



GUIDELINES FOR THE IMPLEMENTATION OF FREEDOM TO LEARN INDEPENDENT CAMPUS CURRICULUM UNDERGRADUATE PROGRAMME

**UNIVERSITAS PENDIDIKAN GANESHA
2020**



MINISTRY OF EDUCATION AND CULTURE

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RECTOR DECREE OF UNIVERSITAS PENDIDIKAN
GANESHA NUMBER 3027 /UN48/DK/THE YEAR OF 2020

ABOUT

GUIDELINES FOR THE IMPLEMENTATION OF FREEDOM TO LEARN
INDEPENDENT CAMPUS CURRICULUM

UNIVERSITAS PENDIDIKAN GANESHA THE YEAR OF 2020

RECTOR OF UNIVERSITAS PENDIDIKAN GANESHA,

Considering : a. that for the implementation of Freedom to Learn Independent Campus, it is needed
Guidelines for the Implementation of Freedom to Learn Independent Campus in
Universitas Pendidikan Ganesha the year of 2020 with Rector Decree;

Remembering :

- 1 Law Number 20 of 2003 concerning National Education System;
- 2 Law Number 12 of 2012 concerning Higher Education ;
- 3 Government Regulation Number 04 of 2014, concerning the
Implementation of Higher Education and Management of Higher
Education;
- 4 Presidential Regulation Number 11 of 2006 concerning The Change of
IKIP Negeri Singaraja to Universitas Pendidikan Ganesha;
- 5 Regulation of the Minister of Research, Technology and Higher Education
Number 14 of 2016, concerning the Organization and Work Procedure of
the Universitas Pendidikan Ganesha;
- 6 Regulation of the Minister of Research, Technology and Higher Education
Number 75 of 2017 concerning the Statute of Universitas Pendidikan
Ganesha;
- 7 Regulation of Minister of Education and Culture of the Republic of
Indonesia Number 3 of 2020, concerning Standards National Higher
Education ;
- 8 Directorate General of Higher Education Ministry of Education and Culture
2020 concerning Guidelines of Preparation of Higher Education

Curriculum in the industrial era 4.0 to support Freedom to Learn-
Independent Campus

DECIDING:

- Stipulating: RECTOR DECREE OF UNIVERSITAS PENDIDIKAN GANESHA CONCERNING GUIDELINES FOR IMPLEMENTATION OF FREEDOM TO LEARN INDEPENDENT CAMPUS CURRICULUM OF UNIVERSITAS PENDIDIKAN GANESHA THE YEAR OF 2020.
- First: Stipulating Guidelines for the Implementation of Freedom to Learn Independent Campus Curriculum of Universitas Pendidikan Ganesha the Year Of 2020 to be used properly.
- Second: In its development, this guideline can be revised according to the needs and particular conditions, which will be decided later by Rector Decree
- Third : All the costs required for the preparation of the document are charged to DIPA or *Daftar Isian Pelaksanaan Anggaran* (Budget Execution List) budget of Universitas Pendidikan Ganesha 2020 Number: 023.17.2.677.530/2020, Revision VII date 24 September 2020.
- Fourth: The Decree Rector Universitas Pendidikan Ganesha shall take effect on the date specified.

Set in Singaraja

On November 25th, 2020

Rector of Universitas Pendidikan Ganesha,



I NYOMAN JAMPEL

NIP 195910101986031003

FOREWORD

The implementation of freedom to learn independent campus curriculum in the learning process is an academic activity for the development of learning and quality assurance, which must be a top priority to make the quality of qualified graduates and in accordance with the times. Education development is very rapid; therefore Universitas Pendidikan Ganesha must be a pioneer and forefront in that development. This demand must also refer to the balance between belief in God Almighty others, with each other, and the environment so that the Vision of Universitas Pendidikan Ganesha to Become A Leading University Based on the Philosophy *Tri Hita Karana* (Three Causes to Prosperity) in Asia in the 2045 can be achieved.

To achieve the vision, thus the Learning Development and Quality Assurance Institute, as an institution that is given the tasks and functions as well as some Rector policies, must be able to carry out several learning developments and assurance quality systems within Universitas Pendidikan Ganesha. Some development processes and assurance quality of the learning process have been carried out; one learning process that is carried out is the implementation of an independent campus curriculum that can run according to the provisions, so with this, we present the Guidelines for the Implementation of Freedom to Learn Independent Campus Curriculum of Universitas Pendidikan Ganesha the year of 2020 which later can be used properly.

In the implementation and development of this document, it can be revised according to the needs of Universitas Pendidikan Ganesha; therefore, suggestions for improvement for its perfection are highly expected.

Thus, we convey this introduction; thank you for your attention and cooperation.

Singaraja, November 25th 2020

The Drafting Team

RECTOR'S SPEECH

Higher Education is the most affected institution by the dynamics of changing demands in society, the business world, and industry. Higher education orientations that focus on producing graduates ready to compete require adaptability and flexibility in curriculum development. Experts call the era of revolution 4.0 the term 'sudden shift', namely a rapid and sudden shift, especially from the conventional world to the all-digital world. The emergence of e-commerce, financial technology, e-governance, creative economy digital, and others increasingly requires changes in curriculum substance that are more adaptive to students' interests, needs, and expectations. The implementation of education must prioritize governance that facilitates cooperation between universities and other institutions, including industry. Thus, students can gain more learning experiences on their campus and on different campuses, even in off-campus institutions. This governance is also the basis for the Ministry of Education and Culture in issuing the MBKM or *Merdeka Belajar dan Kampus Merdeka* (Freedom to Learn and Independent Campus) policy which must be responded to by all universities, including Universitas Pendidikan Ganesha (Undiksha) by adjusting the curriculum according to the demands and applicable policies. The Ministry of Education and Culture issued a policy of Freedom to Learn, which is called the Independent Campus at the university level. The essence of the two policies is to provide students with a wider choice of study spaces to gain learning experiences and develop, hone, expand, and deepen their competencies outside the campus itself, in addition to strengthening institutions that are more professional. Undiksha, as the Public Service Board, responded to this policy by adjusting the curriculum to the Undiksha MBKM or *Merdeka Belajar Kampus Merdeka* (Freedom to Learn Independent Campus) Program Undiksha 2020.

Singaraja, December 2020

Rector

TABLE OF CONTENTS

FOREWORD	vi
RECTOR'S SPEECH.....	vii
LIST OF TABLES.....	x
LIST OF FIGURES	xi
CHAPTER I INTRODUCTION	12
1.1 Rational.....	12
1.2 The Objectives	14
1.3 Expected Results	14
1.4 Scope	15
CHAPTER II THE IMPLEMENTATION OF UNDIKSHA MBKM CURRICULUM IN STUDY PROGRAMME	18
2.1 Stages of Preparation.....	18
2.2 Implementation Stage.....	20
2.3 Monitoring and Evaluation Stage.....	21
CHAPTER III THE IMPLEMENTATION OF UNDIKSHA's MBKM CURRICULUM OUTSIDE OF THE STUDY PROGRAMME WITHIN UNIVERSITY AND OUTSIDE UNIVERSITY	23
3.1 One Semester Outside Study Programme within the University	23
3.2 Student Exchange Program	28
3.3 Internships/Work Practices.....	35
3.4 Research	42
3.5 Teaching Assistance in Educational Units	50
3.6 Entrepreneurial Activity Programme	57
3.7 Independent Studies/ Projects.....	63
3.8 Build A Thematic Village/Community Service Programme.....	69

CHAPTER IV CLOSING	77
REFERENCES	78
APPENDIX:	79

LIST OF TABLES

Table 1 Criteria for Internship Assessment	41
Table 2 Activity Load and Research Activities Credits for One Semester.....	48
Table 3 Activity Load and Research Activities Credits for One Semester.....	61

LIST OF FIGURES

Figure 1 Scope of Learning in Higher Education.....	15
Figure 2. One-semester lecture outside the study programme within Undiksha	25
Figure 3 Mechanism of Determination of Elective Courses for Different Study Programmes.....	26
Figure 4 Mechanism of The Implementation of the MBKM Student Exchange Program.....	32
Figure 5 Mechanism of Research Internship Programme Implementation for Students in MBKM.....	46
Figure 6 Mechanisms for Implementation of Teaching Assistance Activities in Education Units	53
Figure 7 Entrepreneurial Activity Programme Process	60
Figure 8 Independent Study Program/Project Processs	66

CHAPTER I

INTRODUCTION

1.1 Rational

The vision of Indonesia's National Education is to realize the education system as a strong and authoritative social institution to empower all Indonesian citizens to develop into quality human beings to respond to the challenges of an ever-changing era proactively. The mission of National Education is to: (1) seek to expand and equalize opportunities to obtain quality education for all Indonesian people; (2) assist and facilitate the development of the full potential of the nation's children from an early age to the end of life in the context of realizing a learning society; (3) improving the readiness of inputs and the quality of the educational process to optimize the formation of a moral personality; (4) improve the professionalism and accountability of educational institutions as centers of civilizing knowledge, skills, experience, attitudes, and values based on national and global standards; and (5) empowering community participation in the implementation of education based on the principle of autonomy in the context of the Unitary State of the Republic of Indonesia. Indonesian people referred to in the vision of Indonesia's national education are quality humans in intellectual, spiritual, emotional, social, and kinesthetic intelligence (gestures) and expertise, and can face developments and global competition. Such quality of Indonesian people can be achieved through the implementation of high-quality education supported by a high-quality learning process. For this reason, the preparation of a curriculum that can provide a direction for meaningful learning at all levels of formal education, in particular, is a must. It should also happen at the level of higher education. The higher education curriculum is defined as a set of plans and arrangements regarding competencies (learning outcomes), study materials, processes, and assessments used as guidelines for implementing study programmes. The curriculum is a programme that is designed and implemented to achieve an educational goal. Therefore, the curriculum can be interpreted as a programme in the form of programme documents and programme implementation. As a document, the curriculum (*curriculum plan*) is in the form of details of learning outcomes, courses, syllabus, lesson plans, and a successful evaluation system. On the other hand, the curriculum as a programme implementation is a form of learning that is carried out (*actual curriculum*).

