



Implementation of the Independent Learning Independent Campus (MBKM) Policy of the Teaching Assistance Program in Palu City

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ABSTRACT

This study aims to: 1) analyze compliance in the implementation of MBKM policies for teaching assistance programs; 2) describe the smooth implementation of the MBKM policy for the teaching assistance program; and 3) describe the performance of the implementation of the MBKM policy of the teaching assistance program. The grand theory using Franklin & Ripley's policy implementation theory consists of; compliance, smoothness, and performance. The research was carried out at the State High School of Palu City with a qualitative method for 4 months with data collection techniques; interviews, documentation, and observations. Data analysis techniques using Miles and Huberman include; data collection, condensation, data display and conclusions. Viewed from the point of view of school needs, the results of the study show: 1) elements of Palu City State High School such as; school principals, vice principals for curriculum affairs and teachers have compliance in the implementation of the teaching assistance program; 2) the implementation of the teaching assistance program runs smoothly without significant obstacles seen in the smooth learning, completeness of learning administration, and the involvement of students of the teaching assistance program in various school programs; and 3) the implementation of the teaching assistance program on performance indicators, still needs development, especially in aspects; Innovation of learning models, application of learning technology, strengthening scientific content, and strengthening in the development of literacy and numeracy-based instruments.

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INTRODUCTION

Improving the quality of education is absolutely done by every educational institution that hopes to exist in the future. Similarly, Higher Education consciously and systematically continues to strive to take various strategic steps so that the quality of graduates increases. One of the approaches taken is to introduce the Independent Learning Independent Campus (MBKM) policy. Through MBKM, students are more qualified according to the needs of the times" (Gusdini, Hasibuan, and Basriman: 2022) because with MBKM students can obtain comprehensive competencies that are relevant to pragmatic demands (Junaidi, et al: 2020). Even substantively, MBKM is considered a means of building a potential generation towards a golden Indonesia (Rosmiati, Putra & Nasori:2021 and Alfariz, Wijaya, & Maulida:2023, and Fuadi & Irdalisa:2021).

The MBKM policy is often considered as one of the educational revolutions based on the development of industry 4.0 (Syarifuddin, et al: 2021) which is expected to have a positive impact on the quality of university graduates who implement MBKM effectively and efficiently (Arsyad & Widuhung: 2022) in accordance with the provisions applicable in the Minister of Education and Culture of the Republic of Indonesia No. 3 of 2020 concerning National Standards for Higher Education as the juridical basis for the implementation of the MBKM policy. In the regulation, it is emphasized that students are given the opportunity and flexibility for 3 (three) semesters of learning outside their study program through 8 (eight) forms of learning activities, namely: "student exchanges, internships or work practices, research or research, humanitarian projects, entrepreneurship, independent studies or projects, village building or Thematic KKN,

and teaching or teaching assistance at school."

The purpose of MBKM implementation is to provide opportunities for universities to develop students to have academic abilities, Soft Skill and Hard Skill (Alawi et al., 2022; Hermawan et al:2022 and Susetyo:2020). The same thing was emphasized by Muslihata et al (2023), Hermanto et al (2021) and Rarantaa (2022) essentially "Freedom of Learning is a driving force for learning, facilitating cognitive, psychomotor and affective processes to be involved in the job market and organizations, industries and providing empirical experience to students."

Since its launch in 2020 and intensively implemented in 2021, various MBKM achievements have been considered positive in relation to "MBKM programs, academic culture, student experience." (Alfariz, Wijaya, & Maulida, 2023). One of the MBKM programs as identified above is teaching assistance or teaching at school, namely MBKM participating students who have an interest and talent in teaching can choose and implement teaching programs at school (Septiani et al:2022). The students in question are not only those with educational and teacher training backgrounds but also non-education students.

The implementation of the teaching assistance program through the "MBKM" program is good, as expected together." Wijayanto & Wulandari (2023). This fact was also found in the implementation of teaching assistance at Palu City State High School. Based on empirical findings, students get many benefits through teaching assistance programs, such as; Gain a more realistic understanding of the world of teaching, schooling, primary and secondary education, and the world of children or students, practice pedagogical skills, be more adaptive in building personality competencies and social competencies. In addition, students of the teaching assistance program gain experience in knowledge transfer as well as a forum to deepen their knowledge as an elaboration of professional competencies in the discipline.

