

THE CONCEPT OF LECTURER LINEAR COMPETENCY AND THE INDEPENDENT CAMPUS LEARNING (MBKM) PROGRAM IN THE GLOBAL EDUCATION CONTEXT

^{*1}Agustina Nurul Hidayati,²Lelo Sintani,³Henry H.Loupias

¹Faculty of Civil and Planning, Institut Teknologi Nasional, Malang, Indonesia

²Management Study Program, Faculty of Economics and Business, Universitas Palangka Raya,
Palangkaraya Indonesia

³Visual Communication Design Study Program, Faculty of Arts and Literature
Universitas Pasundan, Bandung, Indonesia

Author's email:

¹anhidayati21@gmail.com ; ²lelo.sintani@feb.upr.ac.id ; ³loupiashenry@gmail.com

*Corresponding author: anhidayati21@gmail.com

Abstract. Globalization has created a new paradigm in almost all sectors including education. Education is the main medium for the transformation process towards a global society. Therefore, Globalization and education must be linked since education plays a significant role in forming a society and is greatly impacted by global activities. Higher education institutions (HEIs) are impacted by globalization in a variety of ways. The Indonesian government responded to globalization by implementing the Independent Campus Learning (MBKM) program, which is a policy to provide freedom to HEIs. MBKM offers a flexible and independent learning environment and encourages students to have many abilities, not just one. Indonesian higher education applies the concept of linearity, namely the suitability of the knowledge background that lecturers will obtain in Master's or Doctoral programs with the knowledge that will be taught to achieve competency or learning outcomes for graduates in the study program where the lecturer teaches. People need to be able to learn new skills that the knowledge society requires in order to integrate into the global economy. It is important to understand that higher education is now increasingly global and globalized. HEIs must be able to respond to the challenges of globalization with complex problems that require a multi-disciplinary or non-linear approach. Therefore, universities need to be aware of the trends, opportunities, and experiences associated with internationalization and globalization in order to better educate their students for future employment.

Keywords: Higher Education Institution (HEIs), Globalization, Linearity, Merdeka Belajar Kampus Merdeka

1. INTRODUCTION

Higher education (HE) has an important role in the prosperity of society in a country because it is related to economic growth, the quality of human resources and human capital. Therefore, the role of higher education institutions (HEIs) in the context of globalization is vital so that Indonesian human resources are able to compete in the global era. Globalization has created a new paradigm in almost all sectors, including the education sector. It is defined by the United Nations Development Programme (UNDP) as the growing interdependence of people on a political, cultural, technological, and economic level (Quainoo et al., 2022). Globalization, according to the UNDP's Human Development Report (1999), is the rising economic, technological, cultural, and political interdependence of all people on the planet. It is perceived as a broad trend toward the loosening of restrictions on capital flows, the movement of goods and products across national borders, and the liberalization of economic trade (Bakhtiari, 2011) and a process that focuses on the worldwide flow of ideas, resources, people, economies, values, cultures, knowledge, goods, services, and technologies (Strielkowski et al., 2021).

HEIs are impacted by globalization in a variety of ways. Depending on one's precise place in the global arena, the effects of the globalization process on higher education policies and institutions might vary greatly (Krajewska, 2020). Universities and colleges

now have the chance to adopt a new perspective and assist students in developing the networks and skills necessary for success (Strielkowski et al., 2021). HEIs has changed as a result of the abilities required for diverse employment (Venkatesh, 2023). The effect of globalization on the need for credentials and skills is the most significant (Green, 2003). Globalization has caused rapid changes in the employment sector, especially in the workforce of college graduates. Due to the trend of multinationalization in business and production, as well as strategic alliances, the need for educated and skilled labor will only grow as one of the keys to the global labour market. Additionally, the use of labor from around the globe in a single business unit is becoming more common. This implies that there will be a rise in labour movement between nations (Handayani, 2015). This phenomenon demands an evaluation of the national education system and the competencies provided by HEIs so far. This includes the need to evaluate the gap between HEIs and the world of work because this gap can cause university graduates not to be absorbed by employment opportunities and unable to compete with foreign workers.