Analyzing the capabilities possessed by Indonesian university graduates nowadays and the needs of the job market in a competency-based global era, it seems that various challenges arise, and therefore there must be a priority for changing the higher education curriculum. The challenges that exist are:

- a) Internal challenges concerning *the condition of higher education* nowadays are related to the demands of higher education, which refers to the 10 (ten) National Standards for Higher Education in accordance with the Minister of Education and Culture Regulation Number. 3 the year 2020. Another internal challenge is related to the development of Indonesia's population, which is estimated that the productive age population will reach its peak between 2020-2035, where the figure will reach 70%. Therefore, the big challenge faced is how to strive so that the abundant human resources of productive age can be transformed into human resources who have competence and skills through education so that they do not become a burden.
- b) There are external challenges related to the flow of globalization and various environmental issues, advances in technology and information, the rise of creative and cultural industries, and the development of education at the international level. The flow of globalization will shift people's lifestyles from agrarian and traditional commerce to a modern industrial and trade society, as can be seen in the *World Trade Organization (WTO)*, *Association of South East Asian Nations (ASEAN) Community*, *Asia-Pacific Economic Cooperation (APEC)*, and *ASEAN Free Trade Area (AFTA)*.
- c) The challenge of changing the paradigm of learning management to provide learning experiences related to instructional, as well as the impact of the accompaniment (*nurturant*) is very necessary for improving the following mindset: (1) learning patterns centered on educators (lecturers) that have been seen so far, become learning centered on students (students); (2) the one-way learning pattern (lecturer-student interaction) becomes interactive learning (lecturer-student interactive-community- natural environment, other sources/media); (3) learning patterns are intended to be networked learning (students can gain knowledge from various sources that can be contacted and obtained via the internet); (4) the pattern of passive learning becomes active-seeking learning with a scientific approach; (5) the pattern of single-tool learning becomes multimedia-tool-based learning; (6) mass-based learning patterns become the needs of customers (*users*) by strengthening the development of the unique potential of each student and special skills that are of interest to students; (7) the pattern of learning from single sciences (*mono-discipline*) to learning multiple sciences (*multi-disciplines*) so that the principle of flexibility can be maintained; and (8) e-learning-based online learning.

To realize the national goals of education as mandated by Law Number 12 the year of 2012, the Ministry of Education and Culture facilitates Universities to realize these goals through the Freedom to Learn - Independent Campus policy. Minister of Education and Culture Regulation Number 3, the year 2020 concerning National Standards for Higher Education, explains that there are four policy mandates related to Freedom to Learn - Independent Campus,

including *ease of opening new study programmes, changes to the college accreditation system, changes in universities to legal entities, and the right to study three semesters outside the study programme*. The Freedom to Learn - Independent Campus policy is implemented to realize an autonomous and flexible learning process in higher education to create a learning culture that is innovative, unfettered, and in accordance with student needs. This policy also aims to increase link and match with the business and industrial world and prepare students for the world of work from the start, designing and implementing innovative learning processes so that students can achieve optimal learning outcomes. Students are given the freedom to take learning credits outside the study programme for three semesters, which can be taken from outside the study programme in one university (PT or Perguruan Tinggi) and/or outside the university (PT or Perguruan Tinggi).

In connection with the above, Undiksha restructured its curriculum (Curriculum 2019) into the Freedom to Learn - Independent Campus Curriculum (Undiksha MBKM Curriculum 2020). MBKM or *Merdeka Belajar Kampus Merdeka* (Freedom to Learn Independent Campus) Curriculum uses the 2019 Undiksha Curriculum as a *based line* that has been compiled based on the Indonesian National Qualifications Framework (KKNI or Kerangka Kualifikasi Nasional Indonesia)

1.2 The Objectives

The Design and Development of Undiksha MBKM Curriculum 2020 aims to:

1. Provide a reference for study programmes to implement it in their learning process with current demands, referring to the KKNI, three-semester study rights in accordance with MBKM and the future to ensure the quality of graduates.
2. Provide guidance to the study programmes in implementing the right to study for one semester outside the study programme within the university and two semesters outside the university.
3. Meet the demands, the flow of change, and the need to link and match with the business world and the industrial world, and to prepare students for the world of work,
4. Encourage the learning process in Higher Education to be more autonomous and flexible, creating an innovative learning culture, unrestrictive and according to student needs.
5. Encourage students to master various sciences that are useful for entering the world of work

1.3 Expected Results

The MBKM Curriculum Restructuring is expected:

1. It can lead to autonomous and flexible learning in higher education so that a learning culture that

is innovative, unrestrictive, and in accordance with the needs of students is created.

2. So that the learning process in the Independent Campus is one of the embodiments of student-centered learning, which essential
3. Realizing Learning that provides challenges and opportunities for the development of creativity, capacity, personality, and student needs, as well as developing independence in seeking and finding knowledge through realities and field dynamics such as ability requirements, real problems, social interaction, collaboration, self-management, performance demands, targets, and achievements.
4. Producing graduates according to the development of science and technology and the demands of the business world and the industrial world.
5. Can provide contextual field experience to students that will improve student competence as a whole and ready to work.

1.4 Scope



Figure 1 Scope of Learning in Higher Education

The scope that is the focus of the Undiksha MBKM Curriculum 2020 is Learning activities outside the study programme within university and outside the university, which includes: (1) learning for

one semester outside the study programme inside the university, and (2) learning activities for two semesters outside the university which includes: internships/work practices, village projects, teaching in schools/education units, student exchanges, research in research agencies/institutions, entrepreneurial activities, independent studies/projects, and humanitarian projects. The eight learning activities that can be carried out by students (as listed in point 2) can be depicted as follows.

A brief description of points 1 and 2 above can be described as below.

1. **Learning outside the study programme within the university**, can be done by students for one semester with a learning load equivalent to 20 credits. The selection of courses outside this study programme is in accordance with the interests and talents or skills needed by students with the following (*optional*) conditions: (a) Students are free to choose the courses according to their interests and talents; (b) Students choose the courses related to the knowledge and skills that can support the internship programme that will be chosen later.; (c) The implementation of points 1 and 2 is coordinated by the Study Programme so that the courses taken by students is attempted to be compatible with the study programme and/or internship programme.
2. **Internship activities** in a company, non-profit foundation, multilateral organization, government institution, or startup. The 1-2 semester internship programme is intended to provide students with sufficient experience, as well as the industry, to get talent that (if suitable) can be recruited immediately, thereby reducing recruitment and training costs. Students who are familiar with the workplace will be more stable in entering the world of work and careers.
3. **Social projects** to help people in rural or remote areas in developing the people's economy, infrastructure, and others. Can be carried out together with village officials (village heads), BUMDes or Badan Usaha Milik Desa (village-owned enterprises), cooperatives, or other village organizations.
4. **Student Exchange**. Take classes or semesters at foreign and domestic universities based on cooperation agreements that the Government or Higher Education has held. Grades and credits taken at foreign universities are equaled by universities (Undiksha). This programme provides students with experiential learning opportunities to improve their soft and hard skills in other universities.
5. **Academic research activities**, both scientific and social humanities, are carried out under the supervision of lecturers or researchers. It can be done at research agencies or institutions such as LIPI or *Lembaga Ilmu Pengetahuan Indonesia* (Indonesia Institute of Sciences)/BRIN or *Badan Riset dan Inovasi Nasional* (National Research and Innovation Agency), LAPAN or *Lembaga Penerbangan dan Antariksa Nasional* (The National Institute of Aeronautics and Space), NASA

or National Space and administration, Universities, and others.

6. **Entrepreneurship**, Students develop entrepreneurial activities independently as evidenced by explanations or proposals for entrepreneurial activities and proof of consumer transactions or employee salary slips. Providing opportunities for students who have entrepreneurial interests to develop their businesses more freely, in addition to dealing with unemployment problems that result in intellectual unemployment from undergraduates.
7. **Independent Study/Project**. Students can develop a project based on a specific social topic and can work on it together with other students. Realizing students ideas in developing innovative products that become their ideas
8. **Humanity Project**. Students conduct in-depth studies and make pilot projects for humanitarian development by applying their knowledge competencies and interests and can become "*foot soldiers*" who replicate these humanitarian projects. By upholding human values in carrying out tasks based on religion, morals, and ethics, having social sensitivity to explore existing problems so that they can be resolved. The project can be in the form of handling health, humanitarian disasters, etc.
9. **Teaching in Schools/Education Units**. Teaching activities in elementary, middle, and high schools for several months. Schools can be located in urban, rural, or remote locations. Providing opportunities for students who have an interest in education to participate in teaching and deepen their knowledge by becoming teachers in schools. Help equalize the quality of education, as well as the relevance of primary and secondary education, with higher education and the times.

CHAPTER II

THE IMPLEMENTATION OF UNDIKSHA MBKM CURRICULUM IN STUDY PROGRAMME

2.1 Stages of Preparation

Minister of Education and Culture Regulation Number. 3 of 2020 concerning National Education Standards for Higher Education: Universities are required to facilitate rights for students (can be taken or not) to (1) take credits outside of tertiary institutions for a maximum of 2 semesters or equivalent to 40 credits, (2) taking credits in other study programmes at the same university for 1 semester or equivalent to 20 credits.