The MBKM policy of the teaching assistance program, pragmatically has a positive impact on students (Mulyana et al., 2022 and Yours truly, Irvine, & Firdausia (2021). However, the impact of teaching assistance programs is reviewed from the perspective of the recipient or the school, practically has not been widely scientifically revealed. Therefore, this study is important to be carried out as a new perspective so that it can become Novelty, because a program is ideally symbiotic mutualized so that there is no tendency to resist a policy. "campus policies have not been fully accepted in the education ecosystem in Indonesia." (Hasanah, 2022).

The new perspective raised in this study is that the MBKM policy for the teaching assistance program is not seen from the perspective of students and universities but from the perspective of educational units or schools that accept MBKM students for the teaching assistance program. Studies in this perspective have never been carried out by other researchers and academics. Novelty Another is to use policy implementation theory. This approach has also never been carried out in the context of the MBKM policy of the teaching assistance program.

Policy implementation theory used as a Grand Theory is the model of Franklin and Ripley (1986) cited by Kadji:2008) includes three components, namely: 1) compliance; 2) smoothness; and 3) performance or results. The policy implementation theory of the Franklin and Ripley Model makes it possible to examine these three dimensions from the perspective of the policyholder, namely the school. The formulation of this research problem is: 1) how is the compliance of SMA Negeri Palu City in the implementation of the MBKM policy of the teaching assistance program, ? 2) how is the smooth implementation of the MBKM policy for the teaching assistance program at the State High School of Palu City?; and 3) how is the performance or results of the implementation of the MBKM policy of the teaching assistance program at Palu City State High School? Referring to the formulation of the problem, the objectives of this study are: 1) to analyze the compliance of SMA Negeri Palu City in the implementation of the MBKM policy of the teaching assistance program; 2) describe the smooth implementation of the MBKM policy for the teaching assistance program at Palu City State High School; and 3) describe the results of the implementation of the MBKM policy of the teaching assistance program at Palu City State High School.

RESEARCH METHODS

The method used in this study is a qualitative descriptive approach (Creswell: 2015 and Denzin & Lincoln: 2011) which seeks to describe research problems systematically and objectively. This research was conducted at Palu City State High School. Of the 9 (nine) State High Schools in Palu City, the ones that are the research loci are: SMA Negeri 1 Palu, SMA Negeri 4 Palu, SMA Negeri 5 Palu, SMA Negeri 7 Palu, and SMA Negeri 9 Palu which in the 2024/2025 academic year in odd semesters accept students who carry out teaching assistance programs from Tadulako University. The duration of the research is 4 (four) months starting from July 2024 to November 2024.

The analysis unit consisted of; 5 (five) vice principals for curriculum, 5 (five) among teachers, and 5 (five) students who carried out teaching assistance in 5 (five) schools that were used as research locusts. The data collection technique uses interviews, observations, and documentation developed triangulatively. The data analysis technique uses qualitative analysis techniques proposed by Miles & Huberman (2014) and Moleong (1993) which include; data collection, data reduction, data display, and conclusion drawn. This

stage of qualitative analysis is carried out interactively so that the field data collection process is not only carried out once but at least twice in each school because at the time of the display stage it turns out that it is still considered insufficient so that the researcher goes back to the school to complete the empirical data.

RESULTS

Subarsono (2005) describes three indicators of policy implementation of the Franklin and Ripley model, namely: 1) The compliance perspective refers to the implementation of the compliance of the implementing apparatus; 2) the success of the implementation is based on the smooth routine and the absence of problems; and 3) successful implementation leads to improved performance that satisfies all parties, especially the program beneficiary groups (schools). Based on the three indicators that are relevant to the formulation of the problem, the data, results and discussions are further analyzed.

The first indicator to assess policy implementation according to Franklin and Ripley's theory is the compliance of the bureaucratic apparatus with the policy. Based on the study of documents, observations and interviews, it was obtained that each State High School in Palu City has a driver of policy implementation. Thus, the orientation of compliance with the MBKM policy of the teaching assistance program is Squirrel at Palu City State High School.

Empirical findings show that in each Palu City State High School where the research was carried out, 3 (three) actors were found that were closely related to the MBKM teaching assistance program, namely the principal, the vice president of curriculum, and the pamong teacher. Meanwhile, administrative staff, library managers, and laboratory managers do not have direct contact with MBKM students in the teaching assistance program. If compliance is measured based on the school's acceptance of the MBKM policy of the teaching assistance program, then as a whole it responds and fully supports the MBKM policy of the teaching assistance program.

From the perspective of school residents, MBKM is actually relatively the same as the Introduction to the School Environment (PLP) program which is carried out 2 (two) times every year, especially FKIP Tadulako University. In addition, the Faculty of Tarbiyah UIN Data Karama Palu, FKIP University of Muhammadiyah Palu, and FKIP Al-Khairat University Palu also carry out PLP at State High Schools that have been determined by MBKM implementing universities. The difference lies in the reality that the teaching assistance program can be followed by non-educational students while PLP is only attended by education students. Another difference is that the duration of the teaching assistance program is longer (one semester) at least 4 (four) months compared to PLP which is a maximum of 4 weeks or one month.