However, the education sector is a means of improving a nation's civilization, quality of life and social welfare. The Indonesian government is trying to respond to globalization in the education sector, including anticipating its negative impact on the quality of HEIs and their graduates. HE graduates need non-linear but diverse skills as a dynamic and complex global world demands. The link between industry, corporate worlds, and higher education has changed as a result of the abilities required for diverse employment (Venkatesh, 2023). It is even recommended that HEIs respond to developments and changes outside of school, especially the business and industrial sectors which are developing very rapidly. The Indonesian government has designed a curriculum with the concept of "link and match" for the Independent Campus (*Kampus Merdeka*) program which aims to overcome the gap between educational qualifications and industrial demands in the global era.

The concept of the Certified Independent Study and Internship (MSIB) program is to hone comprehensive skills and prepare students for their careers. So far the national higher education curriculum has not been optimal and has not been able to respond to the job market. Based on the National Labor Force Survey (*Sakernas*) of the Central Statistics Agency (BPS), the number of open unemployed people in Indonesia reached 8.43 million people in August 2022. There are 673.49 thousand (7.99%) of the unemployed were university graduates and amount 159.49 thousand (1.89%) of the unemployed were academic/diploma graduates. Therefore, the national higher education curriculum needs to respond to rapid developments and changes. However, the problem with changing or modifying the national curriculum is that it is not easy. It is crucial to implement significant changes outside of the curriculum (Kremen and Kurbatov, 2019). The impact of globalization on the education sector has two sides of the coin, namely the positive side and the negative side. The positive side for education in India is that higher education's globalization could enable India to seize possibilities in the emerging global economy (Venkatesh, 2023). Globalization of knowledge and information is occurring as a result of the convergence of computer and communication technologies (Singh, 2018).

Merdeka Belajar Kampus Merdeka (MBKM) is a policy issued by the Ministry of Education, Culture, Research and Technology Indonesia which has the main aim of encouraging students to master various knowledge that is useful for entering a dynamic world of work based on modern technology. The background of MBKM is that in order to prepare students to face social, cultural changes, the world of work and rapid technological advances, student competencies must be prepared to be more relevant to the needs of the times. Link and match not only with the world of industry and the world of work but also with a rapidly changing future. HEIs are required to be able to design and implement innovative learning processes so that students can achieve learning outcomes including aspects of attitudes, knowledge and skills optimally and always relevant. (<https://kampusmerdeka.kemdikbud.go.id/web/about/latar-belakang>).

This is a policy provides freedom to educational institutions but there are numerous challenges associated with implementing the MBKM program in higher education (Bhakti

et al., 2022) is one of the policy studies that the government is currently promoting to be implemented in the world of higher education (Meke et al., 2022) which seeks to enhance graduates' competency in both hard and soft skills, making them more relevant to contemporary demands and more equipped to lead the country in the future as outstanding, personable leaders (Doa and Marselina, 2022). The MBKM has been in operation since 2019 which seeks to offer a flexible and independent learning environment (Vhalery et al., 2020). The advancement of science and technology in the context of industry 4.0, when pupils possess multiple abilities instead of just one (Zakiyyah et al., 2021). The MBKM is a component of the Republic of Indonesia's Ministry of Education, Culture, Research, and Technology's Independent Learning policy, which gives students the chance to develop their skills in line with their interests and talents by entering the workforce right away in order to get ready for future careers (Sumani et al., 2022). The MBKM program is an educational revolution based on industrial development 4.0 (Meke et al., 2022). The MBKM program is expected to be able to answer the challenges of higher education institutions to produce graduates who are in line with current developments, advances in science and technology, the demands of the business and industrial world, as well as the dynamics of society. (<https://kampusmerdeka.kemdikbud.go.id/web/about/latar-belakang>).

This research aims to examine the synergy between the concept of lecturer linearity competency, the MBKM program and global education. The definition of synergy is an interaction or cooperation to produce a whole that is greater than the sum of its parts. It is impossible to obtain positive and optimal results from the MBKM program if there is no synergy with lecturers and global education elements. Apart from that, it examines the effectiveness of the IIASMA program as a flagship program from MBKM in the context of efforts to improve the quality of the national higher education curriculum and the quality of HEIs in the context of global competition.