Referring to Minister of Education and Culture Regulation Number. 3 of 2020, Universitas Pendidikan Ganesha developed a policy of restructuring the curriculum to facilitate student rights as described above. The results of the curriculum restructuring have resulted in a curriculum, which is named the Freedom to Learn Independent Campus the year of 2020

The role of the study programme in restructuring the curriculum is as follows.

- 1) The study programme compiles the curriculum of the study programme by doing the following things: (a) determining the vision and mission of the study programme, (b) the profile of graduates, (c) determining the CPL or *Capaian Pembelajaran Lulusan* (Programme Learning Outcome), (d) determining the number of credits taken by students to obtain a bachelor's degree, namely between 144 to 152 credits, (e) determining the following courses: compulsory courses, core study courses, supporting science and technology courses, study programme specific courses and, (f) determining the number of credits that can be taken outside the study programme inside the university, as well as the number of credits taken outside the university higher education,
- 2) Determining courses for students: (a) who do not take courses outside the study programme within the university or outside the university, and
(b) determining courses for students who take courses outside the study programme within the university or outside the university.
- 3) In accordance with Undiksha (Universitas Pendidikan Ganesha)'s policy, the study programmes established the "Independent Campus" Learning Process model (Accelerated Model), namely:
 - a. Semesters 1 to 4 learning in Study Programme
 - b. Between semesters 2-3, 4-5, and 6-7, intermediate semesters can be held optional

- c. The 5th semester of learning outside the study programme in the university is equal to 20 credits according to the interests and talents or skills needed by the students
 - d. In the 6th and 7th semesters, internship students outside the university, each semester, the load is equivalent to 20 credits
 - e. The 8th semester (6 credits), learning in the related study programme with TA or *Tugas Akhir* (Final Assignment) and completion of study
- 4) The study programme prepares course offerings per semester which are submitted to the academic department of the faculty to be forwarded to the Undiksha information technology center.
 - 5) The study programme conducts curriculum studies and or programme learning outcomes (CPL or Capaian Pembelajaran Lulusan) in other study programmes within Undiksha that are relevant to the study programme, and in the same and different study programmes outside Undiksha.
 - 6) The study programme determines the course packages offered to students in their own study programmes and study programmes within and outside the university.
 - 7) The study programme determines the course packages that can be converted or equivalent to the following activities, from now on referred to as the MBKM programme
 - a. internship programme or industrial practice,
 - b. building a village or thematic community service programme,
 - c. independent studies or projects
 - d. entrepreneurial activities
 - e. humanitarian projects,
 - f. research,
 - g. teaching assistance in educational units, and
 - h. student exchange.
 - 8) The study programme conducts an assessment of the institution and location as mentioned above to determine the suitability of its activities with the graduates' profile and/or programme learning outcomes of the study programme.
 - 9) The study programme submits a list of names of courses and a list of institutions where the MBKM programme activities are located to LP3M or *Lembaga Pengembangan Pembelajaran dan Penjaminan Mutu* (Learning Development and Quality Assurance

Institute) of Undiksha, which is known by the dean.

- 10) LP3M verifies the courses and institutions proposed by the study programme.
- 11) LP3M submits to the Vice-Rector for Academic Affairs and Cooperation of the institution or university proposed by the study programme to be followed up to make a cooperation document (MoU).

2.2 Implementation Stage

The implementation phase of the MBKM curriculum is that students take courses according to the courses offered by the study programme and take courses outside the study programme within Undiksha and take courses or internships outside Undiksha. The roles of the study programme are as follows.

- 1) The study programme offers course offerings to students within the study programme, outside the study programme both within Undiksha and outside Undiksha.
- 2) Study programme students submit plans to take part in learning in study programme or other study programmes at Undiksha and outside Undiksha or to take part in one of the MBKM programmes by filling out the form provided.
- 3) The study programme facilitates students and academic supervisors to examine the suitability of the courses to be taken by students and or MBKM programme activities with the Program Learning Outcomes (CPL or Capaian Pembelajaran Lulusan) of study programmes.
- 4) Students enter into course credit contracts, both of which are followed through the learning process and MBKM programme activities. Students who take part in MBKM programme activities take courses that have been packaged by the study programme.
- 5) The study programme submitted a list of students who would take lessons in other study programmes at Undiksha and outside Undiksha and the MBKM programme to LP3M with the approval of the Dean.
- 6) The handover of students is carried out from the dean of each faculty to the dean of other faculties within Undiksha or to other universities outside Undiksha or the recipients of MBKM programme activities.
- 7) Courses' lecturers carry out the learning process to combined students from each study programme student and students from other study programmes within the Undiksha environment through various media, both offline and online, and or according to the provisions applicable in the Undiksha environment.
- 8) The supervisor of MBKM programme activities takes students to the location of the activity.
- 9) Lecturers and supervisors for MBKM programme activities evaluate student learning

outcomes in accordance with applicable regulations by uploading grades to the SIAK system.

2.3 Monitoring and Evaluation Stage

Curriculum monitoring and evaluation activities are regulated with the following provisions.

1) Monitoring activities are interpreted in three definitions, namely:

- a. as a data collection activity on the implementation of learning and internship activities carried out by students, both in other study programmes within Undiksha, outside Undiksha, and in internships. The data that has been collected is used as material in the evaluation process, which has an impact on graduating and failing students in participating in learning and internships;
- b. as a supervisory activity to improve the quality of MBKM implementation so that students can enhance their performance during the learning process or internship;
- c. as part of a series of quality assurance programmes for the implementation of the MBKM programme whose responsibility lies with the monitoring officer.

2) Monitoring activities are carried out in the following stages.

- a. The study programme submits a list of lecturers' names to the dean to issue a letter of assignment in learning monitoring in other study programmes within Undiksha and outside Undiksha and or at the location of MBKM programme activities.
- b. The study programme conveys the monitoring instruments that have been provided by LP3M to be used during the monitoring process.
- c. Assigned lecturers communicate the monitoring visit plan to the intended parties.
- d. Monitoring implementation is regulated later in other provisions in accordance with the workload, time required, travel costs, fees, and others.
- e. Monitoring results are reported to the head of the study programme to be recapitulated and used in evaluation activities.
- f. The recapitulation of monitoring results is submitted to the dean and LP3M for archiving.

3) Evaluation activities are carried out in the following stages.

- a. The study programme recaps all data related to the assessment during learning and implementation of the students MBKM program, monitoring results data, and competency test data, to be further taken into consideration for the recognition of courses contracted by students.

- b. The study program proposed the issuance of a letter of acknowledgment of the learning process and student MBKM programme activities to the dean.
- c. The results of the assessment and a certificate of acknowledgment from the dean are used as the basis for entering scores on the SIAK or Sistem Informasi Akademik (Academic Information System) by the academic supervisor and/or internship supervisor in the study programme.
- d. The Dean conducts evaluation activities for the MBKM programme which is then reported to the Vice Rector 1.

CHAPTER III

THE IMPLEMENTATION OF UNDIKSHA's MBKM CURRICULUM OUTSIDE OF THE STUDY PROGRAMME WITHIN UNIVERSITY AND OUTSIDE UNIVERSITY

3.1 One Semester Outside Study Programme within the University

1. Background

Today's profession does require not only the ability of one competency but also requires a combination of several disciplines. It is actually the aim of the three semesters of study outside the study programme proposed by the Ministry of Education and Culture so that graduates are truly ready to use. Therefore, in accordance with Minister of Education and Culture Regulation Number 3 of 2020 concerning National Standards for Higher Education: Universities are obliged to facilitate the rights for students (can be taken or not) to;

- a) Can take credits outside of tertiary institutions for a maximum of 2 semesters or the equivalent of 40 credits.
- b) Can take credits in different study programmes at the same university for one semester or the equivalent of 20 credits.

In connection with the obligations of Higher Education in point b), the University must play a role in formulating academic policies/guidelines to facilitate learning activities outside the study programme within the University/College itself by playing a role in designing or adapting the curriculum to the independent campus implementation model, facilitating students who will take cross study programme in Undiksha. In addition, it is the obligation of the Study Programme to offer courses that can be taken by students outside the study programme within Undiksha along with the requirements. Conducting the equivalence of courses with learning activities outside the study programme within Undiksha. The rest, if there are courses/credits that have not been fulfilled from learning activities outside the study programme, alternative online courses are prepared.

2. Objectives

Lecture activities outside the study programme within the University are intended so that students gain learning experiences to enrich and expand their main competencies in accordance with the Profile and Program Learning Outcomes in the original study programme. In addition, learning outside the study programme for one semester within the University will encourage students to be more adaptive and know more about their role as a student. Another goal of lectures outside the study programme within the University, which is no less important, is to provide challenges and opportunities for students to develop creativity, capacity, personality, and student needs, as well as develop Independence in seeking and finding knowledge through realities and

field dynamics such as ability requirements, real-life problems, social interaction, collaboration, self-management, performance demands, targets and achievements to face the future.

3. Responsibilities of related parties

The parties who are responsible for lecture activities outside the study programme within the University are: (1) Vice Rector 1, (2) Vice Dean 1, (3) Study programme from which the students originate and the study programme intended for, (4) Academic Supervisor, and (5) Students. The details of the responsibilities of related parties in lecture activities outside the study programme within the University are as follows.

