboration skills*.



### **1.5. LEGAL FOUNDATION**

- 1) Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers;
- 2) Regulation of the President of the Republic of Indonesia Number 8 of 2012 concerning the Indonesian National Qualifications Framework;
- 3) Government Regulation Number 4 of 2014 concerning the Implementation of Higher Education and Management of Higher Education;
- 4) Guidelines for the Preparation of Nusa Cendana University Curriculum in the Industrial Era 4.0, 2019;
- 5) Undana Rector Regulation No.03/PP/2019 concerning Undana Academic Guidelines, 2019;
- 6) Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards;
- 7) Buku Saku Panduan Merdeka Belajar - Kampus Merdeka, Director General of Higher Education, Kemdikbudristek, 2020;
- 8) Guidelines for Preparing the Higher Education Curriculum in the Industrial Era 4.0 to Support Merdeka Belajar-Kampus Merdeka, Directorate General of Higher Education, Kemdikbudristek, 2020.



## CHAPTER II

### IMPLEMENTATION OF INDEPENDENT LEARNING-CAMPUS INDEPENDENCE (MBKM) AT UNDANA

#### 2.1. MB-KM CURRICULUM DESIGN UNDANA

The MBKM curriculum design at Undana can be described as follows.

UNDANA MBKM CURRICULUM DESIGN		
Minimum 4 Semester s	Maximum 1 Semester	Maximum 2 Semesters
At least 4 semesters and at most 11 semesters of learning in the study program	1 semester or equivalent to 20 credits of learning outside the study program at undana	A maximum of 2 semesters or the equivalent of 40 credits outside undana.
Students are required to take general & core compulsory courses.	Students can take courses offered by other study programs in undana	1. Students can take 20 credits in courses in the same study program outside undana or different study programs outside undana. 2. Students can take 20 credits from any of the eight forms of learning in the MBKM program other than student exchange.
Core knowledge of the study program	Enrichment and expansion	Enrichment and expansion
<b>21st Century Competencies (<i>Critical Thinking, Collaboration, Communication, Creativity</i>)</b>		
<b>Graduate Profile and Study Program Learning Outcomes</b>		

Undana's MBKM curriculum design refers to the National Standards for Higher Education (SNPT), which is focused on how universities provide services

to fulfill the period and learning load in the learning process as a student's right to obtain it. Design

The implementation of the curriculum to fulfill student rights can be described as follows.

**First**, students are given the opportunity to take courses in their own study program, at least for 4 semesters or the equivalent of 80 credits or more and a maximum of 11 semesters. The courses taken in the study program itself are core courses that must be taken as disciplinary courses of the study program that will directly support the achievement of the profile and main learning outcomes of the study program and or other courses that are required to be taken.

**Second**, students are given the opportunity to be able to take courses in other study programs in any faculty within Undana for one semester or the equivalent of 20 credits. The courses taken in other study programs are intended not only to support the fulfillment of the main learning outcomes of the study program, but also to provide expansion or enrichment of the competencies that students want to have according to their future needs, interests and talents.

**Third**, students are given a maximum of 2 semesters or the equivalent of 40 credits to conduct learning outside Undana in the form of internships, student exchanges, research, village projects / KKN, entrepreneurship, independent studies, humanitarian projects, and teaching in schools. All learning activities outside Undana are still aimed at strengthening mastery of disciplines and supporting the fulfillment of learning outcomes and study program profiles, as well as providing an expansion of the competencies that students want to have. Activities outside the campus / Undana are more directed at gaining a deepening of competence and also gaining more real learning experience in society and the workplace.

## 2.2. CURRICULUM STRUCTURE

### 1. Structure Change

STUDY PROGRAM CURRICULUM STRUCTURE	
Linear Curriculum Structure	Non-Linear Curriculum Structure
Courses are spread over 8 semesters in program study program yourself	Courses are scattered within the study program, outside the study program in the university itself, and outside the university.
	Pattern 5-1-2 (5 semesters in the study program, 1 semester outside the study program in the own university), 2 semesters outside the university

The structure can be further elaborated as follows:

**a. Linear Curriculum Structure (8-0-0)**

All courses are followed by students on their own campus (Undana) from semester one to completion, just as it was done before the Merdeka Belajar-Kampus Merdeka policy.

**b. Non-linear Curriculum Structure (5-1-2)**

General courses and basic courses of the faculty and department are spread over 5 semesters while other additional courses (maximum 60 credits) can be taken outside the study program, both within the campus itself and outside the campus (Undana).

Some patterns of non-linear curriculum structures that can be chosen by study programs to be implemented, of course, while still paying attention to the principle of flexibility:

**1) Pattern 5-1-2A**

Students attend lectures in their own study program for 5 semesters, attend 20 credits package-based lectures prepared by other study programs within Undana for 1 semester, attend lectures / learning outside Undana for 2 semesters (equivalent to 40 credits).

**2) Pattern 5-1-2B**

Students attend lectures in their own study program for 5 semesters, attend lectures in several study programs outside their study program but still at Undana for 20 credits, attend lectures / learning outside Undana for 2 semesters (equivalent to 40 credits).

**3) Pattern 5-1-2C**

Students attend lectures in their own study program for 5 semesters, attend lectures in several study programs outside their own period but still at Undana with varying amounts of credits, attend lectures / lessons outside Undana for 2 semesters (equivalent to 40 credits).

**4) Accelerated Pattern (7 Semester)**

Students attend lectures within their own study program, outside the study program within Undana, and outside Undana with 3 intermediate / short semesters (maximum 9 credits per short semester), between semesters 3 and 4 (own study program), between semesters 4 and 5 (outside the study program within Undana), and between semesters 5 and 6 (outside Undana).

*Notes:*

For the time being, the seven-semester acceleration pattern cannot be applied at Undana.

**2. Impact of Structure Change**

Changes in the curriculum structure as described above require the following adjustments and alignments.

- a. Compacting the main courses of the Study Program which were previously designed in 8 semesters into 5 semesters.

- b. Elimination of irrelevant or unnecessary courses.

- c. Combination of closely related courses (bergayut).
- d. Reduction or addition of course credits
- e. Increase in total graduate credits (144-150 credits)
- f. The emergence of new, more relevant MKs (21st century demands).
- g. Identification and exploration of activities outside PT/Undana in the context of forming a *Joint Curriculum* (in collaboration with the government, private sector, etc.) that can be followed by students.
- h. Change of course status: compulsory to elective Course group

General Obligation Course Group (MKWU)	Description
General Mandatory Courses (MKWU)	Mandatory in all curriculum of study programs at Undana
Institutional Required Courses (University Characteristic)	Mandatory in all curriculum of study programs at Undana
Compulsory Faculty Courses (Faculty Characterization)	<i>optional</i>
Main Course of Study Program (Study Program Characteristic)	Required and elective courses

#### Number and Distribution of credits by Course Group

Group of General Mandatory Courses (MKWU) /sks Undana MBKB Curriculum			
Number of credits Passed	144	-	150
Total credits of General Subjects	8	-	8
Number of credits of Institutional Compulsory Courses (Characteristic) University)	3	-	3
Number of credits of Main Study Program Courses (Study Program Characteristics)	73	-	79
Total credits Study Outside Study Program 3 Semester	60	-	60

The Study Program / Faculty has the authority to determine the minimum and / or maximum number of credits that must be programmed by students, provided that it does not change the amount of credits of general compulsory courses and compulsory institutional courses (university characteristics). If necessary, the faculty can set compulsory courses / faculty characteristics.

## 2.3. REQUIREMENTS GENERAL AND RESPONSIBLE RESPONSIBLE IMPLEMENTATION

### 1. Requirements General

In implementing the Merdeka Belajar - Kampus Merdeka policy, the "right to study three semesters outside the study program" program, there are two general requirements that must be met by students and universities.



high, namely: (1) students come from an accredited study program; and (2) active students registered with PD-Dikti.

Undana is expected to develop and facilitate the implementation of Merdeka Belajar program by making academic guidelines. The programs implemented should be compiled and agreed upon between Undana and partners. The Merdeka Belajar program can be a national program prepared by the Ministry or a program prepared by Undana which is registered on the Higher Education Database. Undana must facilitate the implementation of the fulfillment of the period and student learning load in the learning process with the following alternative options:

- a. the entire learning process in the study program is carried out at Undana according to the period and student learning load; or
- b. learning process in the study program to fulfill part of the period and learning load and provide opportunities for students to take the rest by following the learning process outside the study program and outside Undana. In other words, the credits that must be taken in the original study program are 5 semesters of the total semesters that must be carried out (does not apply to the Health Study Program).

## **2. Responsible**

### **a. University**

- 1) Facilitate the right for students (whether taken or not) to:
  - can take credits outside Undana for a maximum of 2 semesters or the equivalent of 40 credits; and
  - can take credits in different study programs at Undana for 1 semester or the equivalent of 20 credits.
- 2) Develop academic policies/guidelines to facilitate learning activities outside the study program.
- 3) Create cooperation documents (MoU/SPK) with partners

### **b. Faculty**

- 1) Prepare a list of faculty-level courses that students can take across study programs.
- 2) Prepare cooperation documents (MoU/SPK) with relevant partners.

### **c. Study Program**

- 1) Compose or customize curriculum with implementation model of the independent campus.
- 2) Facilitate students who will take learning across study programs within Undana.
- 3) Offers courses that can be taken by students outside the study program and outside Undana along with the requirements.

- 4) Conduct course equivalencies with learning activities outside the study program and outside Undana.
  - 5) If there are courses / credits that have not been fulfilled from learning activities outside the study program and outside Undana, alternative online courses are prepared.
- d. Student
- 1) Plan with Academic Advisors regarding courses/programs that will be taken outside the study program.
  - 2) Register for activity programs outside the study program.
  - 3) Complete the requirements for activities outside the study program, including participating in the selection if any.
  - 4) Participate in activity programs outside the study program in accordance with the provisions of existing academic guidelines
- e. Partner
- 1) Create a cooperation document (MoU/SPK) with Undana (can be at the university/faculty/study program level).
  - 2) Carry out activity programs outside the study program in accordance with the provisions in the cooperation document (MoU / SKP)

### **3. Activity Learning**

There are 8 learning activities offered by the Ministry of Education and Culture of the Republic of Indonesia.