2. LITERATURE REVIEW

2.1 Education

Education is at the center of the transformation that is profoundly impacting our world in the fields of science, technology, economics, and culture. It is the cornerstone and primary engine of economic, social, and human progress (Bakhtiari, 2011). Globalization has led to an increase in the commercialization and commodification of education in our nation (Venkatesh, 2023). HE is becoming more and more necessary to keep up with the demands of a more complicated and dynamic work environment (Zakiyyah et al., 2021). According to Berkovich and Benoliel (2021) educational institutions are crucial in advancing the globalization and legitimacy of the "organizational society." Globalization and education must be linked since education plays a significant role in forming a society and is greatly impacted by global activities (Quainoo et al., 2022).

2.2 Globalization

Globalization is a fact of life in the twenty-first century, given the state of academia and the economy (Strielkowski et al., 2021). Studies on globalization in education are a prominent theme (Berkovich and Benoliel, 2021). Since the 1990s, one of the most important and often utilized themes in the humanities and social sciences is globalization (Krajewska, 2020). Globalization is defined by the United Nations Development Programme (UNDP) as the growing interdependence of people on a political, cultural, technological, and economic level (Quainoo et al., 2022). Every nation that has profited from globalization has made large investments in its systems of training and education (Bakhtiari, 2011). The prospects for established national education systems are indeed altered by globalization (Green, 2003). Globalization is the unrestricted movement of capital, ideas, products, services, information, and people across nations in the global economy. It has an impact on many facets of daily life, including education (Venkatesh, 2023). HEIs are impacted by globalization in a variety of ways (Krajewska, 2020; Venkatesh, 2023).

3. RESEARCH METHODS

The education sector is a crucial sector for a nation in facing current developments and developing quality and competitive human resources in the global era. One of the government's efforts to face global competition is to improve the quality of HEIs and their graduates so they can compete in the global arena. The MBKM program is the government's effort to respond to the rapid globalization of education. IASMA is one of the MBKM programs for Indonesian students to get to know global education systems and practices.

This research uses a qualitative approach with descriptive methods to explain phenomena that occur in Indonesian national education, especially the higher education curriculum in a global context such as the IASMA internship program. On the other hand, the higher education system still applies linearity to lecturers, a concept that is not in line with the concept of global, multidisciplinary education. The research uses secondary data in the form of scientific journal articles, research reports and the internet. The research results show that there are contradictions or lack of synergy in implementing MBKM programs.

4. RESULTS AND DISCUSSION

4.1 Program Indonesian International Student Mobility Awards (IISMA)

IISMA is one of the MBKM programs that has not shown a positive contribution to national education, especially for HEIs. The reason is that the IASMA program is more beneficial for the individual, namely as an IISMA participant at various universities abroad. Meanwhile, the most crucial need is improving the quality of lecturers. During one semester of study at overseas partner universities, IISMA participants can take 3-4 courses from a total of 10 courses offered by overseas partner universities. In addition, they study together with students in the same class. This number is very minimal when compared to all the credits for the Strata 1 program, which is 144 credits. In addition, the internship period for one semester is short because IAS participants require adaptation, thus it is difficult to change the national curriculum at HEIs, even though the national curriculum at HEIs should be changed to adapt to global needs.

Most of the IISMA participants come from well-known campuses in big cities. This is due to the accreditation of the participating campuses being superior, having quality and professional lecturer human resources and complete campus facilities. Meanwhile, most campuses, especially private HEIs located in areas or outside Java and eastern Indonesia, are of low quality, limited human resources, lecturers, etc. This gap between campuses can cause the implementation of the IISMA program to be less than optimal, even though the aim of the MBKM program is an effort to improve the quality of all campuses, including regional campuses.

The facts show that the domestic internship program, namely student internships from outside Java and eastern Indonesia on campuses on the island of Java, does not run smoothly or is not optimal, this is caused by various gaps, including different teaching and learning processes, so that participants Internships require adaptation. Each individual's adaptation process is different. Several large private campuses in the city of Bandung do not have internship students, due to various factors including this gap. Apart from that, the administrative factors are not yet ready. In summary, the MBKM program, especially IAS, is not effective in the context of the national curriculum or global education curriculum. Meanwhile, the global era is accelerating very rapidly.