- 1) The Vice-Rector for Academic Affairs and Cooperation (Vice-Rector 1) is responsible for preparing policies regarding the Freedom to Learn Independent Campus Curriculum implementation.
- 2) The Vice Dean for academics helps the Dean to be responsible for coordinating and directing study programme to prepare the offered courses and implement it.
- 3) The original study programme and intended study programme. Study programme from which the students originate facilitates students and academic supervisors to examine the suitability of the courses to be taken by students and or MBKM programme activities with programme learning outcomes (CPL or Capaian Pembelajaran Lulusan) of study programme. Meanwhile, the intended study programme has the responsibility to prepare and implement good quality learning and provide a final assessment as a result of student learning in the study programme.
- 4) Academic Supervisors are obliged to guide students to be able to choose and attend lectures that are able to support their main expertise.
- 5) Students from the original study programme are responsible for submitting plans to take part in learning in other study programmes at Undiksha to participate in one of the MBKM programmes by filling out the form provided.

4. The Process

The requirements that must be met by students who will take courses in other study programmes at Undiksha are as follows:

- 1) registered in specific study programmes at Undiksha and are still active, not currently taking study leave;

- 2) have passed the compulsory courses and study programme specific courses at least 85% or equivalent to 78 credits (85% x 92 credits);
- 3) obtain a written recommendation from the academic supervisor and the Head of Study Program.

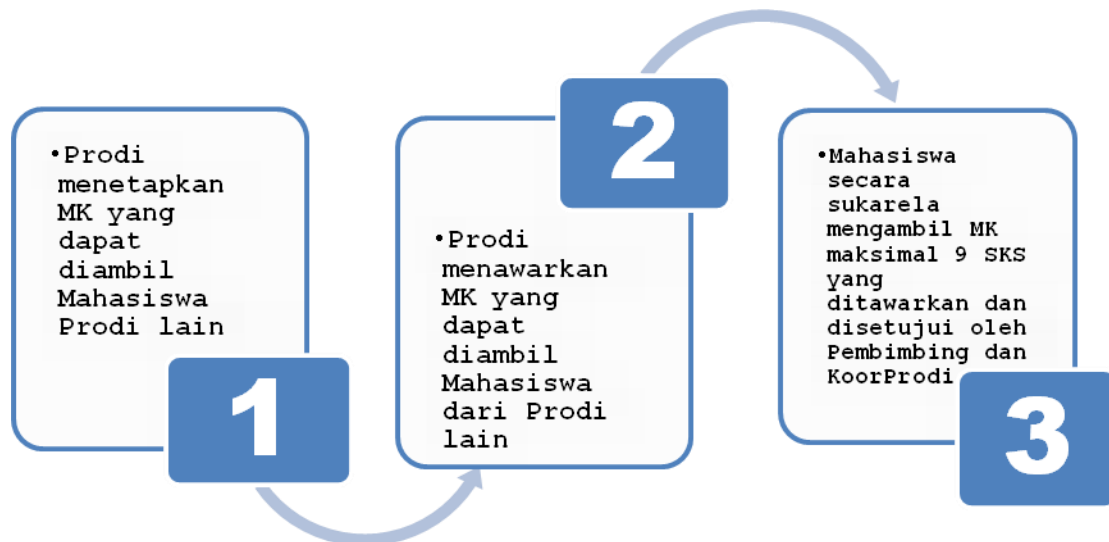


Figure 2. One-semester lecture outside the study programme within Undiksha

The mechanism that must be carried out to facilitate these activities is explained as follows.

- 1) For study programmes that have not compiled and determined elective courses, they are required to immediately determine nine credits of elective courses, which can be taken by students of the study programme concerned and/or voluntarily taken by students of other study programmes at Undiksha.
- 2) The study programme offers open courses or groups of courses at point 1 that can be taken by students outside the study programme in Undiksha.
- 3) Students take the offered courses voluntarily under the guidance of their academic supervisor and on the recommendation of the head of the study programme for a maximum of nine credits.

The following is the mechanism for Study Programmes in determining courses for other Study Programmes at Undiksha.



Figure 3 Mechanism of Determination of Elective Courses for Different Study Programmes

5. Monitoring and Evaluation

Monitoring for one-semester learning activities outside the study programme within Undiksha is carried out in the following stages.

- The study programme submits a list of lecturers' names to the dean to issue a letter of assignment in monitoring learning in other study programmes within Undiksha.
- The study programme conveys the monitoring instrument that has been provided by the curriculum division together with quality assurance to be used during the monitoring process.
- The assigned lecturer communicates the monitoring visit plan to the intended parties.
- Monitoring results are reported to the head of study programme to be recapitulated and used in evaluation activities.
- The recapitulation of the monitoring results is submitted to the Dean and the Division of Academic Services for archiving.

Evaluation for one-semester learning activities outside the study programme within Undiksha is carried out in the following stages.

- The study programme recaps all data related to assessment during learning and the implementation of learning programmes outside the study programme within Undiksha, monitoring results data and competency test data, to be further taken into consideration for the recognition of courses contracted by students.
- The study programme proposes the issuance of a letter of acknowledgment of the learning process and learning programme activities outside the study programme within Undiksha.

- 3) The assessment results and a certificate of acknowledgment from the dean are used as the basis for entering scores on the SIAK by the academic supervisor and/or internship supervisor in the study programme.
- 4) The Dean organizes evaluation activities for learning programmes outside the study programme within Undiksha, which is then reported to the Vice Rector 1.

6. Learning Outcomes Assessment

Assessment in the implementation of learning activities for one semester outside the study programme within Undiksha refers to 5 (five) principles according to the National Higher Education Standards (SNPT or Standard Nasional Perguruan Tinggi), namely educative, authentic, objective, accountable, and transparent in an integrated manner.

In line with the assessment principles above, the aspects that are assessed in the implementation of learning policies outside the study programme within Undiksha, are at least as follows:

- a. Attendance during debriefing and lecture implementation;
- b. Discipline and responsibility in lectures and in carrying out tasks;
- c. Attitude;
- d. Ability in carrying out tasks;
- e. Reporting ability.

In accordance with the principle of continuity, assessment in the implementation of the Freedom to Learn – Independent Campus policy, one semester of learning activities outside the study programme within Undiksha is carried out during the activity (process assessment) and at the end of the activity in the form of a study activity report (outcome assessment). Assessment in the process is done through observation (personality and social) as the main technique. While the outcome assessment is carried out at the end of the programme implementation using reports made by students.

Lecturers and supervisors for one semester of learning activities outside the study programme within Undiksha evaluate student learning outcomes according to applicable regulations by uploading grades to the SIAK system.

7. Costs

The costs incurred by taking the courses outside the study programme within Undiksha are charged to the student's UKT or Uang Kuliah Tunggal (Single Tuition Fee) that has been paid. If

the costs incurred exceed the UKT that has been paid, the costs will be borne by students themselves.

3.2 Student Exchange Program

1. Background

The role of universities as providers of higher education services is very strategic and does not merely open access to higher education as an implementation of the constitutional obligation to provide education. Universities play a role in developing capabilities and shaping the character and civilization of the nation to produce capital for Indonesian human resources who believe and fear God Almighty, have a noble character, healthy, knowledgeable, capable, creative, innovative, independent, and become democratic citizens and are responsible.

In a challenging situation like nowadays, the role of universities as providers of higher education services cannot be carried out independently, so a pattern of cooperation between universities in Indonesia is needed in order to strengthen competitiveness in the era of globalization. This collaboration is essential for improving the quality of higher education in Indonesia. The educational cooperation will provide opportunities for higher education to improve quality, expand access, and strengthen networks between universities nationally. This collaboration will have an impact on expanding national insight for higher education academics, increasing synergies, resource efficiency for learning and research, developing centers of excellence, increasing quality standards between national universities, building collective capacity to improve the nation's competitiveness, and strengthening the role of universities as national adhesiveness. All of this will support the success of efforts to educate the nation's life, which has been mandated in the Law on the National Education System.

The Freedom to Learn Independent Campus (MBKM or Merdeka Belajar Kampus Merdeka) Policy is the answer to these demands. MBKM is a form of learning in higher education that is autonomous and flexible to create a learning culture that is innovative, unfettered, and in accordance with student needs. Through MBKM, students have the opportunity for 1 (one) semester or equivalent to 20 (twenty) credits of studying outside the study programme at the same university; and a maximum of 2 (two) semesters or equivalent to 40 (forty) credits of studying in the same study programme at different universities, learning in different study programmes at other universities; and/or learning outside university.

The learning process in MBKM is one of the embodiments of student-centered learning which is essential. The learning in MBKM provides challenges and opportunities for the

development of innovation, creativity, capacity, personality, and student needs, as well as developing independence in seeking and finding knowledge through realities and field dynamics such as ability requirements, real problems, social interaction, collaboration, self-management, demands performance, targets, and achievements. Through a well-designed and implemented MBKM programme, hard and soft skills will be formed strongly.

Various forms of learning activities outside of tertiary institutions are included in the MBKM policy, including conducting internships/work practices in the industry or other workplaces, implementing community service projects in villages, teaching in educational units, participating in student exchanges, conducting research, conducting entrepreneurial activities, make independent studies/projects, and participate in humanitarian programmes. All these activities must be carried out with the guidance of the lecturers.

One of the MBKM activities that Undiksha can organize is student exchange. Student exchanges are held to shape several student attitudes as stated in the Minister of Education and Culture Regulation (Permendikbud or Peraturan Menteri Pendidikan dan Kebudayaan) Number 3 of 2020, namely respecting cultural diversity, views, religions, and beliefs, as well as other people's original opinions or findings; and work together and have social sensitivity and concern for society and the environment. In addition, student exchange activities will provide students with knowledge and experience related to campus life's academic and non-academic atmosphere at partner universities. Student exchange activities can also increase students' opportunities to network with partners on a wide scale. For this reason, the student exchange programme is carried out as an implementation of Undiksha's MBKM policy.