Although not all forms of learning activities above can be implemented by Undana, the objectives and general mechanisms of all forms of learning activities need to be described in the following section. study programs can choose according to their needs and resource readiness.

#### **a. Student Exchange**

The objectives of student exchanges include:

- 1) Develop students' insights into unity in diversity, brotherhood across cultures, tribes and nations.
- 2) Building student friendships between regions, tribes and nations, cultures, and religions, to enhance the spirit of national unity and integrity and international friendship.
- 3) Organizing the transfer of knowledge to cover disparities and educational conditions both among domestic universities, as well as with foreign universities.

Some forms of learning activities that can be carried out within the framework of learning exchanges are as follows.

a. *Student Exchange between Study Programs within Undana.*

Forms of learning that students can take to support the fulfillment of learning outcomes both those already contained in the Study Program curriculum structure and curriculum development to enrich graduate learning outcomes which can take the form of elective courses.

1) Mechanism

(1) Study Program

- (a) Develop or adjust a curriculum that facilitates students to take courses in other study programs.
- (b) Determine and offer courses that can be taken by students from outside the study program.
- (c) Regulate the quota of participants who take courses offered in the form of learning in other Study Programs at Undana.
- (d) Regulate the number of credits that can be taken from other study programs.

(2) Student

- (a) Obtain approval from the Academic Advisor (DPA).
- (b) Participate in activity programs outside the study program in accordance with the provisions of existing academic guidelines.

Learning activities in other study programs at Undana can be carried out face-to-face and/or online.

Examples of activities are presented in the following table.

Table 2.1. Examples of Student Exchange Activities between Study Programs within Undana

Home Study Program	SLOs of Study Program of Origin	Additional Competencies	Study Program Objective
Agroecotechnology	1. Mastering general knowledge of the principles of management, communication and management of natural resources, humans and the environment and being able to implement them in the world of work. as actors in the agricultural sector,	Able to compile, analyze, and interpret financial plans to support investment decisions in resource management resources nature and	Accounting

	managers, researchers, academics and entrepreneurs. 2. Mastering the science and technology of soil, agronomy, plant pests and diseases, and agricultural biotechnology in sustainable agricultural systems, integrated with tourism. 3. Mastering production process agriculture with environmentally friendly technology	environment	Management
		Able to carry out management functions	

Agrotechnology study program students must be able to master at least the three SLOs of the study program, but require additional competencies that can be taken from other study programs that support graduate competencies. Therefore, students concerned can take courses in the Accounting Study Program and Management Study Program.

*b. Student Exchange in the same Study Program at Universities outside Undana*

Forms of learning that students can take to enrich the experience and scientific context gained at other universities that have distinctiveness or a vehicle to support learning to optimize ELOs.

1) Mechanism

(1) Study Program

- (a) Developing or adjusting a curriculum that facilitates students to take courses in the same Study Program at other universities.
- (b) Make agreements with partner universities, among others, on the learning process, semester credit recognition and assessment, and financing schemes.
- (c) Regulate the quota of participants who take courses offered in the form of learning in the same Study Program at other Universities.

- (d) Regulate the number of courses that can be taken from the same Study Program at other Universities
  - (e) Reporting activities to the Higher Education Database (PDPT).
- (2) Student
- (a) Obtain approval from the Academic Supervisor (DPA).
  - (b) Participate in activity programs in the same Study Program at other Universities in accordance with the provisions of academic guidelines owned by the University.
  - (c) Registered as a course participant in the same study program at another university.
  - (d) Learning activities in the same Study Program at different universities (outside Undana) can be carried out face-to-face or online. Learning is carried out online provided that the courses offered must be recognized by the Ministry of Education and Culture.

Examples of activities are presented in the following table.

Tabek 2.2. Example of Student Exchange in the Same Study Program at Universities Outside Undana.

Home Study Program	SLOs of Study Program of Origin	MK PS. Accountin g at Undana	MK PS. Accountin g outside Undana
Accounting	<ol style="list-style-type: none"> <li>1. Mastering theoretical concepts in depth about audit planning, procedures, and reporting.</li> <li>2. Mastering in-depth theoretical concepts about:</li> <li>3. Basic framework for the presentation and preparation of financial statements</li> <li>4. Accounting policies and principles</li> <li>5. Accounting Cycle,</li> <li>6. Mastering techniques, principles, and procedural knowledge on the use of information technology.</li> <li>7. etc.</li> </ol>	<p>Accountin g Computer Applicati ons</p> <p>Hotel Accountin g</p>	<p>Accountin g Informati on System</p> <p>Banking Accounting</p>

The Accounting Study Program at Undana and the Accounting Study Program outside Undana have one of the SLOs, namely mastering the concept of information needs and decision making. Students of Accounting study programs at Undana can take the 'Accounting Information Systems' course offered by Accounting Study Programs outside Undana.

MBKM programs like this can be carried out through programs initiated by Dikti or those designed by Undana itself.

*c. Student Exchange in Different Study Programs at Universities Outside Undana*

Forms of learning that can be taken by students at different universities to support the fulfillment of learning outcomes, both of which



are already stated in the program curriculum structure.

study, as well as curriculum development to enrich graduate learning outcomes.

1) Mechanism

(1) Study Program

- (a) Develop a curriculum that facilitates students to take courses in other study programs at different universities.
- (b) Determine the courses that can be taken by students from outside the study program.
- (c) Regulate the quota of participants who take courses offered in the form of learning in other study programs at different universities.
- (d) Regulate the number of credits and the number of courses that can be taken from other study programs at different universities.
- (e) Make agreements with partner universities, among others, related to the learning process, semester credit recognition and assessment, and financing schemes.
- (f) Cooperation can be bilateral, consortium (study program association), cluster (based on accreditation), or zoning (based on region).
- (g) Reporting activities to the Higher Education Database (PDPT).

(2) Student

- (a) Obtain approval from the Academic Advisor (DPA).
- (b) Participate in learning activity programs in other study programs in different universities in accordance with the provisions of the academic guidelines applicable in universities.
- (c) Registered as a course participant in the intended study program at another university.
- (d) Learning activities in other study programs at different universities (outside Undana) can be carried out face-to-face or online. Learning is carried out online provided that the courses offered must be recognized by the Ministry of Education and Culture.

Examples of activities are presented in the following table.

Table 2.3. Example of Student Exchange in Different Study Programs at Universities Outside Undana

<b>Study Program Origin</b>	<b>SLOs of Study Program of Origin</b>	<b>Additional Competencies</b>	<b>MK PS. Others outside Undana</b>
Civil Engineering	<ol style="list-style-type: none"> <li>1. Able to apply knowledge of mathematics and natural sciences and information technology relevant to the field of civil engineering.</li> <li>2. Able to design components, systems and/or processes in the field of civil engineering that are feasible to be implemented to meet the specified needs.</li> <li>3. Able to design and conduct experiments using correct methodology and analyze and interpret data accurately.</li> <li>4. Able to work together in cross-disciplinary and cultural teams</li> <li>5. etc.</li> </ol>	Able to analyze and develop information systems	System Analysis and Design in the Study Program Informatics
		Able to design programs in the field of advertising	Introduction to Communication Science in the Communication Science Study Program

Students of the Civil Engineering study program at Undana must be able to master the SLOs to be able to design components, systems and / or processes in the field of civil engineering that are feasible to implement to meet the specified needs, but require additional competencies that can be

taken from different study programs outside of Undana.

Undana. Therefore, the student concerned can take the course 'System Analysis and Design' in the Informatics study program outside Undana (for example at PT X) and the course 'Introduction to Communication Science' in the Communication Science study program outside Undana (for example at PT Y).

#### **b. Internship/Practice Work**

During the internship students will gain hard skills (skills, *complex problem solving*, *analytical skills*, etc.), as well as *soft skills* (professional/work ethics, communication, cooperation, etc.). On the other hand, the industry has the opportunity to get human resources who, if suitable, will be directly recruited, thus reducing recruitment and initial training / induction costs. Students who are familiar with the workplace will be better prepared to enter the world of work. Through this activity, industry issues will be useful for universities to update and develop teaching and learning materials and research topics in universities will be more relevant. Learning activities carried out in collaboration with partners include companies, non-profit foundations, multilateral organizations, government institutions, and startups.

##### **1) Purpose of Internship**

It is to improve the skills and abilities of students in applying the theory obtained in college into practical implementation in the field (world of work). Thus, students are expected to better understand the field of work they are engaged in. In addition, it creates a *link and match* between theory and practice.

The internship program for 1 semester is expected to provide sufficient experience to students, *experiential learning*. During the internship students will get hard skills (skills, *complex problem solving*, *analytical skills*, etc.), as well as soft skills (professional / work ethics, communication, cooperation, etc.).

The industry or other internship site gets personnel who, if suitable, can be recruited to become staff in the industry. This activity will also provide input for the university to develop its curriculum. This can be done through collaboration with partners such as companies, non-profit foundations, multilateral organizations, government institutions, and *startups*.

## 2) Credit and Competency Weight

Student learning rewards are expressed in the amount of semester credit units (credits). A semester credit unit is a measure of learning activity time charged to students per week per semester in the learning process through various forms of learning or the amount of recognition of the success of student efforts in participating in curricular activities in a study program. Semester is a unit of time for the effective learning process for at least 16 (sixteen) weeks, including midterm and final semester exams. Form of learning 1 (one) credit in the learning process in the form of an internship is 170 (one hundred seventy) minutes per week per semester.

One internship credit is equivalent to 2,720 (two thousand seven hundred twenty) minutes of internship activities, so 20 internship credits are equivalent to

54,400 (fifty-four thousand four hundred) minutes of internship activity or 906.67 hours. For internship activities for 8 hours per day, the number of days of internship activities is 113.3 days. For internship activities for 5 days per week, the number of weeks of internship activities is 22.66 weeks or 5 to 6 months.