School factors have given the same compliance response in the sense of accepting and fully supporting the MBKM policy of the teaching assistance program. The results of interviews with informants were obtained from the fact that none of the schools rejected the MBKM policy of the teaching assistance program. Thus, an educational ecosystem was formed that all supported and provided a positive response to the MBKM policy of the teaching assistance program. This finding expands and enriches the perspective of the findings of Mekel, Astro & Daud (2020) which examines MBKM from the perspective of students "who assess positively and are interested in participating in existing programs in the MBKM policy." This means that this finding confirms that not only students, lecturers, and universities consider MBKM teaching assistance to be useful but also school principals, vice principals, teachers and teachers.

Further analysis found two factors causing compliance of Palu City State High School recipients of the MBKM teaching assistance program, namely; coordination and socialization carried out by the MBKM unit of Higher Education at the State High School of Palu City which is the target of the MBKM teaching assistance program. Coordination and socialization are the keywords for the compliance of the stakeholders of SMA Negeri Palu City with the MBKM policy of the teaching assistance program because through coordination and socialization, the understanding and commitment to the success of the MBKM teaching assistance program can be maintained. This is in line with the findings of Sopiansyah et al (2022) that "... need cooperation with partners to succeed in the learning activities of the MBKM program." The compliance of the institution that receives the MBKM policy for the teaching assistance program, namely the school, is bound in the framework of the partnership, starting with coordination and socialization.

Compliance of school principals, vice principals and teachers including stakeholders, such as; library and laboratory managers for MBKM teaching assistance programs because they are in line with the policies implemented by the Palu City State High School in the context of the Independent Curriculum. Since 2020 and 2021, the Independent Curriculum has been intensively implemented at Palu City State High School. Thus, the concept of MBKM, especially the teaching assistance program, has been fully understood by the Palu City State High School. However, compliance as an indicator of the success of policy implementation according to the theory of Franklin and Ripley (1986) is described as bureaucratic and administrative technical by the school authority holder to coordinate with the university that is the agent of MBKM teaching assistance students, while teacher compliance is implemented in the form of pedagogy and scientific substance with teaching assistant students.

Regarding compliance and stakeholders, especially teachers, it seems that the strategic position is more played by the teaching assistant teacher because since the teaching assistant students are in school, the pedagogical interaction and learning as a whole is completely under the control of the teacher who acts as a teacher for the teaching assistant students. On the other hand, the principal and vice principal of curriculum affairs act as managerial and coordinators who communicate administrative needs with student supplier universities that implement the MBKM policy of the teaching assistance program.

The second indicator of Franklin and Ripley's policy implementation theory is smoothness, namely whether there are obstacles to the implementation of a policy and program. Can the school (school perspective-not the perspective of students or colleges) facilitate students in implementing teaching assistance programs or experience significant obstacles? Interview data with school principals, vice principals for curriculum affairs, and teachers were then triangulated with the results of field observations and document studies in the form of Teacher Pamong diary, a recap of the attendance of teaching assistance students at school and in the classroom, is carried out on a narrative data display related to the smooth implementation of the MBKM policy of the teaching assistance program.

Empirical findings indicate that the implementation of the MBKM policy for teaching assistance programs reviewed from the perspective of the school, overall has gone smoothly. The results of the analysis also showed that no significant obstacles were found experienced by the school as a recipient of students of the teaching assistance program. The smooth implementation of the MBKM policy for the teaching assistance program from a school perspective can be seen from indicators, namely: learning runs smoothly, the completeness of learning administration, and students of the teaching assistance program can follow the direction of teachers and implement various school programs as a whole.

First, learning runs smoothly as seen in the continuity of learning as scheduled according to the subjects and disciplines of the students of the Teaching Assistance Program. The presence of teaching assistant students at school does not change the pattern, design and learning mechanism, for example fixed scheduling as designed by the vice principal for curriculum affairs. Teaching assistant students are able to adjust to the culture of curriculum management at the Palu City State High School. In the context of coaching, teaching assistance students are distributed to teachers according to the disciplines and subjects taught.