2. Objectives

The objectives of the student exchange programme as a course taken by students outside of their tertiary institutions are to:

- a. Increase national insight, integrity, solidarity, and a forum for national adhesiveness among students throughout Indonesia, through intercultural learning. Strengthening cross-cultural and tribal brotherhood.
- b. Build student friendships between regions, ethnicities, cultures, and religions
- c. Increase the spirit of national unity and integrity.
- d. Organize the transfer of knowledge to address Undiksha educational disparities.
- e. Developing leadership abilities and students' soft skills by having the Pancasila character so that they are ready to get along cooperatively and competitively both at the national level and with other nations in the world for the sake of the nation's dignity through integrated learning.

- f. Provide opportunities for students to gain learning experience at other universities through credit transfers and credit acquisition by attending lectures, both internal and external courses as part of the MBKM programme.
- g. Implement a distance education system (PJJ or Pembelajaran Jarak Jauh) for students to improve access and quality of information technology-based learning.
- h. Support the MBKM Programme, in order to strengthen and increase the competence of graduates.

3. Responsibilities of Related Stakeholders

A. Role of Sending Universities (Undiksha):

- 1) Collaborating with domestic and foreign universities or with scientific consortia to organize credit transfers that students can participate in.
- 2) Developing academic policies/guidelines to facilitate learning activities outside the study programme and outside Undiksha.
- 3) Creating cooperation documents (MoU/SPK) with partners.
- 4) Organizing student exchange selections that meet the principle of fairness for students.
- 5) Accepting students to take part in student exchange programmes between universities in Indonesia.
- 6) Implementing student exchange programmes between universities in Indonesia.
- 7) Monitoring the implementation of student exchanges.
- 8) Assessing and evaluating the results of student exchanges for later recognition of student credits.
- 9) Reporting the results of learning activities to the Directorate General of Higher Education through the Higher Education Database.

B. The Role of Higher Education Goals (Partners):

- 1) Establishing cooperation with domestic and foreign universities or with scientific consortiums to organize credit transfers that students can participate in.
- 2) Creating a cooperation document (MoU/SPK) with Undiksha.
- 3) Carrying out activities programme outside the study programme in accordance with the provisions contained in the cooperation document (MoU/SPK).
- 4) Organizing student exchange selections that meet the principle of fairness for students.
- 5) Carrying out regular monitoring of the student exchange process.

- 6) Carrying out quality assurance and managing the implementation of student exchanges.
- 7) Reporting the results of learning activities to the Directorate General of Higher Education through the Higher Education Database.

C. The Roles of the Faculty

- 1) Preparing a list of faculty-level courses that students can take across study programmes.
- 2) Preparing cooperation documents (MoU/SPK) with relevant partners.
- 3) Providing academic administration services and learning in universities for participants and lecturers who support courses.
- 4) Providing activity financing services for participants and lecturers in accordance with the MoU.
- 5) Meeting other supporting needs related to the implementation of learning.

D. The Roles of Study Programme

- 1) Developing or adjusting the curriculum with the independent learning-campus implementation model.
- 2) Facilitating students who will take cross-study study programmes outside Undiksha.
- 3) Offering courses that can be taken by students outside the study programme and outside Undiksha and their requirements.
- 4) Carrying out the equivalence of courses with learning activities outside the study programme and outside Undiksha.
- 5) If some courses/credits have not been fulfilled from learning activities outside the study programme and outside Undiksha, alternative online courses are prepared.

4. The Process

A. The Roles of Academic Supervisors

- 1) Guiding students in planning courses that will be taken outside the study programme and outside Undiksha.
- 2) Approving the courses taken by students outside the study programme and outside Undiksha in accordance with the requirements.

B. The Roles of the Study Programme Intended

- 1) Study programme ensures the implementation of student learning programmes and

student off-campus activities in accordance with the cooperation document (MoU/SPK).

- 2) Allocating quotas for inbound and outbound students (reciprocal).
- 3) Carrying out quality assurance and managing the implementation of student exchanges.
- 4) Providing grades and final evaluation results for students to be recognized at the original university (Undiksha).

C. The Roles of Students

- 1) Planning with Academic Supervisors regarding the course programmes to be taken outside the study programme and outside Undiksha.
- 2) Registering for activity programmes outside the study programme and outside Undiksha.
- 3) Completing the requirements for activities outside the study programme and outside Undiksha, including taking part in the selection, if any.
- 4) Participating in activity programmes outside the study programme and outside Undiksha in accordance with the provisions of existing academic guidelines.

The mechanism for the form of student exchange learning in the MBKM programme is presented in Figure 1.

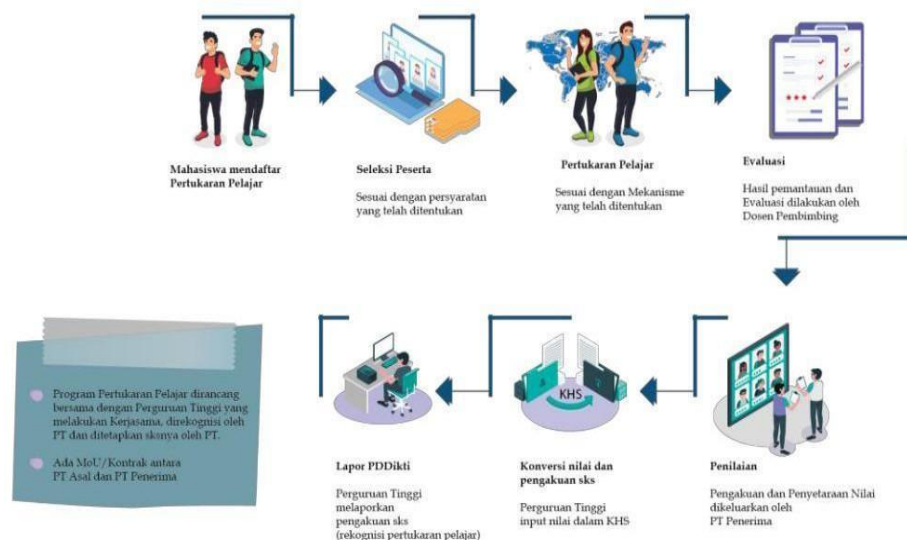


Figure 4 Mechanism of The Implementation of the MBKM Student Exchange Program

Note:

Student exchange can be carried out with universities outside Undiksha, both at home and abroad.

5. Monitoring and Evaluation of the Monitoring and Evaluation

A. Process of Monitoring and Evaluation

The quality assurance unit at Undiksha as the organizer of MBKM, the "student exchange" programme must have a formal mechanism to evaluate and monitor students periodically. To ensure the quality of the programme, the implementation of monitoring and evaluation is carried out starting from the preparation, implementation, and assessment stages. Assessment/evaluation is one of a series of activities to improve quality, performance, and productivity in implementing student exchange programmes. The focus of the evaluation is on individual students, namely the achievements achieved in the implementation of learning by students. Through the evaluation, will be obtained about what has been achieved and what has not been achieved by students during the activity. Evaluation can provide information regarding what abilities students have achieved during the programme. In addition, through evaluation, judgment can be made on the value or implications of the programme results. Next, this programme is used to improve student competence. Monitoring and evaluation activities are carried out by the monitoring and evaluation team under the coordination of the Undiksha Learning Development and Quality Assurance Institute (LPPPM or Lembaga Pengembangan Pembelajaran dan Penjaminan Mutu).

B. Quality Assurance

1) Developing Quality Policies and Manuals

- a) Designing quality policies and manuals for student exchange programmes that are integrated with Undiksha quality assurance.
- b) In preparing the quality policies and manuals for the student exchange programme, referring to the quality policies and manual of the quality assurance system that has been in effect at Undiksha.

2) Determining Quality

For the implementation of the MBKM policy, the "student exchange" programme can run with guaranteed quality; it is necessary to establish several qualities, including:

- a) The quality of participant competence.
- b) The quality of the learning process.
- c) The quality of the internal and external mentoring process.

- d) The quality of facilities and markets supports learning.
- e) Reporting quality.
- f) The quality of assessment.

6. Learning Outcomes Assessment

A. Assessment Principles

Assessment in the implementation of the MBKM policy, the “student exchange” programme refers to 5 (five) principles according to SN Dikti or Standard Nasional Pendidikan Tinggi (University Education National Standards), namely educative, authentic, objective, accountable, and transparent which is carried out in an integrated manner.

B. Assessment Aspects

In line with the assessment principles above, the aspects assessed in the implementation of the MBKM policy, the “student exchange” programme, are at least as follows:

1. Attendance at lectures;
2. Discipline and responsibility in carrying out tasks;
3. Participation in each lecture;
4. Ability to cooperate;
5. Ability to communicate;
6. Politeness;
7. Attitude during the learning process;
8. Ability to carry out tasks;
9. Reporting ability.

C. Assessment Procedure

In accordance with the principle of continuity, assessment in the implementation of the MBKM policy, the “student exchange” programme is carried out during the activity (process assessment) and at the end of the activity in the form of a learning activity report (outcome assessment). Assessment in the process is done by means of interviews, observations, and questionnaires as the primary technique. While the outcomes assessment is carried out at the end of the programme implementation using reports made by students. The assessment is carried

out by the supporting lecturer or a team of supporting lecturers by involving mentors from relevant stakeholders/partners.

7. Costs

Programme financing include:

- a. Rights and Obligations of the parties/Cooperating Universities.
- b. Rights and Obligations of students participating in the Program.
- c. Rights and Obligations of courses' lecturers.
- d. Dispute resolution.