The focus of the independent learning program is on *learning outcomes*. The Higher Education Curriculum is basically not just a collection of courses, but is a design of a series of educational / learning processes to produce learning *outcomes*.

In general, the equalization of the weight of Merdeka Belajar Kampus Merdeka activities can be grouped into 2 forms, namely *free form* (*free form*) and *structured form* (*structured form*).

### (1) *Freeform*

Independent learning activities for 6 months are equivalent to 20 credits without equivalence to courses. The 20 credits are expressed in the form of competencies obtained by students during the program, both in *hard skills*, and *soft skills* in accordance with the desired learning outcomes. For example, for the engineering field, examples of hard skills as part of the learning outcomes are: the ability to formulate *complex engineering problems* (*complex engineering problem definition*), the ability to analyze and solve engineering problems based on science and mathematics knowledge, and so on. Meanwhile, examples of soft skills are: ability to communicate in a professional work environment, ability to work in teams, ability to carry out professional ethics, and

etc. Learning outcomes and their assessment can be expressed in these competencies, as in the example below.

Table 2.4. CPMK and its credits

No.	CPMK	credits
<b>Hard skills</b>		3
1	Able to formulate problems according to scientific field	
2	Able to develop a problem-solving program	3
3	Able to synthesize in the form of design	4
<b>Soft skills</b>		
1	Able to communicate well	2
2	Able to work in a team	2
3	Able to work hard	2
4	Able to lead	2
5	Have creativity	2
Total		<b>20</b>

The Learning Outcomes of internship / work practice in the aspects of Knowledge, Skills, and Attitudes at least include:

1. Knowledge

- 1) Able to apply knowledge according to scientific disciplines in an industry.
- 2) Able to identify, formulate, analyze, and solve problems according to scientific disciplines

2. Skills

- 1) Able to apply logical, critical, systematic, and innovative thinking in the context of developing or implementing science and technology that pays attention to and applies humanities values in accordance with their field of expertise.
- 2) Able to demonstrate independent, quality, and measurable performance.
- 3) Able to make appropriate decisions in the context of problem solving in their field of expertise, based on the results of information and data analysis.
- 4) Able to maintain and develop work networks with mentors, colleagues, peers, both within and outside the institution.
- 5) Able to be responsible for the achievement of group work results and supervise and evaluate the completion of work assigned to workers under their responsibility.



- 6) Able to carry out a self-evaluation process of the work group under his responsibility, and able to manage learning independently; and

3. Attitude:

- 1) Demonstrate an attitude of responsibility for work in their field of expertise independently.
- 2) Enhance the spirit of independence, struggle, and entrepreneurship

(2) *Structured form*

Independent learning activities can also be structured according to the curriculum taken by students. Twenty credits are expressed in the form of equivalence with courses offered whose competencies are in line with internship / work practice activities.

For example, a 6-month Civil Engineering student internship in the Construction Industry on a Road and Bridge Development Project would be equivalent to learning the courses presented in the following table.

Table 2.5. Conversion courses and their number of credits

No .	Course Content	Sks
1	Road Geometric Design	2
2	Traffic Engineering	2
3	Civil Engineering Building Design	2
4	Pavement Technology and Road Maintenance	2
5	Design of Reinforced Concrete Structures	2
6	Foundation Engineering II	2
7	Occupational Health and Safety Management	2
8	Cost Budget Plan	2
9	Environmental Management Engineering	2
10	Entrepreneurship	2
<b>Total</b>		<b>20</b>

In addition to these two forms, a hybrid form can also be designed, a combination of *free-form* and *structured*. One of them is by utilizing the Internship program from the Directorate of Learning and Student Affairs (Belmawa).

3) Implementation Mechanism of Internship/practical work

The mechanism for implementing internships / work practices is as follows.

(1) Nusa Cendana University

- (a) Make agreements in the form of cooperation documents (MoU / SK) with partners, including the learning process, semester credit recognition and assessment.

- (b) Develop an internship program with partners, both the content of the internship program, the competencies that students will acquire, as well as the rights and obligations of both parties during the internship process.
  - (c) Assign a supervisor who will guide students during their internship.
  - (d) When possible, the supervisor visits the internship site for monitoring and evaluation.
  - (e) Supervisors together with supervisors compile logbooks and assess student achievements during the internship.
  - (f) Monitoring of the internship process can be done through the Higher Education Database.
- (2) Internship Partner
- (a) Together with Undana, develop and agree on an internship program that will be offered to students.
  - (b) Ensure a quality internship process in accordance with the cooperation document (MoU/SPK).
  - (c) Provide supervisors/mentors/coaches who accompany students/student groups during the internship.
  - (d) Provide rights and guarantees in accordance with laws and regulations (health insurance, work safety, internship honorarium).
  - (e) The supervisor accompanies and assesses the student's performance during the internship, and together with the supervisor provides an assessment.
- (3) Student
- (a) With the approval of the academic supervisor, students register/apply and take part in the internship selection according to the provisions of the internship place.
  - (b) Get approval from Academic Advisor (DPA) and get an internship supervisor.
  - (c) Carry out Internship activities according to the direction of the supervisor and internship supervisor.
  - (d) Fill in the *logbook* according to the activities performed.
  - (e) Compile activity reports and submit reports to supervisors and lecturers.
- (4) Supervisor & Supervisor
- (a) Supervisors provide debriefing for students before leaving for internships.
  - (b) Supervisors provide direction and tasks for students during the internship process.
  - (c) Supervisors mentor and guide students throughout the internship

process.

(d) Supervisors together with supervisors evaluate and assess the results of the internship.

(5) Preparation Stage

The Study Program forms an internship / work practice committee led by the Internship / Work Practice Coordinator who is in charge of coordinating the technical implementation of industrial internships. At this stage, socialization about Internship / Practical Work is carried out by the Internship / Practical Work Coordinator. Socialization includes procedures, schedules and places of companies (agencies) for the implementation of Internship / Practical Work. Submission of an Internship / Work Practice proposal can be done at this stage to determine the place of internship / work practice.

(6) Registration Stage

Students take Internship / Work Practice Courses through KRS in accordance with Undana's agreement with BUMN. / Industry / Other institutions based on the PKS between Undana and the internship destination institution.

Submission of Internships / Work Practices applies to students who have met the requirements. The details of the Internship / Work Practice application are as follows:

- (a) Registered as an active student (not on leave).
- (b) Have passed > 95 credits with a GPA > 2.75.
- (c) Show a list of grades / temporary transcripts that have been signed by the Academic Advisor (PA) lecturer.
- (d) Make a letter of application for Internship / Work Practice which is accompanied by an internship proposal in a document.
- (e) Bring the documents to the study program admin to get a letter number.
- (f) Bring documents for approval by the Internship/Work Practice Coordinator.
- (g) The internship/practice coordinator proposes an internship supervisor in accordance with the field of expertise to Koprodi and then Koprodi proposes an assignment letter for the internship supervisor to the Dean.

(7) Debriefing Stage

Before leaving for their internship, students are required to attend a debriefing lecture scheduled by the committee. Debriefing is an inseparable part of the Internship / Work Practice Course. Before leaving for the internship, students must prepare the files that must be brought, namely:

(a) Cover Letter

- (b) Internship/Work Practice Guidelines
- (c) Daily Attendance List
- (d) Weekly Report Form
- (e) Industry Assessment Form

(8) Internship/Work Practice Phase

While carrying out internships / work practices, students are required to follow all regulations in the organization where they are interning. If you violate organizational regulations, it means violating the academic regulations of the study program which can be subject to sanctions either verbal warnings, written warnings, or dismissal (*Drop Out*) depending on the level of violation committed. Students who are expelled from the Industrial Internship place for violating organizational regulations are considered not to have passed the course. Students are not allowed to change internship places without the permission of the internship / work practice committee and the Coordinator of the study program.

(a) Guidance and Report Preparation Stage

- (1) During the Internship / Work Practice, students are required to conduct guidance to Industrial Supervisors and Supervising Lecturers.
- (2) Consultation with the supervisor was carried out for a minimum of 14 times.
- (3) The Internship Report must be completed before the Internship/Work Practice Seminar.

(b) Assessment Stage

- (1) The assessment is carried out by the Supervisor and Supervisor. Supervisor's assessment is based on student performance during the internship.
- (2) Students get an Industry Certificate from the place of internship.
- (3) Assessment from Supervisors can be done through seminars.
- (4) Submission of seminars can only be done by students who have completed the Internship / Work Practice and have completed making an Internship report that has received approval from the Supervisor, evidenced by a paper that has been signed by the Supervisor.
- (5) Students submit a seminary registration form that contains the approval of the Internship / Work Practice Coordinator.
- (6) The value obtained is then inputted by the Supervising Lecturer into SIAKAD Undana.

(c) Monitoring and Evaluation Stage

- (1) The study program conducts monitoring and evaluation (monev) of the implementation of internships/practice work.
- (2) Based on the results of the monitoring and evaluation, efforts are made to improve the quality of the implementation of the internship / work practice program.

(d) Reporting stage to PD Dikti

Koprodi reports credits recognition (internship recognition) to PD Dikti through the Bureau of Academic, Student Affairs, Planning, and Information Systems (BAAKPSI).

(e) RPS Preparation and Logbook Creation

Semester Learning Plan (RPS) is a learning planning document that is prepared as a guide for students in carrying out lecture activities for one semester to achieve predetermined learning outcomes. RPS is designed by the study program so that students can understand, prepare, plan, run, and make Internship / Practical Work reports correctly and on time.

In addition to the RPS, it is also necessary to make a Logbook. The logbook is a medium of communication between supervisors and students, as well as with agencies. The logbook contains a history of guidance activities and is a document requirement in the Internship / Work Practice stage.