Teachers in accordance with the authority given do not only treat teaching assistance students as mere coaching subjects but also as partners in carrying out learning (Kamalia & Andriansyah, 2021; Adila, et al., 2023; and Misnawati & Zuraini, 2023). Teaching assistance students who are under the guidance of pamong teachers, have a number of varying numbers according to the subjects taught. However, in general, there are 2-5 people. However, it is found that not all subjects have teaching assistant students, such as; foreign languages-German, art subjects, and IT.

Judging from the aspect of achieving the curriculum targets, it was found that students of the teaching assistance program were able to implement and describe learning objectives according to the subjects they were taught. The curriculum set by the teacher and the distribution of the subject matter in all learning materials are delivered according to the semester program that has been prepared by the teacher and socialized to teaching assistant students when they are first in school as students of the teaching assistance program. Based on data obtained from documents and interviews, it was further analyzed that there was no material lag in all classes in all subjects involving teaching assistant students. This means that from the perspective of the school, especially the views of the teachers, the existence of teaching assistant students also contributes significantly to the school that accepts teaching assistant students.

Second, the smooth learning is also revealed from the aspect of the completeness of learning administration owned by students of the Teaching Assistance Program. Indeed, pragmatically, the completeness of learning administration, especially the teaching module documents and the design of learning outcome assessments, has been owned by students of the teaching assistance program before being in school, but if viewed from the perspective of teachers (schools), development and adjustments must still be made according to the pattern that applies in schools that have implemented the Independent Curriculum. From the results of data analysis, it was found that this fact, development and adjustment had been carried out by teaching assistance students according to the direction of the pamong teacher. This means that in the school's view, the existence of teaching assistance program students has made a real contribution to the dimension of learning administration completeness.

Third, the smooth implementation of the MBKM teaching assistance program is also seen from the ability of teaching assistance program students to follow the school program as a whole. This research found and was recognized Squirrel school that although the teaching assistance program emphasizes the learning aspect, the involvement of teaching assistant students is not only on the dimension of interaction in the classroom but also on the overall aspect of student development, such as; scouting activities, school environment cleanliness activities, and spiritual activities. This shows the school's pro-active attitude to involve teaching assistance students in total in various school activities. In the school's view, the existence of teaching assistance program students is not only related to curricular (teaching and learning process) but also

includes co-curricular and extra-curricular. Thus, the contribution of students of the teaching assistance program includes all school activities related to student coaching and development.

The third indicator of Franklin and Ripley's policy implementation theory is performance, which means that policy implementation must be measured based on the achievements or results obtained in the implementation of a policy. In this research, the results in question emphasize the subjects who accept and implement the policy. If the successful implementation of the MBKM policy of teaching assistance programs is reviewed from the perspective of students or universities, then various studies show such success, such as the findings of Irawan & Suharyati (2023) "MBKM is useful in shaping student learning experiences." Even students of the teaching assistance program are expected to be able to be a solution or alternative to solving learning problems experienced by learners (Faiz & Purwati, 2021 and Yulianeta, 2023) and teachers when experiencing psychological, pedagogical, and professional obstacles in carrying out learning.

From the perspective of students analyzed based on interviews with student informants, it is known that teaching assistance students feel the empirical benefits of teaching assistance programs because they can not only compare the knowledge tools they already have from college but can also compare with field facts so as to further strengthen students' understanding and motivation to carry out teaching assistance.

The performance of policy implementation in this study, when viewed from the perspective of schools as institutions accepting students of teaching assistance programs, this dimension is what distinguishes it from other studies that have been conducted by several academics and other researchers, namely more studies from the dimension of universities or students of teaching assistance programs. Meanwhile, the review of the performance of the MBKM teaching assistance program from the perspective of the recipient (school) is important because no matter how the MBKM policy of the teaching assistance program is very much emphasized on the interests of students, but it is inevitable to expect an impact, result, or performance that the school feels as a recipient of the MBKM policy of the teaching assistance program.

Stakeholders of school principals, vice principals, and teachers feel very helped by the existence of students in the teaching assistance program because it can reduce the burden of very dense teaching hours at research locus schools. Moreover, some teachers have other duties, such as; Become a homeroom teacher, student advisor, and assistant to the vice principal in all matters (student affairs, curriculum, public relations, and infrastructure). For the school, the presence of teaching assistance program students can help teachers in smoothing the implementation of learning. However, in terms of the aspects that are most expected by the school, especially the teachers who are given the task and responsibility of the school to accompany students in the teaching assistance program, it is not just technical but substance.