In fact, the IISMA internship program is similar to the "link and match" concept in the previous national curriculum, the aim of which is for students to understand developments in the job market and industry. In fact, the national curriculum has not been able to keep pace with technological and industrial advances. This causes the number of unemployed to be quite high, this shows that the quality of national education, especially HEIs, needs a new dynamic paradigm to be able to keep up with the rapid and complex developments in the global era. Global complexity requires a holistic, multidisciplinary approach. Ironically, even though the scientific linearity decree has

been revoked, in fact it still applies to various administrative requirements. The definition of holistic is that the parts of something are interconnected. Meanwhile multidisciplinary is combining or involving several academic disciplines or professional specialization in approach to a topic or problem. Linear learning hardly takes the individual needs, talents, and interests of students into consideration, linear learning does not offer any room for creativity and initiative. In shorts linier learning assumes that all students will progress in an orderly and sequential fashion, from one level to the next. The topic of linearity still raises pros and cons. Even though the decree was revoked in 2019, in fact it is still enforced in various administrative matters, for example promotions to functional positions and the professor application process. Linear abilities are incapable or irrelevant to non-linear global education as a response to the challenges of globalization.

In facing the global era, the national education system needs to be changed thoroughly and fundamentally or holistically and implemented synergistically. Meanwhile, the IISMA internship program is partial, only contributing to the students, not the institution. If it is related to global problems, the MBKM program is ineffective and inefficient. However, the national higher education curriculum must be dynamic, flexible and futuristic. Education in the global era is the main medium for the transformation process towards a global society which functions as the basic capital of a nation. However, the fact is that the education sector has not been able to accelerate this transformation process.

CONCLUSION

The MBKM program, especially the IASMA program, is more beneficial for individual program participants, such as opening perspectives on the concepts and practices of global education on overseas campuses. However, if it is related to efforts to develop a global national curriculum for higher education, it is not yet adequate. Dynamic, multi-disciplinary, non-linear and complex global education must be viewed holistically and practiced synergistically. Even though the linearity education regulations for lecturers have been revoked, the fact is that they are still enforced, namely requiring the suitability of a lecturer's scientific background. Meanwhile, the demands of globalization education are multidisciplinary or non-linear. This is a contradiction in our national education.

The IISMA program is not evenly distributed due to various factors, especially students' ability in English. This is a weakness of most HEIs in regional or private campuses. So the IASMA program is not effective in efforts to revitalize HEIs in a global context. A total of 1,692 students consisting of 1,132 undergraduate students and 560 vocational program students were selected as participants in the 2023 Indonesian International Student Mobility Awards (IISMA). The University of Indonesia is the university with the most students receiving the Indonesian IISMA program. In 2023, as many as 295 University of Indonesia students will pass the IASMA program selection. The MBKM policy provides opportunities for students to gain broader learning experiences and new competencies (Doa et al., 2022).

REFERENCES

- Bakhtiari, Sadegh. (2011). Globalization and Education: Challenges and Opportunities. *International Business & Economics Research Journal*, 5(2). DOI:10.19030/iber.v5i2.3461
- Berkovich, Izhak., & Benoliel, Pascale. (2021). Organisational Perspectives on Globalisation in Education, Globalisation, Societies and Education, 19:1, 2-6, DOI:10.1080/14767724.2020.1788923
- Bhakti, Yoga Budi., Simorangkir, Melda Rumia Rosmery., Tjalla, Awaluddin., & Sutisna, Anan. (2022). Kendala Implementasi Kebijakan Merdeka Belajar Kampus Merdeka (MBKM) Di Perguruan Tinggi. *Research and Development Journal of Education*, 8(2), 783-790
- Doa, Hamsa., Banda, Falentina Lucia., & Marselina, Apriana. (2022). Pemahaman dan Kesiapan Mahasiswa Program Studi Akuntansi Fakultas Ekonomi Universitas Flores Tentang

Merdeka Belajar-Kampus Merdeka (MBKM). *Jurnal PAJAR (Pendidikan dan Pengajaran)*. Volume 6, Nomor 2

Green, Andy.(2003).Education, Globalisation and the Role of Comparative Research. *London Review of Education*, Vol. 1, No. 2.