(9) Systematic Preparation of Proposals and Internship / Practical Work Reports

The study program prepares a systematic preparation of the Proposal

and internship / work practice reports according to the needs / characteristics of internships in each study program. Internship / Work Practice Proposal is an introductory document for the Internship / Work Practice application in addition to a letter that will be submitted by students to the company planned for the Internship / Work Practice location. Internship / Work Practice Report is a report on the results of internship / work practice activities for 1 semester compiled by students.

(10) Internship/Work Practice Evaluation and Assessment

The purpose of the evaluation is to measure and provide an assessment of the success of students in carrying out internship activities. The evaluation of this Internship course is carried out by the supervisor while at the internship location, and by the supervisor together with the examining lecturer at the internship report seminar. This evaluation component is expressed in the form of competencies



obtained by students while participating in the program, both in hard competencies

(hard skills), as well as subtle competencies (*soft skills*) in accordance with the predetermined learning outcomes.

The value of internship / work practice is taken from 2 value variables, namely the value of the industry (Supervisor in the Industry) and the value of the supervisor. The composition of the assessment is a minimum of 40% from the industry and a maximum of 60% from the supervisor.

### **c. Teaching Assistance in Education Units**

Teaching assistance is *experiential learning* for students that is very useful as part of forming the *personal value of* graduates of a study program. The valuable experience that will be obtained in addition to intra and *interpersonal skills*, also develops *transferable-employability skills*. If connected to the categories of graduate learning outcomes (ELOs) based on the National Higher Education Standards (Permendikbud No. 3 of 2020), then this teaching assistance activity can develop all four categories of ELOs, namely the development of knowledge, specific skills, general skills, and attitudes. If it is related to the weight of the four SLOs, the dominant is the development of attitudes and general skills.

#### **1) Destination**

The purpose of students participating in the teaching assistance program in educational units:

- (1) Deepen knowledge that obtained at study program/campus to share with the community.
- (2) Develop students' responsible attitude towards work in their field of expertise independently.
- (3) Improve independent, quality and measurable performance.
- (4) Contribute to improving the quality of life of the community, nation and state and civilization based on Pancasila.
- (5) Enhance the role as a citizen who is proud and loves the country, has nationalism and responsibility to the State and nation.
- (6) Improve cooperation skills and have social sensitivity and concern for the community and the environment.

#### **2) Learning Outcomes**

- (1) Able to teach or share specialized knowledge in their field to the community well (specialized skills).
- (2) Able to show a responsible attitude towards work in their field of expertise independently (attitude).
- (3) Able to show performance independent, quality, and measurable (general skills).

- (4) Able to contribute to improving the quality of life in society, nation, state, and advancement of civilization based on Pancasila (attitude).
- (5) Able to act as a citizen who is proud and loves the country, has nationalism and a sense of responsibility to the state and nation (attitude).
- (6) Able to work together and have social sensitivity and concern for society and the environment (attitude).

### 3) Recognition of Learning Activity Credit

The amount of credit (credits) for teaching assistance activities in education units is adjusted to the number of learning hours, with the consideration that one credit is equivalent to 170 minutes of learning activities per week per semester. The distribution of activities for 1 credit or 170 minutes is 60 minutes of learning preparation, 50 minutes of classroom learning implementation, and 60 minutes of learning assessment.

The following is an example of calculating credit recognition:

- (1) For one face-to-face learning per week per semester with students in the classroom requires  $2 \times 50$  minutes.  
 $= 100$  minutes; learning preparation  $2 \times 60$  minutes  $= 120$  minutes, and assessment  $2 \times 60$  minutes  $= 120$  minutes, then the credit recognition is 2 credits.
- (2) For two face-to-face learning sessions per week per semester with students in the classroom requires  $2 \times 2 \times 50$  minutes  $= 200$  minutes; learning preparation  $2 \times 2 \times 60$  minutes  $= 240$  minutes, and assessment  $2 \times 2 \times 60$  minutes  $= 240$  minutes, then credit recognition is 4 credits.
- (3) For three face-to-face learning sessions per week per semester with students in the classroom takes  $3 \times 2 \times 50$  minutes  $= 300$  minutes; learning preparation  $3 \times 2 \times 60$  minutes  $= 360$  minutes, and assessment  $3 \times 2 \times 60$  minutes  $= 360$  minutes, then credit recognition is 6 credits.
- (4) For ten face-to-face learning sessions per week per semester with students in the classroom requires  $10 \times 2 \times 50$  minutes  $= 1000$  minutes;  $10 \times 2 \times 60$  lesson preparation minutes  $= 1200$  minutes, and assessment  $10 \times 2 \times 60$  minutes  $= 1200$  minutes, then the credit recognition is 20 credits.

### 4) Mechanism and Design

The mechanism for implementing teaching assistance in education units is as follows.

(1) Nusa Cendana University

- (a) Prepare cooperation documents (MoU/SPK) with partner education units, obtain permission from the education office, and develop programs with local education units.
- (b) This program can be done in collaboration with the Teaching Campus program.
- (c) Provide opportunities for students to participate in teaching programs in formal and non-formal education units.
- (d) Data on education units can be obtained from the Ministry of Education, Culture and Research or from the local education office. The need for teaching assistants and their subjects is based on the needs of each local government through the provincial/city education office.
- (e) The Dean assigns supervisors to provide assistance, training, monitoring, and evaluation of teaching activities in educational units carried out by students.
- (f) Equalizing/recognizing hours of teaching activities in education units to be recognized as credits.
- (g) Report the results of learning activities to the Directorate General of Higher Education through the Higher Education Database (PDPT).

(2) School/Education Unit

- (a) Guarantee teaching activities in educational units followed by students in accordance with the agreement in the cooperation contract.
- (b) Designate teacher teacher/companion student who conduct teaching activities in the education unit.
- (c) Together with the supervisor, they monitor and evaluate the activities participated in by the students.
- (d) Provide grades to be recognized as student credits.

(3) Student

- (a) With the approval of the Academic Supervisor (DPA), students register and participate in the selection of teaching assistants in educational units.
- (b) Carry out teaching assistance activities in educational units under the guidance of supervisors.
- (c) Fill in the *logbook* according to the activities performed.
- (d) Compile an activity report and deliver the report in the form of a presentation.

5) Recognition of semester credit units (credits) and Assessment

- (1) 1 (one) semester credit unit (credits) is equivalent to 2,720 (two thousand seven hundred and twenty) minutes equivalent to 45 hours of student activities carrying out teaching activities at school. The division of student activity time and recognition of credits is explained above.
- (2) Assessment can be carried out by the accompanying lecturer based on the results of the assessment given by the student teacher at the school where the student teaches, as well as the improvement of students' knowledge, attitudes, and behavior in accordance with the objectives of the program designed by the student.

#### **d. Research**

Through research, students can develop critical thinking, which is needed for various scientific clusters at the higher education level. With the ability to think critically, students will explore, understand, and be able to do research methods better.

For students who have a *passion* to become researchers, independent learning can be realized in the form of research activities at research institutions / study centers. Through research, students can build critical thinking, which is very much needed for various scientific clumps at the higher education level. With the ability to think critically, students will explore, understand, and be able to do research methods better. For students who have an interest and desire to work in the field of research, the opportunity to intern in a research center laboratory is their dream. In addition, laboratories/research institutions sometimes lack research assistants when working on short-term research projects (1 semester - 1 year).

##### **1) Objectives of the Research Activity**

- (1) Student research is expected to improve in quality. In addition, student experience in large research projects will strengthen the talent pool of topical researchers.
- (2) Students gain research competence through direct mentoring by researchers at research institutions/study centers.
- (3) Improve the ecosystem and quality of research in laboratories and research institutes by providing research resources and regenerating researchers early on.

##### **2) Mechanism of Research Implementation**

The mechanism for implementing research/research activities is as described below.

###### **(1) Nusa Cendana University**

- (a) Make an agreement in the form of a cooperation document (MoU/SPK) with partners from accredited research institutions/research laboratories.

- (b) Give students the right to participate in the selection and evaluation of research programs at off-campus research institutions/labs.
  - (c) Appoint a supervisor to provide guidance, supervision, and together with researchers in research institutions/laboratories who are appointed as field supervisors to provide grades.
  - (d) Conducting final evaluation and equalization of research activities in institutions/laboratories into relevant courses (credits) and sustainable programs.
  - (e) Develop technical guidelines for learning activities through research.
  - (f) Report the results of learning activities to the Directorate General of Higher Education through the Higher Education Database (PDPT).
- (2) Partner Institution (Accredited)
- (a) Partner Institutions (Research Institutions / Research Laboratories are research institutions / laboratories outside the Undana campus that have been accredited.
  - (b) Partner institutions guarantee the implementation of student research activities at partner institutions in accordance with the agreement (MoU/SPK).
  - (c) The partner institution appoints a mentor (Field Supervisor) for students in carrying out research.
  - (d) Partner institutions provide a selection with detailed characteristics of research topics, research objectives, and research assistants needed from among students.
  - (e) The partner institution guarantees the implementation of student research activities in the institution/laboratory in accordance with the agreed agreement.
  - (f) Partner institutions provide principal researchers and/or supervisors who are experts in the research topics carried out by students as student assistants.
  - (g) Partner institutions together with accompanying lecturers evaluate and assess the research projects carried out by students.
- (3) Student
- (a) Students who are entitled to participate in the Research Assistance program are Undana students with active status.
  - (b) Students are eligible to join the Research Assistance program after completing at least 100 credits of courses.