Based on interview data that was trivialized between informants and then analyzed, it was identified that the school's substantial expectations for students of the teaching assistance program were that students of the teaching assistance program could provide benefits to schools and teachers related to learning model innovations and the application of technology in learning. Teachers and all teachers in schools have positioned universities as responsible institutions and have the authority to give birth to learning innovations. It is very proportionate if the presence of students in the teaching assistance program is also transformatively oriented in learning innovation. Similarly, with learning technology, schools and teachers hope to adopt learning technology, especially technology-based learning media because MBKM-based universities must be strengthened with a number of learning models and information technology. (Suharno, Rifai & Sudrajat, 2023).

The results of the study found that the two aspects that the school hoped had not been optimally realized. Students of the teaching assistance program have not shown innovation in implementing learning related to the learning model and 21st century-oriented learning approach. Similarly, in the field of technology, there has not been an optimal transformation for teachers. In fact, further analysis found that in the context of a differentiated learning approach that must be implemented and is a characteristic of the independent curriculum in schools, it has not been mastered by students of the teaching assistance program. Similarly, practical social-emotional learning is not yet known and mastered by students of teaching assistance programs. Regarding the application of technology in learning, it is still based on the use of power point (PPT). Some students of the teaching assistance program have indeed introduced the Canva application to teachers, but it is not comprehensive. Therefore, the overall performance aspect of the MBKM policy of the teaching assistance program is reviewed from the perspective of teachers and schools is not optimal in the dimension of learning model innovation and the application of technology in learning.

Another finding that is still a weak point in the implementation of the MBKM policy of the teaching assistance program from the perspective of the use value for schools is the hope that teachers will receive scientific reinforcement related to the concept of new concepts in the field of science according to the subjects taught and the mastery of literacy and numeracy, especially in the aspect of assessing student learning outcomes, has also not been implemented properly.

The interview data that was trivialized between informants and document sources, emphasized that the school hopes that the existence of the teaching assistance program is not only to coach and enrich the student experience even though it is indeed the main goal, but the school also hopes that the presence of

students in the teaching assistance program can provide added value to both students and teachers who adhere to the principles of lifelong learning. Teachers try to increase knowledge from various sources, including from students of the teaching assistance program. In the view of the pamong teacher, the campus is the latest source of knowledge so it is hoped that the presence of students of the teaching assistance program will bring new knowledge and information related to new discoveries in the scientific field and according to the subjects taught.

The current dynamics related to the quality of education are the urgency of strengthening literacy and numeracy in schools. Therefore, various aspects of learning ranging from the planning outlined in the learning tools, the learning process, to the evaluation must reflect the strengthening of literacy and numeracy. One of the hopes of the school, especially teachers, is that students of the teaching assistance program can provide enlightenment about the content and techniques of developing evaluation instruments based on numeracy literacy. However, empirical findings show that students of the teaching assistant program practically do not understand and master the preparation of evaluation instruments based on numeracy literacy. Maulana, et al. (2022) explained that students of the teaching assistance program "must have mastery of literacy and numeracy materials."

The analysis of performance indicators or the results of the MBKM policy of the teaching assistance program found factually that from the aspect and perspective of school needs, it was not optimal. MBKM students in the teaching assistance program need to play a more optimal role as; 1) transformer of learning model innovation; 2) transformer of IT applications in learning; 3) scientific transformers; and transformers for the development of literacy and numeracy-based assessment instruments. This is due to several factors, namely; 1) the lack of cognitive provision of students in the teaching assistance program is related to the dynamics of schools that have implemented the independent curriculum so that it requires the use of various new approaches in learning such as; differentiation and socio-emotional; 2) lack of intensive coordination between universities and target schools related to the substance of the MBKM policy for the teaching assistance program. School coordination and involvement are more administrative in nature so that aspects of the content of learning materials receive less attention; and 3) the lack of connectivity between the theories learned by students of the teaching assistance program in college and the empirical reality in school.

CONCLUSION

Viewed from the school's point of view, the conclusions of this study are: 1) the teaching assistance program on compliance indicators has been implemented effectively and efficiently, namely all elements of the school receive, support, and succeed the MBKM policy of the teaching assistance program; 2) Teaching Assistance programs on indicators of fluency, running smoothly with the criteria of fluency of learning, curriculum achievement, and success of school programs; 3) Teaching assistance programs on performance indicators, which are not optimal, still need development in the aspects of learning innovation, IT applications in learning, mastery of scientific content, and mastery in the development of literacy and numeracy-based assessment instruments.

SUGGESTION

The implementation of the MBKM policy of the teaching assistance program has not been optimally reviewed from the performance aspect, so it is recommended: 1) schools are more proactive in conveying and providing advice to universities managing teaching assistance programs related to the content needed by teachers and the school as a whole; 2) Universities that manage teaching assistance programs are more active in connecting and relevanting theories obtained in college with the real needs of the school.

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