Handayani, Titik.(2015).Relevansi Lulusan Perguruan Tinggi di Indonesia Dengan Kebutuhan Tenaga Kerja di Era Global.*Jurnal Kependudukan Indonesia*,Vol. 10,No. 1, pp.53-64

Krajewska, Anna, (2020). Globalization and Higher Education: the Police Perspective. *Eastern European Journal of Transnational Relations*, Vol.4, No.1. DOI:10.15290/eejtr.2020.04.01.01.

Kremen, Vasyi. & Kurbatov, Sergiy.(2019).Transformation of the academic life in the 21st century. *Education: Modern Discourses*, 2, 6-13. <https://doi.org/10.32405/2617-3107-2019-1-1>

Meke,Konstantinus.Denny.Pareira.,Astro,Richardo.Barry.,&Daud, Maimunah.H.(2022).Dampak Kebijakan Merdeka Belajar Kampus Merdeka (MBKM) Perguruan Tinggi Swasta di Indonesia. *Edukatif : Jurnal Ilmu Pendidikan*, Volume 4,Nomor 1,Hal.675 - 685

Quainoo,Eric.Atta., Aggrey,Ruby., Aggrey,Derrick., Adams,Francis., Opoku, Ernest.,& Abubakari, Zakaria.Wanzam.(2022). The Impact of Globalization on Education: A Blessing or a Curse. *Education Journal*. Vol. 11, No. 2,pp. 70-74. doi: 10.11648/j.edu.20221102.13

Singh,Archana.(2018).Globalization of Education: E-Learning. The *International Journal of Indian Psychology*, Volume 6, Issue 2. DOI: 10.25215/0602.104 <http://www.ijip.in>

Sokolowski,Marek., & Ershova,Regina.V.(2022).Eternal Present? From McLuhan's Global Village to Artificial Intelligence. *RUDN Journal of Psychology and Pedagogics*. 2022 Vol.

19 No. 2 393–405. DOI 10.22363/2313-1683-2022-19-2-393-405UDC 316.77

Strielkowski,Wadim.,Grebennikova,Veronica., Razinkina, Elena.,& udenko,Ekaterina.(2021).Relationship between Globalization and Internationalization of Higher Education. *E3S Web of Conferences* 301, 03006. <https://doi.org/10.1051/e3sconf/202130103006>

Sumani,Sumani., Kadafi,Asroful., Purnomosasi, Lusiana.K. D.,&Prasasti, Pinkan.A. T.(2022). The Impact of “Kampus Mengajar MBKM Program” on Students' Social Skills. *Pegem Journal of Education and Instruction*, Vol. 12, No. 3,pp. 220-225

Vhalery,Rendika.,Setyastanto,Albertus.Maria.,&Leksono,Ari.Wahyu.(2022).Kurikulum Merdeka Belajar Kampus Merdeka: Sebuah Kajian Literatur. *Research and Development Journal of Education*, Vol. 8, No. 1, pp.185 – 201. DOI: <http://dx.doi.org/10.30998/rdje.v8i1.11718>

Venkantesh,R.(2023). Globalization of Higher Education: Implications For India. *Morfai Journal*, Volumes 3, No.1

Zakiyyah, Cahyani,Mutiara.Dwi.,& Fatnah, Nurwanti.(.).Readiness of the Science Education Study Program in the Implementation of the 'Merdeka Belajar - Kampus Merdeka' (MBKM) Curriculum.*Scientiae Educatia: Jurnal Pendidikan Sains*, Vol 10 (2): 160-168. DOI: <http://dx.doi.org/10.24235/sc.educatia.v10i2.9243>.

*The Third International Conference on Government
Education Management and Tourism (ICoGEMT) + HEALTH
Bandung, Indonesia, January 19-20th, 2024*