- (c) Students register for the Research Assistance program by getting approval from the Academic Advisor (DPA), in accordance with the mechanism in the Study Program.
  - (d) Students make a research proposal that is approved by the prospective supervisor in accordance with the topic taken.
  - (e) Carry out research activities in accordance with the direction of the research institute/study center where the research is conducted.
  - (f) Fill in the logbook according to the activities performed.
  - (g) Compile activity reports and submit reports in the form of research reports / thesis or scientific publications.
- (4) Assistant Lecturer / Supervisor
- (a) The supervisors / assistants of the Research Assistance program are permanent Undana lecturers.
  - (b) Supervisors are lecturers from courses related to the research assistance program.
  - (c) The supervisor / companion consists of one or more lecturers, according to the mechanism found in the Study Program.
  - (d) Supervisors are appointed and determined by the Study Program based on an assignment letter.
  - (e) The supervisor together with the researcher (field supervisor) compiled a monitoring of the student logbook.
- (5) Field Supervisor/Companion
- (a) Field supervisors/mentors are researchers from Research institutions which are partner institutions where students carry out the Research Assistance program.
  - (b) Field supervisors/mentors are appointed and determined by the research institution which is the partner institution where students carry out the Research Assistance program.
- 3) Credit weight and Equivalency
- The provision of credit load in this activity reaches a total load of 20 credits or equivalent in one semester of student activities. The calculation of credits for off-campus learning is equivalent to 170 (one hundred seventy) minutes per week per semester, so that 1 (one) credit is equivalent to 2,720 (two thousand seven hundred twenty) minutes of student activity (45.3 hours of activity). So 20 credits are equivalent to 54,400 (fifty-four thousand four hundred) minutes of activity or 906 hours of activity.
- 4) Activity Form
- The research activity model is a structured form. Research activities can also be structured according to the curriculum taken by students. Twenty credits

expressed in terms of equivalence to courses offered whose competencies are in line with the research activities.

Examples of activity loads and student research credits for one semester are presented in the following table.

Table 2.6. Forms of Research/Research Activities

No.	Activities	Activity weight (%)	Activity Time (hours)	Weight of credits, Equivalency and Assessment
1	Research proposal	10	90,6	2
2	<i>Hard skills</i> 1. Research implementation 2. Research report 3. Final research output: ( <i>Article Submitted</i> )	70	634,2	14
3	Support program ( <i>soft skills</i> )	20	181,2	4
	<b>TOTAL</b>	<b>100</b>	<b>906,0</b>	<b>20</b>

##### 5) Implementation Model

Universities give students the right to participate in the selection and evaluation of research programs at research institutions / laboratories outside the campus. Research institutions / research laboratories are accredited institutions and have an agreement in the form of a cooperation document (MoU / SK) with Undana, including the regional government of East Nusa Tenggara province. The number and fields of students participating in this program adjust to the research needs in the laboratory. The implementation of research/research is carried out for 6 months in the laboratory or equivalent to a maximum of 20 credits. The calculation of learning outcomes equivalent to 20 credits can be equalized in several courses that are relevant to graduate competencies. Assessment of learning outcomes can be identified from reports and portfolio examinations / research activity subrics. For conformity with the achievement of graduate competencies, it is necessary to prepare a proposal / design of activities that can represent the field of expertise. Field supervisors must represent the study program in charge of the final semester course from each study program. Students can also take advantage of the Student Research Creativity Program by following procedures from the Directorate of Belmawa.



#### **e. Humanitarian Project**

The Humanitarian Project Program is a social activity for a foundation or humanitarian organization approved by Undana, both at home and abroad (such as formal organizations as partner institutions that can be approved by the Rector: Local Government, Indonesian Red Cross, UNESCO, WHO and so on). Undana can offer programs based on international agendas such as health, population, environment and so on.

The objectives of the humanitarian project program include:

1. Prepare excellent students who uphold human values in carrying out their duties based on religion, morals and ethics.
2. Train students to have social sensitivity to explore and dive into existing problems and participate in providing solutions according to their respective interests and expertise.

##### **1) Mechanism of Humanitarian Project**

The mechanism for implementing humanitarian projects is as follows:

###### **(1) Nusa Cendana University**

- (a) Make agreements in the form of cooperation documents (MoU / SK) with partners both domestically and from foreign institutions.
- (b) Appoint an accompanying lecturer to provide assistance, supervision, assessment, and evaluation of the humanitarian project activities carried out by students.
- (c) Conduct a final evaluation and equalization of student humanitarian project activities into relevant courses (credits) and sustainable programs.
- (d) Develop technical guidelines for learning activities through humanitarian projects.
- (e) Managing Humanitarian Project Program Implementation.
- (f) Report the results of learning activities to the Directorate General of Higher Education through the Higher Education Database.

###### **(2) Partner Institution**

- (a) Guaranteeing humanitarian activities followed by students in accordance with the agreement in the cooperation document (MoU / SKP).
- (b) Ensure the fulfillment of students' rights and safety while participating in humanitarian projects.
- (c) Appoint a supervisor/mentor in the humanitarian project participated by students.
- (d) Conduct monitoring and evaluation with the supervisor for the activities followed by students.
- (e) Provide grades to be recognized as student credits.

### (3) Supervisor

- (a) Supervisors/assistants of humanitarian project activities are permanent Undana lecturers.
- (b) Supervisors are lecturers from subjects related to humanitarian project activities.
- (c) The supervisor/mentor consists of one lecturer.
- (d) Supervisors are appointed and determined by the Rector based on a letter of assignment.
- (e) Lecturers together with partner institutions compile a *logbook form*.

### (4) Student

- (a) Register for the humanitarian program with the approval of the Academic Advisor (DPA).
- (b) Carry out humanitarian (volunteer) project activities under the guidance of supervisors and field supervisors/mentors.
- (c) Fill in the logbook according to the activities performed.
- (d) Compile an activity report and submit the report in the form of a publication or presentation.

## 2) Stages

The Humanitarian Project program is divided into five stages, namely:

### (1) Humanitarian Project Pre-Submission Stage

This stage is carried out in the process of finding a humanitarian project site. Students are allowed to apply for a humanitarian project site, before programming a humanitarian project course in the Study Plan Card (KRS). At this stage there is also socialization to students about humanitarian projects carried out by the humanitarian project coordinator.

### (2) Humanitarian Project Submission Stage

The submission of humanitarian projects applies to students who have met the requirements. The details of the humanitarian project submission are as follows.

#### (a) Humanitarian project registration requirements

Students who apply for humanitarian projects must fulfill the following conditions:

- 1) Registered as an active student (not on leave).
- 2) Have taken >95 credits with a GPA >2.75
- 3) Have programmed humanitarian project courses in the Study Plan Card (KRS) at least in semester VI.
- 4) Show the list of grades / temporary transcripts that have been signed by the Academic Advisor (PA) Lecturer

5) Students receive a Humanitarian Project Course Handbook which can be obtained from the Humanitarian Project Coordinator.

(b) Humanitarian project approval

If the student's request to carry out a humanitarian project has been approved by the partner institution, then the student submits an order to carry out the humanitarian project to the manager.

(3) Humanitarian Project Implementation Phase

The humanitarian project program is carried out according to the theme/topic that has been agreed between students, supervisors, and partner institutions. The implementation of humanitarian projects in partner institutions will be guided by supervisors/mentors appointed by partner institutions. The implementation of humanitarian projects is carried out during 1 semester (20 credits). During the implementation of the humanitarian project, students are required to follow the applicable rules. If students violate the agreed rules, they will be reprimanded until they are subject to sanctions. The humanitarian project that has been carried out is considered a failure, and they must repeat the stages of the humanitarian project from the beginning.

(4) Humanitarian Project Report Guidance Stage

- (a) During the implementation of humanitarian projects, students are required to conduct humanitarian project guidance to Supervisors/mentors and Supervising Lecturers.
- (b) Consultation with the supervisor is carried out for a maximum of 1 semester (6 months of guidance) or a minimum of 14 times of guidance.
- (c) The humanitarian project report must be completed prior to the implementation of the humanitarian project Seminar.

(5) Humanitarian Project Seminar Stage

- (a) Procedure for submitting a humanitarian project seminar
  - a. Submission of seminars can only be done by students who have completed the humanitarian project and have completed making a humanitarian project report containing approval from the Supervisor, evidenced by a paper that has been signed by the supervisor.
  - b. Students submit a seminar registration form that contains the approval of the humanitarian project coordinator.
  - c. The manager makes a Seminar Invitation Letter to the Supervisor and Participants.

(b) Implementation of humanitarian project seminar

- a. The humanitarian project lecture seminar is led by the Supervisor as well as the Examiner and Moderator.
- b. If the supervisor is absent, the humanitarian project manager can appoint another lecturer.
- c. Students who carry out seminars are required to wear long-sleeved white top clothes with black bottoms and black shoes and wear alma mater suits.
- d. Students who have carried out the humanitarian project lecture seminar are required to submit a *Hard Cover* bound report to the Coordinator and *Softcopy*.
- e. Students take a letter of satisfaction from the humanitarian project coordinator after completing all stages.

3) Humanitarian Project Proposal

A humanitarian project proposal is an introductory document for a humanitarian project application in addition to a letter that will be submitted by students to the partner institution planned for the location of the humanitarian project implementation. The proposal contains: the background of the humanitarian project, the definition of the humanitarian project, the objectives of the humanitarian project, the plan for specific topics to be proposed in the implementation of the humanitarian project and the schedule plan for implementing the humanitarian project.

4) Humanitarian Project Report

The humanitarian project activity report is useful to provide an opportunity for students to practice writing scientifically based on the knowledge that has been obtained during lectures and also with data obtained at the humanitarian project implementation site. In addition, the humanitarian project report also serves as one of the requirements for having taken the humanitarian project program and the humanitarian project seminar. Basically, the humanitarian project report contains three parts, the initial part, the content part, and the appendix part.

5) Credit weight

The implementation of humanitarian project activities for 6 months is equivalent to 20 credits. The 20 credits are expressed in the form of competencies obtained by students during the program, both in hard skills and *soft skills* in accordance with the desired learning outcomes. Learning outcomes and their assessment can be expressed in competencies, such as the example below.