8. Closing

The matters that have not been regulated in this guideline will be regulated later according to the conditions in the field.

3.3 Internships/Work Practices

1. Background

Education always responds to developments that occur in society. The changing times that are influenced by the development of science and technology are important factors for adjustment in various aspects of education, such as the direction of education policy, the orientation of competency achievement, the substance of the material studied, governance, curriculum system, and implementation of learning at various levels of education. Universities function to produce Human Resources (HR) who are ready to take part in the community. The resulting human resources are demanded to be more responsive to the needs, demands, and trends that occur in the real world, especially the demands of the Business and Industry World (DUDI or Dunia Usaha dan Industri), so that they have adaptive, competitive, superior and character abilities that are in accordance with the demands of 21st Century Competencies.

The world of work challenges in the global era and the 21st century requires every educational institution to produce workers who are ready to work. The quality of graduates who are highly competitive is largely determined by the quality of education and training applied in lectures. One of the factors that support the readiness of graduates to compete at DUDI is the insight and skills they have, which is the result of direct experience in interacting and practicing at DUDI.

Referring to Undiksha's vision of "To Become a Leading University Based on the philosophy of Tri Hita Karana (Three Causes to Prosperity) in Asia in 2045". In this vision, it is very clear that the target area for Undiksha's performance is in Asia. This is a challenge and an opportunity requiring Undiksha to immediately carry out activities that aiming at the 'excellent' target, and the target area is not only limited on a national scale but also on an international scale. In the context of education and learning, Undiksha has made various efforts to improve the quality of education and learning so that it can link and match with the needs of the workforce both regionally, nationally, and internationally.

The Freedom to Learn – Independent Campus (MBKM or Merdeka Belajar Kampus Merdeka) policy issued by the Ministry of Education and Culture of the Republic of Indonesia, become the starting point for Undiksha in implementing curriculum and learning activities. The essence of this policy is to give rights to students to get the best experiences for a maximum of 3 semesters (approximately 20 - 60 credits) obtained outside the study programme in the same university and outside the study programme at different universities. This is a positive policy and needs to be described into the MBKM curriculum for all study programmes. Thus, the aspiration to produce qualified and professional human resources in the future will consistently be realized.

With this MBKM policy, education at Undiksha must be able to develop itself to be able to compete with other universities in the global era. Globalization has a profound impact on higher education institutions so that graduates must be able to work and compete in the global era. In other words, Undiksha must be able to produce graduates who have the character of “global citizen” who have international competitiveness. To achieve these ideals, students need the opportunity to undergo programmes that can help achieve global competencies in the world of work directly. One of the programmes that can be developed to increase students' opportunities to get exposure to the work context at DUDI is internships/work practices. More specifically, internship/work practices are an integral part of the MBKM curriculum, so every Undiksha student is required to take part in internships/work practices.

In an effort to implement the MBKM curriculum, internships/work practices are field activities that must be taken by students. Through internships/work practices, students are expected to recognize, know, and understand the objective conditions of work qualifications, types of work, business fields, technological developments, and various opportunities that exist in DUDI, companies, institutions, and/or agencies.

In addition, there are broader benefits derived from this internship/work practice,

namely the establishment of closer inter-agency collaboration between Undiksha and various agencies or companies. Undiksha will get input as a basis for reviewing the curriculum, and vice versa DUDI will get input on the qualifications of Undiksha graduates that can be used as consideration for workforce recruitment.

2. Objectives

A. General Objectives

In general, Internships/Work Practices as courses taken by students outside of their tertiary institutions aim to:

1. Improve competence, intelligence, skills, and character of students in accordance with Undiksha's vision and mission
2. Build cooperation between Undiksha and institutions/stakeholders

B. Special Objectives

1. Provide valuable experience learning to students, through direct involvement in both government and private institutions.
2. Provide learning opportunities for students to solve the problems they are facing on the basis of the theories they get in lectures.
3. Increase students' thinking horizons so that they are able to combine theoretical and practical aspects.
4. Improve students' ability to identify all work problems faced by the world of work and can help provide real alternative solutions.
5. Improve the relationship between universities and local governments, as well as the private sector so that universities can play a greater role and adapt their educational activities to the real demands of stakeholders.
6. Increase students' independence after completing education at Undiksha.

3. Responsibilities of Related Parties

A. Responsibilities of Home Universities

1. University will provide briefing and direction related to the tasks that will be carried out by students during the internship/work practice process.
2. The university will provide a programme prepared with partners/students internship sites related to the competencies that will be obtained by students and the rights and obligations of both parties during the internship/work practice process.
3. Provide mentors/supervisors to students during the internship/work practice process.
4. Provide credit recognition related to the internship process activities that have been

carried out by students for 6 months or one semester.

B. Responsibilities of Parties (Place of learning activities)

1. Providing programmes that have been prepared and agreed upon with universities to students.
2. Providing a supervisor who will accompany students during the internship.
3. Providing health insurance and internship fees to students during their internship/work practice activities.
4. Giving grades and certificates to students based on performance during the internship/work practice process will later be used as a reference in recognizing credits that have been programmed by students.

C. The Process

Undiksha University gives students the right to participate in selection activities to evaluate internship programmes both at internship sites and outside campus based on the MoU/SPK or Satuan Pendidikan Kerjasama (Cooperative Education Unit) that has been agreed with partners. The number of students and internships in this internship programme is adjusted to the needs of students at the University and internship sites. The internship is carried out for 6-12 months, or equivalent to 14-20 credits. The calculation of learning outcomes equivalent to 14 credits can be equated in several courses that are relevant to the competence of graduates. For this reason, the role of each party in the implementation of this activity can be described as follows.

A. Field Supervisor

The field supervisor is a staff of the institution where the internship is held, who is appointed by the head of the institution. Having the ability to provide technical guidance for students and adapt to the section where the student is placed. Each field supervisor is expected to be able to guide a maximum of two internship students. Field Supervisor Duties:

- 1) Providing time for face-to-face consultations
- 2) Providing technical guidance regarding activities in the field related to internship activities
- 3) Providing advice and solutions to various problems faced by interns in the field during internships
- 4) Monitoring student activities during internships
- 5) Providing assessments of students' work activities during the internship (Appendix 5)

B. Academic Supervisor/Examiner

The academic supervisor is one of the permanent lecturers of the Study Programme.

Academic supervisors have full authority and responsibility to provide academic guidance for each student under his guidance during the entire process of internship activities as well as being responsible for conducting desk evaluations to students who have done internships.

Duties of Academic Supervisor/Examiner:

1. Providing time for consultation via e-mail, or communication via telephone/mobile/other social networks
2. Providing guidance on technical and substantial internship report writing
3. Providing advice and solutions to various problems faced by apprentices during internships
4. Providing assessment of the preparation of internship reports

4. Monitoring and Evaluation

A. Monitoring Learning Activities

Monitoring is carried out continuously by supervisors field and academic supervisors with the following conditions:

- a. Field supervisors do monitor process at least 24 times during student internships and fill out monitoring forms.
- b. Academic supervisors carry out monitoring at least 12 times during student internships and fill out the monitoring form.

B. Evaluation

Internship evaluations are conducted periodically by field supervisors at the internship place and academic supervisors for internships. The scores obtained are combined proportionally as in the following description:

1. Competencies and indicators assessed

The competencies in this internship programme are:

- 1) Hard skills
 - a. Ability to apply management
 - b. Ability to develop programmes
 - c. Mastery of scientific substance
 - d. Ability to evaluate
- 2) Soft skills
 - a. Ethics (discipline, honesty, responsibility)
 - b. Cooperation skills(communication, adaptation)

- c. Work skills (initiative, agile, responsive, mastery of tools, ability to solve problems)
- d. Initiative and innovative

The indicators to be assessed are:

- a. Professional behavior
- b. Internship report
- c. Presentation of reports

2. Assessment Format

The assessment component consists of:

- 1) Assessment from the field supervisor in the work unit Weight 40%
 - a. Ethics (discipline, honesty, responsibility)
 - b. Cooperation skills (communication, adaptation)
 - c. Work skills (initiative, agile, responsive, mastery of tools, problem-solving ability)
 - d. Initiative and innovative
 - e. Ability to apply hard skills
- 2) Academic Supervisor Weight 40 %
 - a. Administrative completeness (stamp of internship agency, field supervisor's signature, punctuality)
 - b. Understanding of the description of the institution where the internship is
 - c. Depth of discussion and details of internship activities
 - d. Understanding of the field / focus of the internship being studied
 - e. Compatibility of writing with the format of internship report
- 3) Seminar Internship report Weight 20%
 - a. Ability to present reports
 - b. Compatibility of writing with the format of the internship report
 - c. Depth of discussion and details of internship activities
 - d. Understanding of the field/focus of internship being studied
 - e. Attitudes and Behavior of students during the internship seminar exam

Table 1 Criteria for Internship Assessment

Percentile Score Score	Scale	Letter Value
96 – 100	4.00	A
91 – 95	3.75	A-
86 – 90	3, 25	B+
81 – 85	3.00	B
76 – 80	2.75	B-
65 – 75	2.00	C
40 – 64	1.00	D
0 – 39	0.00	E

3. Assessment Model (Free Form)

Freedom to learn activities for six months are equivalent to 20 credits without equivalence with courses. The twenty credits are expressed in the form of competencies obtained by students during the programme, both in hard competencies (hard skills) and soft competencies (soft skills) in accordance with the targeted learning outcomes. Learning outcomes and assessment can be expressed in the following competencies:

Hard skills: 8

- 4) Ability to apply management
- 5) Program preparation ability
- 6) Mastery of Scientific Substance

Evaluation ability

- Ability to apply management : 3 credits
- Ability to develop programme : 3 credits
- Mastery of Scientific Substance : 2 credits
- Initiative and innovative : 2 credits

Soft skills: 6

- Ethics (discipline, honesty, responsibility) : 3 credits
- Ability to cooperate (communicate, adapt) : 3 credits
- Work skills (initiative, agile, responsive) : 2 credits

mastery of tools, skills solving problems)

- Initiative and innovative : 2 credits

The assessment that will be given to apprentices includes the following:

1. Seriousness to carry out the Internship Program starting from preparation to the final activity.
2. Seriousness in carrying out Internship duties properly and responsibly.
3. The level of student success in carrying out the tasks assigned by the field supervisor as stated in the field supervisor's assessment sheet
4. The success of producing ideas or works that are useful for the institution concerned and academic activities on campus.