Table 2.7. CPs that Support Humanitarian Projects

No.	CPMK	credits
<b>Hard skills</b>		
1	Able to formulate problems according to the field Science	3
2	Able to develop a completion program Problems	3
3	Able to synthesize in the form of design	4
<b>Soft skills</b>		
1	Able to communicate well	2
2	Able to work in a team	2
3	Able to work hard	2
4	Able to lead	2
5	Have creativity	2
<b>Total</b>		<b>20</b>

#### f. Entrepreneurship Activities

Students are part of the human resources that can become the backbone of development through the nation's economic independence. Students are also part of Indonesia's millennial generation. Based on the Merdeka Belajar-Kampus Merdeka 2020 guide (Kemdikbudristek, 2020), which cites research from the IDN Research Institute in 2019, 69.1% of millennials in Indonesia have an interest in entrepreneurship. The interest and entrepreneurial potential of this large millennial generation needs to be supported and facilitated through higher education governance that supports student entrepreneurship programs in higher education. Merdeka Campus Policy encourages the development of students' entrepreneurial interests with appropriate learning activity programs.

The objectives of the entrepreneurial activities program include:

1. Provide students who have an interest in entrepreneurship to develop their business early and guided.
  2. Addressing unemployment issues that produce intellectual unemployment among graduates.
- 1) Mechanism for implementing entrepreneurial activities
- (a) Nusa Cendana University
1. Make an agreement in the form of a cooperation document (MoU/SPK) with partners from companies/business actors in providing an integrated entrepreneurship learning system with hands-on practice. This learning system can be in the form of training facilitation, mentoring, and guidance from mentors/business owners.

2. Providing students with the right to participate in the selection to evaluation of entrepreneurial activities in partner companies and activities outside Undana.
3. During the entrepreneurship program, students are guided by supervisors and mentors who are successful entrepreneurs.
4. Develop technical guidelines for student entrepreneurial activities.

(b) Supervisor

1. Lecturer supervisor/companion activities entrepreneurship activities are permanent Undana lecturers.
2. Supervisors are lecturers from courses related to entrepreneurial activities.
3. The supervisor / companion consists of one lecturer, according to the mechanism found in the Study Program.
4. Supervisors are appointed and determined by the Study Program based on an assignment letter.

(c) Student

1. Register an entrepreneurial activity program with the approval of the Academic Advisor (DPA).
2. Develop proposals and carry out entrepreneurial activities with the guidance of the college entrepreneurship development unit and entrepreneurship supervisors/mentors.
3. Carry out entrepreneurial activities under the guidance of supervisors and entrepreneurship mentors.
4. Deliver the results of entrepreneurial activities and submit reports in the form of presentations, activity reports, products and financial analysis.
5. Students can carry out entrepreneurial activities both independently and in groups.
6. Students can participate in entrepreneurial activities organized by the Directorate General of Belmawa or other parties outside Undana.

(d) Mentor entrepreneurs

1. Mentors assisting entrepreneurial activities are active entrepreneurs/entrepreneurial consultants.
2. The mentor is appointed by the partner company.

2) Credit weight and Equivalency

The provision of credit load (semester credit units) in this activity reaches a total of 20 credits or equivalent in one semester of student activities. The calculation of semester credit units for off-campus learning is equivalent to 170 (one hundred seventy) minutes per week per semester. One semester credit unit (credits) for one semester is equivalent to 2,720

(two thousand seven hundred twenty) minutes of student activity (45.3 hours of activity). So 20 credits is equivalent to 54,400 (fifty-four thousand four hundred) minutes of activity or 906 hours of activity.

3) Recommended Credit Conversion (Example from KBMI 2020 Guidelines)

**Activities**

- (a) Workshop activities that are in accordance with the Learning Outcomes (ELOs), Course Learning Outcomes (CPMK) in 1 or 2 lecture meetings by attaching: (1) Flier, (2) Proof of Registration, (3) *Photos/Screenshots* of proof of participation, (4) Make a *resume of at least 3 pages* typed in *Microsoft word*, (5) Certificate.
- (b) Students make related reports needed for conversion, for example: (1) Proposal Document, (2) Decree of Program Passing, (3) Program Contract, (4) Strategy Document related to activities and Presentation, (5) Mentoring Report, (6) Other reports needed by the Study Program.

4) **Entrepreneurship Program Process**

- (a) Students register entrepreneurial activities to the study program with the approval of the Academic Advisor Lecturer.
- (b) Students develop proposals for entrepreneurial activities both independently and in groups.
- (c) Student proposals are assessed and given course recognition by the Study Program.
- (d) The Study Program appoints supervisors and entrepreneurial mentors.
- (e) Students run entrepreneurship within 1-2 semesters
- (f) Students prepare an entrepreneurial report that includes financial analysis and business development.
- (g) The assessment is conducted by the appointed supervisor and mentor.
- (h) From the results of the assessment of entrepreneurial activities that have been carried out, the value is converted and given credit recognition.
- (i) Entrepreneurial activities that have been carried out, reported by Higher Education to PD. Higher Education.

**g. Independent Study/Project**

Ideally, independent studies/projects are undertaken to complement the curriculum that students are already taking. Faculty/programs can also make independent studies to cover topics that are not included in the course schedule, but are still available in the syllabus of the study program or faculty. Project activities

Independent work can take the form of interdisciplinary group work. The objectives of the independent study/project program include:

1. Realizing students' ideas in developing innovative products that become their ideas.
2. Organizing research and development (R&D) based education.
3. Improve student achievement in national and international events.

*Independent* studies/projects can complement or replace the courses that must be taken. The calculation of the equivalence of independent study activities into courses is calculated based on the contribution and role of students as evidenced by activities under the coordination of the supervisor.

#### 1) Implementation Mechanism

The mechanism for implementing independent study/project activities is as follows.

##### (1) Faculty/study program

- (a) Provide manual/SOP for independent study/project implementation
- (b) Provide a team of co-lecturers for the independent project proposed by the student team in accordance with the expertise of the proposed independent project topic.
- (c) Facilitate the formation of an independent project team consisting of interdisciplinary students.
- (d) Assess the feasibility of proposed independent projects.
- (e) Provide guidance, mentoring, and training in the process of independent projects run by student teams.
- (f) Organize evaluation and assessment of students' independent projects to be equalized into relevant courses (credits).

##### (2) Student

- (a) Obtain approval from the Academic Advisor (DPA).
- (b) Make proposals for cross-disciplinary Independent Study activities.
- (c) Carry out Independent Study activities.
- (d) Produce products or participate in national or international competitions.
- (e) Compile an activity report and deliver the report in the form of a presentation.



2) Independent studies/projects can also be carried out in accordance with the program of the Directorate of Belmawa, so that their implementation follows the provisions stipulated in the Directorate of Belmawa's program.

3) Credit weight and Equivalency

Similar to research activities, the provisions for the credit load (semester credit units) of independent study / project are 20 credits (equivalent in one semester of student activities) or 40 credits (equivalent in two semesters of student activities). The calculation of credits for off-campus learning is equivalent to 170 (one hundred seventy) minutes per week per semester, so that 1 (one) credit is equivalent to 2,720 (two thousand seven hundred twenty) minutes of student activity (45.3 hours of activity). So 20 credits are equivalent to 54,400 (fifty-four thousand four hundred) minutes of activity or 906 hours of activity, for 2 semester activities equivalent to 1,812 hours of activity.

4) Activity Form

The form of independent study/project activities can also be structured in accordance with the curriculum taken by students. The form of activities in independent studies/projects can be adjusted to equivalent courses. Twenty credits are expressed in the form of equivalence with courses offered whose competencies are in line with independent study/project activities.

Independent study/project activities can also be structured according to the curriculum taken by students in 2 semesters or 1 year which is equivalent to 40 credits (1,812 Hours). Forty

(40) The credits are expressed in terms of equivalence to courses offered whose competencies are in line with the independent study/project activities.

The activity load and credits of students' independent study/project for 2 semesters are presented in the following table:

Table 2.8. Forms of Independent Study/Project Activities

No .	Activities	Activity weight (%)	Activity Time (hours)	Weight of credits, Equivalency and Assessment
1	Research proposal	10	181,2	2

2	<b><i>Hard skills</i></b> 1. Experimental design 2. Statistics/data analysis 3. Study/project method 4. Study/project implementation 5. Study/project report	70	1268,4	34
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	6. Final project output: product, national or international competition 6. (Or other forms in accordance with provisions of the Study Program)			
3	Support program ( <i>soft skills</i> ) 1. Activity management 2. Discipline such as attendance (Or other forms in accordance with the provisions of the Program Study)	20	362,4	4
	<b>TOTAL</b>	<b>100</b>	<b>1812</b>	<b>40</b>

#### **h. Village Building/Thematic Community Service**

The implementation of village development/KKNT activities is an academic learning activity in higher education that is manifested through the Tri Dharma of Higher Education, namely education and teaching, research, and community service. Therefore, the implementation of village development/KKNT activities must also be carried out scientifically, synergistically, and professionally. All types of village development/KKNT activities must be guided by a lecturer.

##### **1) Activity Objective**

###### **(1) General objectives**

In general, the Village Development Program / KKN T in the Village which is part of the Independent Campus program is expected to jointly develop the village between universities, villages, local and central government, and private sector with the following objectives.

- 1) Helping accelerate development in rural areas together with the Ministry of Villages.
- 2) Can implement the merdeka Belajar Kampus Merdeka Membangun Desa/KKNT program, to utilize the knowledge, technology, and skills possessed in collaboration with many stakeholders in the field.
- 3) Building superior rural human resources.

- 4) Developing the Village's Natural Resources Potential as a superior commodity.
- 5) Transforming rural economy and infrastructure for community welfare.

## (2) Specific objectives

In particular, building villages/KKNT has three objectives related to the interests of students, communities, partners, and local-central government, as well as for Undana. For Students The implementation of village building/KKNT activities aims to:

- 1) The presence of students for 1 semester (6 months) is able to provide solutions, starting from analyzing the problems and potential of the village, compiling and designing priority programs, designing infrastructure, empowering the community, conducting supervision, to monitoring and evaluating the success rate of the implemented program.
- 2) Provide professional experience in the field of community development and empowerment to prepare students as the optimal generation.
- 3) Students are able to utilize their knowledge, technology, and skills in the field.
- 4) Students able to collaborate with partners (Kemdikbudristek, Kemendes, Pemda) and other stake holders to help accelerate development in rural areas. *For the community, partners, and local government:*

1. Community independence to manage their own potential to improve their quality of life.
2. Spur community development by fostering motivation to optimally utilize their resources so that they are able to carry out sustainable development.
3. Acquire alternative insights, ways of thinking, science, and technology in the context of community development.
4. Accelerate rural development.

### *For Undana*

1. Can participate more and its education, research, and service activities so that they can be downstreamed in the form of services for the real needs of the community.
2. Can develop science and technology that is more useful in managing and solving various development problems.

## 2) Activity Benefits

Village development/KKNT activities are expected to provide benefits to students, communities and local governments, as well as for Undana.

*For students*

- (1) Improve the *link and match* with the business world and the industrial world, and prepare students for the world of work from the start.
- (2) Improve the resources of students participating in the village development program/KKNT in terms of knowledge, *soft skills*, technical skills, and community development management.
- (3) Increase support or cooperation (*network*) with various parties in an effort to realize productive innovative activities and independence in the community.
- (4) Maturing the way of thinking and increasing the sensitivity and reasoning power of students in examining, formulating, and solving problems scientifically-pragmatically.
- (5) Increase student motivation, work ethic, discipline and integrity during the entire learning process of the village development program/KKNT.
- (6) Provide experience to students to become agents of change, motivators, dynamizers, and *problem solvers*.

*For the community, partners and local government*

- (1) Improve the quality of public services, health, infrastructure, and the economy.
- (2) Gaining experience in exploring and growing the potential of community self-help so that it is able to actively participate in development.
- (3) Obtaining assistance in innovative thinking, energy, science, technology and art in planning and implementing development.
- (4) The formation of development successors who have high attitudes, integrity and work ethic in the community so as to ensure the sustainability of development.

*For Undana*

- (1) Obtaining feedback from the development process in the community so that lecture materials, practicum, curriculum, and development of science and technology in higher education can be better adapted to the real needs of the community in building.
- (2) Acquire a variety of valuable cases that can be used to analyze precisely according to the needs of the community so that the implemented science and technology is in accordance with the real needs of the community.
- (3) Enhance, expand, and strengthen collaboration between the center and regions.

### 3) Terms, Obligations, Rights, and Sanctions

Village building/KKNT activities are optional learning activities and are open to all Undana students. Students who have met the requirements can register themselves as participants in village building activities / KKNT.

#### ***For students***

Participant requirements:

- (1) Have passed courses with a minimum of 100 credits and are at least in the 5th semester of their study program.
- (2) Register to participate in village building/KKNT activities at the study program/faculty with the approval of the Academic Advisor (DPA).
- (3) Make and submit an activity proposal to the program manager (LPPM).
- (4) Village development/KKNT activities can be carried out in groups, a maximum of 10 members / village location, and are multidisciplinary (from different study programs / faculties).
- (5) Participants are required to *live* in the community or village at the designated location.
- (6) The requirements of being healthy and not being pregnant are taken into consideration to allow students to take this program.
- (7) It is recommended that the groups have a gender balance (number of men and women).

#### ***Student obligations:***

While carrying out activities, students must comply with the following rules:

- (1) Followed the debriefing conducted by LPPM with material from LPPM.
- (2) Carry out activities in the village at least 95% of the allotted time, which is obtained from attendance indicators.
- (3) Compile an activity program plan in the form of an activity plan matrix and activity proposal 1 week before deployment to the village and submit it to the supervisor.
- (4) Fill out daily notes in the control book every day according to the activity program that has been implemented.
- (5) Complete the entire series of activity programs in the village including the final exam, make a final activity report, and activity outputs.

- (6) Depositing activity outputs which can be in the form of published devotion journal articles, video IPR (creation registration letter), and mass media publications.
- (7) Maintain Undana's good name by not participating in practical political activities, drug abuse, not violating norms and ethics and despicable acts.
- (8) Comply with the procedures set out in the guidelines for implementing village development/KKNT activities, rules of conduct, and other applicable rules.

***Student rights:***

- (1) Every Undana student has the right to participate in village building activities / KKNT by fulfilling the predetermined requirements.
- (2) Students who have completed village development/KKNT activities and passed are entitled to 20 credits.
- (3) Students who have passed are given a certificate that they have carried out village building / KKNT activities, Merdeka Learning Campus Merdeka off campus.

***Sanctions:***

Students who do not comply with obligations, violate rules or regulations can be sanctioned as follows:

- (1) Verbal warning or written warning. b) Grade deduction.
- (2) Students are withdrawn from the activity location before the end of the activity implementation period and the person concerned is declared to have failed to participate in village building activities / KKNT.
- (3) Students who are withdrawn from the activity location and declared invalid, can repeat the village building program / KKNT in the next period by following the predetermined requirements.
- (4) Determination of sanctions is carried out by LPPM after obtaining input, review and discussion with the supervisor.

***For Supervisors***

Supervisor requirements:

- (1) The supervisor is determined by LPPM after receiving input from the study program/faculty.
- (2) Village development/KKNT activities are supervised by at least one or more supervisors.
- (3) Supervisors are academically responsible for the activities of participants/students.



- (4) The requirements for supervisors are permanent Undana *lecturers* and have attended TOT (*training of trainers*) for village development /KKNT supervisors.
- (5) Willing to mentor students participating in village development/KKNT until completion.
- (6) The supervisor of the partner is determined by the partner.
- (7) Supervisors from Undana and supervisors from partners carry out guidance and assessment of village building / KKNT activities.

***Obligations and rights of supervisors:***

- (1) Provide guidance to students at least 1 (one) time a week
- (2) Coordinate with the partner or person in charge of the location (partner, village head, etc.).
- (3) Responsible to LPPM.
- (4) Every lecturer who becomes a supervisor is obliged to follow the procedures regulated in the guidebook for implementing Merdeka Belajar Kampus Merdeka and other applicable rules.

**4) Status and credit weight**

The village development program/KKNT followed by students is an independent learning activity outside the campus for 1 semester. The provisions for credit load (semester credit units) in this activity reach a total load of 20 credits or equivalent in one semester of student activities. The calculation of semester credit units for off-campus learning is equivalent to 170 (one hundred seventy) minutes per week per semester. One semester credit unit (1 credit) is equivalent to 2,720 (two thousand seven hundred and twenty) minutes of student activity in the village (45 hours of activity). So 20 credits are equivalent to 54,400 (fifty-four thousand four hundred) minutes of activity or 906 hours of activity.

**5) Implementation location**

The village development/KKNT program activities are carried out in villages in districts/cities determined by LPPM in collaboration with district/city governments. The location of the implementation of activities is prioritized that has problems and potential as a location for building villages/KKNT and has the support and commitment of the village and local government. The locations of building villages/KKNT include:

- (a) The location of the activity is in the village/kelurahan. Definitions and requirements for village locations refer to information from partners, MoV and Transmigration or the Village Community Empowerment Agency at the Regency/City or Provincial level.
- (b) The village location is recommended by the Ministry of Villages and Transmigration.

- (c) Location based on recommendation from Directorate General of Higher Education.
- (d) Implementation location in very underdeveloped, underdeveloped, and developing villages. e) Undana assisted villages.
- (e) Other villages or urban villages at the request of partners (village, industry and local government).

#### 6) Activity Partner

Partners of village development/KKNT activities include: Government (Village Community Empowerment Agency at the district/city and provincial levels, Ministry of Education and Research, Ministry of Health, PUPR, Ministry of Agriculture, Ministry of Social Affairs, Ministry of Environment and Forestry, Ministry of Home Affairs, Ministry of Foreign Affairs, Kodam, Chief of Police, and PT-assisted villages), SOEs, and non-government community groups.

#### 7) Implementation Mechanism

The implementation of building villages/KKNT is managed and or coordinated by LPPM Undana. Broadly speaking, the management organization of building villages/KKNT has tasks with the following job descriptions.

- (a) Rector: Responsible for village development/KKNT activities
- (b) Vice Rector I
  - 1) Curricularly responsible for the village development/KKNT program
  - 2) Provide direction and ease in the implementation of village/KKNT development
  - 3) Facilitate budgeting for village development/KKNT activities
- (c) Head of the Institute for Research and Community Service (LPPM)
  - (1) Establish cooperation with partners, stakeholders and other institutions.
  - (2) Coordinate and manage the implementation of village development/KKNT activities
  - (3) Direct the implementation of village development/KKNT activities in an academic and scientific manner.
  - (4) Recruit, selecting, and conduct TOT Supervisor
  - (5) Carry out monitoring and evaluation of village development/KKNT activities.
  - (6) Responsible to to the rector regarding the implementation of village development/KKNT activities.

#### 8) Implementation time

The village development program/KKNT activities are carried out for 1 semester in each year according to the academic calendar of the current

year.

Participants *live in* the village designated as the location of the village development/KKNT activity for a minimum of 5-6 months.

9) Program Implementation Mechanism

All phases of the implementation of the village development program/KKNT are managed by the integrated LPPM online through SIAKAD Undana.

(1) Preparation Stage: Data and information preparation

This stage is carried out in preparation for the implementation of the village development program/KKNT which involves the following matters:

- (a) Identify the feasibility of village development/KKNT activity locations.
- (b) Location permit processing for village development/KKNT activities.
- (c) Socialization, interest and registration of participants in the village development program/KKNT.
- (d) Site selection and student placement.
- (e) Debriefing of students participating in village development/KKNT.
- (f) Debriefing or TOT for supervisors.
- (g) Determination of student supervisors for the village development program/KKNT.

(2) Stages of Implementation Activities (*Mentoring*)

This stage is the stage of student deployment to the location in order to implement the program.

- (a) Problem Identification and Potential Analysis (IMAP)
- (b) Establishing programs and making activity proposals
- (c) Program Implementation and Guidance.