The assessment is carried out by the Internship Final Report Examiner as outlined in the Internship Final Report Assessment Sheet on the internship exam.

4. Programme

Programme financing include:

- a. Rights and Obligations of the parties/Cooperating Colleges.
- b. Rights and Obligations of students participating in the Programme.
- c. Rights and Obligations of courses' lecturers.
- d. Dispute resolution.
- e. Providing activity financing services for students and research supervisors

3.4 Research

A. Background

Research is an activity that aims to improve students' critical thinking skills through innovation and creativity to meet the needs of life and solve problems in the surrounding environment through a research project. The MBKM curriculum provides opportunities for students to develop these abilities through hands-on experience. By participating in internships at laboratories and or research institutions in accordance with their fields of knowledge outside the Undiksha campus. This activity can be carried out for one semester to two semesters.

B. Objective

The Freedom to Learn-Independent Campus (MBKM or Merdeka Belajar Kampus

Merdeka) Curriculum provides students with the right to study three semesters outside of the study programme to improve the competence of graduates both soft skills and hard skills, to suit the demands of the world of work. The programmes of research activities are as follows.

- 1) Sharpening creative and innovative ideas through research projects according to the field of science
- 2) Implementing theoretical concepts and or assumptions to be tested through research
- 3) Producing materials, tools, systems, approaches, methods, strategies, or certain techniques to achieve research objectives both in the field of education and non-education.
- 4) Providing opportunities for students to get direct guidance from researchers at research institutions to improve student research competencies.
- 5) For laboratories and or research institutions, it is expected that through this activity there will be a renewal of the ecosystem in research and the transfer of knowledge to young researchers.

C. Responsibilities of Related Stakeholders

a. The Roles of Sending Universities (Undiksha):

- 1) Preparing cooperation documents (MoU/SPK) with laboratories and/or research institutions of research activities partners
- 2) Monitoring the implementation of research or research activities by students.
- 3) Assessing and evaluating the results of research or student research for later recognition of the credits (SKS).
- 4) Reporting the results of learning activities to the Directorate General of Higher Education through the Higher Education Database.

b. The Roles of Research Institutions/ Partners

- 1) Creating a cooperation document (MoU/SPK) with Undiksha.
- 2) Carrying out research programmes by students in accordance with the provisions contained in the cooperation document (MoU/SPK).
- 3) Appointing assistants (field supervisors) for students in conducting research
- 4) Conducting selections related to student research proposals, starting from research topics, research objectives, and required research assistants
- 5) Ensuring the implementation of student research activities in laboratories and/or research institutions in accordance with the cooperation document
- 6) Together with accompanying lecturers to do evaluation and assessment of research

projects carried out by students

c. The Roles of the Faculty

- 1) Preparing cooperation documents for (MoU/SPK) with relevant partner laboratories and/or research institutions.
- 2) Providing services administration academic for students and research supervisors.
- 3) Fulfilling other supporting needs related to the implementation of research activities.

d. The roles of study programmes/ research

- 1) Implementing freedom to learn-independent campus related to student research.
- 2) Giving students the right to take part in the selection to evaluation of research programmes in laboratories and/or research institutes outside the campus.
- 3) Approving students research proposals that have been approved by assistants in partners' laboratories and/or research institutions.
- 4) Assigning supervisors to provide guidance, supervision, and together with assistants at designated laboratories and or research institutes.
- 5) Carrying out equivalence and recognition of courses in accordance with research activities.
- 6) Preparing alternative courses if free credits through student research activities have not been fulfilled.

D. The Process

Undiksha /university gives students the right to participate in selection activities to evaluate research programmes in laboratories and/or research institutes outside the campus based on the MoU/SPK that has been agreed with the partner laboratories and/or research institutes. The number and fields of study for students participating in this research programme are adjusted to the needs of research in laboratories and or research institutions. The implementation of research is carried out for 6-12 months or the equivalent of 14-28 credits. The calculation of learning outcomes equivalent to 14 credits can be equated in several courses that are relevant to the competence of graduates. For this reason, the role of each party in the implementation of this activity can be described as follows.

1) The Role of Academic Supervisor Lecturers

- a. Providing guidance to students regarding research topics that will be submitted for internships at laboratories and or research institutions

- b. Providing guidance related to research support courses programmed in the curriculum
- c. Providing approval for research proposals to be carried out in partners' laboratories and or research institutes

2) The Role of Supervisors from the Partner Laboratory and/or Research Institute

- a. Ensuring the implementation of student learning programmes outside the campus in accordance with the cooperation document (MoU/SPK).
- b. Appointing assistants for students in conducting research.
- c. Conducting selections related to student research proposals, starting from research topics, research objectives, and research assistants needed for this activity.
- d. Ensuring the implementation of student research activities in laboratories and/or research institutes in accordance with the Cooperation Document
- e. Together with accompanying lecturers to do evaluation and assessment of research projects carried out by students

3) The Roles of Supervisor Lecturer/Research Assistance

- 1) Supervisor of student research internship activities is a permanent lecturer at Undiksha as supervisor of courses related to student research topics
- 2) Approving research proposals that have been approved by research assistants from partners' laboratories and or research institutions
- 3) Together with research assistants in laboratories and or research institutes to monitor the implementation of research either through interviews, observations, or logbooks activity.
- 4) Together with research assistants from laboratories and or research institutes to do evaluation and assessment of student research projects

4) The Roles of Students

- 1) Planning with Academic Supervisors on research topics to be carried out in laboratories or research institutes.
- 2) Creating research proposals that is approved by prospective supervisors in accordance with the research topic taken.
- 3) Carrying out research activities in accordance with the direction of the Research Institute/ Research implementation laboratory.
- 4) Creating *logbooks* regularly in accordance with the research activities carried out.
- 5) Preparing activity reports and present them in the form of research reports and publish

research results in scientific publications, both proceedings and articles.

The mechanism for the form of research internships or research activities in the MBKM programme is presented in Figure 5.

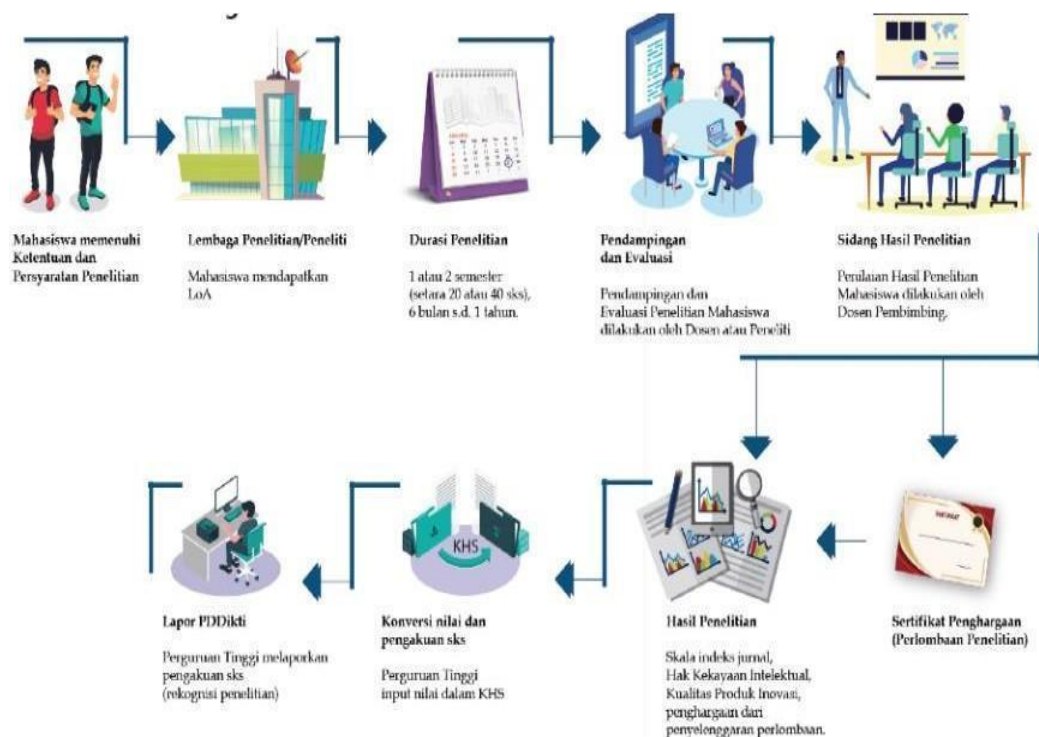


Figure 5 Mechanism of Research Internship Programme Implementation for Students in MBKM

E. Monitoring and Evaluation

1) Process Monitoring Evaluation

To ensure the quality of student research/internship programmes, monitoring and evaluation are carried out starting from the preparation, implementation, and assessment stages. Assessment/evaluation is one of a series of activities in improving quality, performance, and productivity in carrying out research internship programmes. The focus of the evaluation is on individual students, namely the performance of research conducted by students. Through evaluation, it will be obtained about what has been achieved and what has not been achieved by students while carrying out research activities. Evaluation can provide information regarding what abilities students have achieved during the programme. In addition, through evaluation, judgment can be made on the value or implications of the programme results. Furthermore, this programme is used to improve student competence. Monitoring and evaluation activities are carried out by the monitoring and evaluation team under the coordination of the Undiksha Learning Development and Quality Assurance Institute

(LPPPM or Lembaga Pengembangan pembelajaran dan Penjaminan Mutu) in collaboration with supervisors in study programmes and partners' laboratories and/or research institutes.