(3) Activity Reporting Stage

- (a) Compile an individual final activity report
- (b) Success evaluation and program evaluation

(4) Monitoring and Evaluation

Carried out to ensure the output of each series of activities can be achieved and evaluate the implementation of the program to assess the effectiveness of the program in order to obtain improvements and refinements in the following year.

(5) Follow-up: *outputs* and *outcomes*

These outputs are expected to have an impact on the progress, welfare and independence of the village. In addition, village development/KKNT activities produce outputs that can be continued for dissemination and publication so that they have an impact on the performance of the institution. Activity outputs can

be in the form of:

- (6) Membangu Desa/KKNT activity report.
- (7) Dissemination or publication of activity articles in journals

(8) Publication in mass media.

**i. Activity Form Village Building/KKNT Activity Model Designed Hybrid Form**

The hybrid model is a combination of *free-form* and *structured*. This form of activity refers to the eight Merdeka Learning Campus Merdeka activity models. If in the process of implementing student competence does not meet the equivalent of 20 credits, it can be partially combined with other implementation models that have intersections to complement the competence of the *body of knowledge* Building Villages / KKNT, such as the following activities.

- 1) KKNT extended with utilizing Program Holistic Village Development and Empowerment Program (PHP2D).
- 2) KKNT Model of Village Development and Empowerment.
- 3) KKNT Model of Teaching in the Village.
- 4) Students can take online or other courses according to the provisions of the University to complete competencies.
- 5) Student Creativity Program for Service (PKM-M). There are several models in the implementation of Village Development/KNKT, namely as follows:

*(1) Extended KKNT Model*

In this model, universities create a package of competencies that students will obtain in the implementation of regular KKNT, and students are given the opportunity to apply for an extension of KKNT for a maximum of 1 semester or the equivalent of 20 credits. To continue the extended KKNT program, students can take advantage of the Holistic Village Development and Empowerment Program (PHP2D) by following procedures from the Directorate of Belmawa. The form of Extended KKNT activities can be in the form of community empowerment projects in the village and research for students' final assignments.

*(2) Model of KKN T Village Development and Empowerment*

In this model, universities work with partners in conducting KKNT Village Development and Empowerment based on village opportunities/conditions in the form of competency packages/development of RPJMDes that students will obtain in the implementation of KKNT. The number and fields of students participating in this program adjust to the needs of the program in the village. The implementation of KKNT Village Development and Empowerment is carried out for 6-12 months at the location or equivalent to a maximum of 20 credits. Calculation of learning outcomes equivalent to 20 credits can be equalized in several courses that are relevant to graduate competencies. Assessment of learning outcomes can be

identified from reports and exams.

portfolio / sub-portfolio of KKNT activities. For conformity with the achievement of graduate competencies, it is necessary to prepare a proposal / design of activities that can represent the field of expertise. Field supervisors must represent the study program in charge of the final semester course from each study program. Students can also take advantage of the Holistic Village Development and Empowerment Program (PHP2D) by following procedures from the Directorate of Belmawa.

### *(3) KKNT Model Teaching in the Village*

The implementation of this activity is prioritized for students of the Education study program. Students outside the Education study program can carry out teaching activities in accordance with their fields of expertise in the context of community empowerment, for example the application of appropriate technology. All KKNT teaching activities are to assist formal and non-formal teaching. If at the end of this activity will be used as a final project, it must be planned from the beginning in the form of a proposal that refers to the rules of the study program.

### *(4) KKNT Free Form Model*

Students are given the freedom to determine and carry out the form of KKNT programs that will be implemented with partners. Students can also take advantage of the Community Service Student Creativity Program.

Directorate of Belmawa by following the procedures from the Directorate of Belmawa. In preparing this model KKN T program, students must pay attention to the curriculum related to the activity and consult with the Academic Advisor.

## **1) Time allocation, form, and credit weight**

The structure of learning outcomes and assessment activities can be expressed in time allocations, forms and credits presented in the following table.

Table 2.9. Time Allocation, Form and Weight of credits

No.	Activities	Shape	Activity weight (%)	Activity Time (hours)	Credit weight, Equivalency and Assessment
1	Building Proposal Village	Structured	10	90,6	2



2	Implementation of the Building Model Core Program Village/KKNT ( <i>Hard and Soft</i>	Structured and <i>Free Form</i>	90	815,4	18
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	<i>Skill</i>				
	TOTAL		100	906	20

*Note:* 1 credit = 45.3 hours of activity

Each Faculty / Study Program makes a calculation of learning outcomes with a weight equivalent to 20 credits, which can be converted from several courses that are relevant to graduate competencies. Because the Village Building/KKNT program is carried out at least in semester 6, it is possible that the courses of the study program/faculty that are recognized to the Village Building/KKNT program activities are elective courses that are more enriching the learning experience of students.

## **2) Strategic issues and activity themes**

The translation of the implementation of the above activity model is carried out by supervisors and students in coordination with partners, village heads, or local governments. Starting from the preparation stage, conducting IMAP (problem identification and potential analysis) strategic issues (in the fields of education, health, entrepreneurship, economy, human resources, natural resources and the environment) followed by making proposals and a matrix of activities for 1 semester.

Strategic issues in village development can also refer to the SDGs agenda to be the theme of activities. The agenda is known as the Sustainable Development Goals (SDGs). There are 17 sustainable development goals, namely, (1) No poverty; (2) No hunger; (3) Healthy and prosperous life; (4) Quality education; (5) Gender equality; (6) Clean water and proper sanitation; (7) Clean and affordable energy; (8) Decent work and economic growth; (9) Industry, innovation, and infrastructure; (10) Reduced inequalities; (11) Sustainable cities and communities; (12) Responsible consumption and production; (13) Addressing climate change; (14) Aquatic/marine ecosystems; (15) Terrestrial ecosystems; (16) Just peace & strong institutions; and (17) Partnerships for sustainable development goals.

## **3) Assessment**

Evaluation of the success of students in participating in the village building program / Thematic Real Work Lecture (KKNT) is assessed on the success or academic achievement, outcomes and overall program evaluation. Evaluation and assessment aims to provide academic achievement values that include knowledge (*cognitive*); attitudes (*affective*); and skills (*psychomotoric*) as a description of the successful implementation of village building / Thematic Real Work Lectures (KKNT) by students. The assessment process has started since the campus briefing, attendance, and ends with the submission of the final report.

## **CHAPTER III**

### **QUALITY ASSURANCE**

To ensure the quality of the learning process and results of Merdeka Belajar - an independent campus, it is necessary to do the following.

#### **3.1. DEVELOP QUALITY POLICIES AND MANUALS**

1. Higher Education (Undana) developed a quality policy and manual for the Program
2. Merdeka Campus which is integrated with Higher Education quality assurance.
3. The quality policy and manual of the Independent Campus Program should refer to the quality policy and manual of the quality assurance system that has been in effect at Undana.
4. The quality policies and manuals of the Merdeka Campus Program that have been determined must be disseminated and socialized to related parties.

#### **3.2. ESTABLISH QUALITY**

In order for the implementation of the Merdeka Belajar - Merdeka Campus policy, the "right to study three semesters outside the Study Program" program can run with guaranteed quality, it is necessary to pay attention to and determine several quality aspects, including:

1. Quality of participants' competencies.
2. Quality of implementation.
3. Quality of internal and external mentoring processes.
4. Quality of facilities and markets for implementation.
5. Quality of reporting and presentation of results.
6. Quality of assessment.

#### **3.3. CARRY OUT EVALUATION AND MONITORING**

Assessment/evaluation is one of a series of activities in improving quality, performance, and productivity in implementing industrial internship programs. The focus of evaluation is the individual student, namely the achievements achieved in the implementation of internships by students. Through evaluation, it will be obtained about what has been achieved and what has not been achieved by students while participating in activities. Evaluation can provide information related to what abilities have been achieved by students during the program. In addition, through evaluation, a *judgment* can be made on the value or implications of the program results. Furthermore, this program is used to improve student competence.

##### **1. Assessment Principles**

Assessment in the implementation of the Merdeka Belajar - Kampus Merdeka policy, the "right to study three semesters outside the

Study Program" program.

refers to 5 (five) principles according to SNPT, namely educative, authentic, objective, accountable, and transparent which are carried out in an integrated manner.

## **2. Aspects of Assessment**

In line with the above assessment principles, the aspects assessed in the implementation of the Merdeka Belajar - Kampus Merdeka policy, the "right to study three semesters outside the Study Program" program, are at least as follows:

- a. attendance at debriefing and implementation;
- b. discipline and responsibility in carrying out tasks;
- c. Attitude;
- d. ability to perform tasks;
- e. report-making skills.

## **3. Assessment Procedure**

In accordance with the principle of continuity, assessment in implementing the Merdek Belajar - Kampus Merdeka policy, the "right to study three semesters outside the study program is carried out during the activity (process assessment) and at the end of the activity in the form of a learning activity report (results assessment). Assessment in the process is carried out by means of observation (personality and social) as the main technique. Meanwhile, the assessment of results is carried out at the end of the program implementation using reports made by students. The assessment is carried out by assistants from third parties related to the activities taken by students and accompanying lecturers at universities.

In addition to the above components, Undana needs to create a system in the form of an online survey about students' experiences and assessments of the quality of the independent learning program that they undergo during one semester outside the Study Program. This can be used to get feedback from students as a means of evaluation for the College in developing the next program.

## **CHAPTE R IV CLOSING**

The integration of MB-KM policy in the curriculum of the Study Program is new and undergoes a dynamic process, both at the concept level and at the level of more concrete elaboration. The success of its implementation at Undana certainly requires support and active participation, not only from the Center for Curriculum and Learning Development LP3M as the compiler of the guidelines and the Study Program as the implementer of the MB-KM program, but also from all related units. Therefore, various preparations and improvements must continue to be made, both regarding regulations, human resource capacity (lecturers and education staff), and supporting infrastructure/facilities. We walk while improving.

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