2) Quality Assurance

1) Developing quality policies and manuals

- a) Designing quality policies and manuals for student research/internship programmes that are integrated with Undiksha quality assurance.
- b) In designing quality policies and manuals for the research internship programme, students refer to the quality policies and manuals of the quality assurance system that have been in effect at Undiksha.

2) Determining Quality

In order for the implementation of MBKM policies, student research/internship programmes can run with guaranteed quality, it is necessary to define several quality components, including:

- a) Quality of participant competence.
- b) Quality of the research process.
- c) The quality of the internal and external mentoring process.
- d) Reporting quality.
- e) Quality of outputs/research results
- f) Quality of assessment.

F. Assessment of Research/Research Internships

a. Credit Recognition

The provisions of the credit load in this activity reach a total load of 14 credits or the equivalent in one semester of student activities. The calculation of credits for off-campus learning is equivalent to 170 (one hundred and seventy) minutes per week per semester, so that in one semester (16 x meetings) 1 (one) credit is equivalent to 2,720 (two thousand seven hundred twenty) minutes of student activities or 45.3 hours of activity. Thus, 14 credits is equivalent to 38,080 (thirty eight thousand and eighty) minutes of activity or 635 hours of activity.

The research activity model is a structured form. This research activity can be structured according to the curriculum adopted by students. Those 14 credits are stated in the form of equivalence with the courses offered, whose competencies are in line with the research

theme being carried out. A load of student research activities and credits for one semester can be seen in Table 1 as follows.

Table 2 Activity Load and Research Activities Credits for One Semester

No	Activity	Weight (%)	Activity Time (hours)	Credit Weight, Equivalence and Assessment
1	Research Proposal	10	63,5	2
2	Hard skills 1. Conducting Research 2. Research Report 3. Research Output: Proceedings or articles submitted	70	444,5	10
3	Soft Skills (research support programmes)	20	127	2
	TOTAL	100	635	14

Research activities can also be structured according to the curriculum taken by students in 2 (two) semesters or 1 (one) year, which is equivalent to 28 credits or 1.270 hours. The twenty-eight credits are stated in the form of equivalence to the courses offered whose competence is in line with research activities.

b. Assessment Principles

Assessment in the implementation of MBKM policies, student research/internship programmes refer to 5 (five) principles based on SN Dikti or Standard National Pendidikan Tinggi (University Education National Standards), namely educative, authentic, objective, accountable, and transparent, which are carried out in an integrated manner.

c. Assessment Aspects

In line with the assessment principles above, the aspects that are assessed in the implementation of the MBKM policy, research internship programmes include the following

1) Quality of research proposal

2) Hard skills

- Research implementation
- Research Report
- Research Output

3) Soft skills include:

- Attendance;
- Discipline and responsibility in carrying out tasks;
- Ability to cooperate;
- Ability to communicate;
- Politeness;
- Attitude during the research process;

d. Assessment Procedure

In accordance with the principle of continuity, assessment in the implementation of MBKM policies, research internship programmes are carried out during the activity starting from the preparation of proposals and implementation (process assessment) and the end of the activity in the form of an assessment of research reports and outputs that have been produced (outcome assessment). The process assessment was carried out by means of interviews, observations, and *logbook* as the main technique. While the result assessment is carried out at the end of the programme implementation using reports made by students. The assessment is carried out by the supervisor lecturer/ assistant in the study programme together with the assistant from the laboratory/research institution in question.

G. Costs

Programme Financing include:

- i. Rights and Obligations of the parties/Cooperating Universities.
- ii. Rights and Obligations of students participating in the Program.
- iii. Rights and Obligations of courses' lecturers.
- iv. Dispute resolution.

- v. Providing services financing activity for students and research supervisors.

H. Closing

The matters that have not been regulated in this guideline will be regulated later according to conditions in the field.

3.5 Teaching Assistance in Educational Units

A. Background

The Freedom to Learn – Independent Campus Policy (MBKM or Merdeka Belajar Kampus Merdeka) provides opportunities for students to broaden their insights and competencies in the real world in accordance with their passions and dreams. MBKM is a form of learning in higher education that is autonomous and flexible so as to create a learning culture that is innovative, unfettered, and in accordance with student needs. Through MBKM, students have the opportunity for 1 (one) semester or equivalent to 20 (twenty) credits of studying outside the study programme at the same university; and a maximum of 2 (two) semesters or equal to 40 (forty) credits of studying in the same study programme at different universities, learning in different study programmes at other universities; and/or learning outside of Higher Education.

One of the MBKM activities organized by Universitas Pendidikan Ganesha (Undiksha) is Teaching Assistance in Education Units. Teaching assistance activities in education units to prepare students to face rapid technological advances and have an impact on social, cultural, and work changes. Teaching assistance programmes in education units are student-centered learning activities with a learning by doing model, where students can gain initial experience to build their identity as prospective educators, strengthen academic competence in education and their field of study, strengthen the initial abilities of prospective teachers, and pedagogical skills in building the area of expertise of prospective educators. Student competencies must be prepared to suit the needs of the times, especially in the world of education. Students who have an interest in education can participate in teaching and deepen their knowledge by becoming teachers in educational units. Students who take part in the teaching assistance programme in education units are expected to become professional and dignified teachers. Professional and dignified teachers are teachers who must be able to internalize the values of ethics, aesthetics and knowledge acquired in social life. To achieve this, it is necessary to master four competencies by a teacher, namely professional, pedagogical, personality and social competencies. Mastery of these 4 competencies will later produce professional educators who are civilized, knowledgeable, adaptive, creative, innovative, and competitive and contribute to the welfare of the Indonesian nation.

Teaching assistance programmes in education units provide flexibility to anyone who wants

to become a teacher who understands how to plan learning, the learning process, assessment of learning outcomes, analysis of learning outcomes, reporting of learning outcomes, education management, and other educational administration. Teaching Assistance Programs in educational units can be implemented in Elementary Schools (SD or Sekolah Dasar), Junior High Schools (Sekolah Menengah Pertama), and High Schools (Sekolah Menengah Atas) or Vocational High Schools (Sekolah Menengah Kejuruan). Schools where teaching assistance programmes are implemented can be located in cities, villages, or remote areas. The process of teaching assistance programme activities in educational units can be carried out for one semester according to the academic calendar of the education unit.

B. Objectives

The objectives of the teaching assistance programme in the education unit as a form of learning activities taken by students outside their tertiary institutions are as follows.

- a. Providing opportunities for students who have an interest in education to participate in teaching and deepen their knowledge by becoming teachers in schools or educational units.
- b. Helping to improve equity in the quality of education and the relevance of primary and secondary education to higher education and the times.

C. Responsibilities of Related Stakeholders

a. The Roles of Sending Universities (Undiksha):

- 1) Developing academic policies/guidelines to facilitate learning activities in Education Units
- 2) Creating cooperation documents (MoU/SPK) with education unit partners, permission from the Education office, and developing joint programmes with education units where students take learning activities.
- 3) Providing opportunities for students to participate in learning activity programmes in educational units organized by the Ministry of Education and Culture.
- 4) Organizing a selection of students who will take part in learning activities in educational units based on the requirements contained in academic policies or guidelines.
- 5) Assigning Supervisors to provide assistance, training, monitoring, and evaluation of learning activities in educational units carried out by students.
- 6) Conducting equalization / recognition of hours of learning activities in educational units to be recognized as credits.
- 7) Reporting the results of learning activities to the Directorate General of Higher Education through the Higher Education Database.

b. The Roles of Teaching Practicum Center (PLP or Pusat Pengenalan Lapangan Persekolahan)

Learning Development and Quality Assurance Institute (LPPPM or Lembaga Pengembangan Pembelajaran dan Penjaminan Mutu) Universitas Pendidikan Ganesha

- 1) Doing coordination with external parties namely the Education Office
- 2) Doing coordination with faculties and Departments/Study Programmes
- 3) Preparing and carrying out debriefing activities for Teaching Assistance Programmes in Education units

c. The Roles of the Faculty

- 1) Disseminating Teaching Assistance programme in the Education unit to students at the faculty level
- 2) Coordinating with the university and departments/study in determining the supervisor for the Teaching Assistance programme in the Education unit

d. The Roles of the Department/Study Programme

- 1) Disseminating Teaching Assistance programme in the Education unit to students at the department/study programme level.
- 2) Coordinating with the university, LPPPM, and faculties in determining the supervisor for the Teaching Assistance programme in the Education unit.
- 3) Preparing alternative online lectures if the expected number of credits has not been met Teaching Assistance Programme in Education Units taken by students.

e. The Roles of Schools/Education Units

- 1) Ensuring teaching activities in educational units attended by students in accordance with the agreement in the cooperation contract.
- 2) Appointing civil servant teachers or assisted teachers for students who carry out teaching activities in educational units

D. Special Requirements Registration for Students in the Teaching Assistance Programme

Requirements for students participating in learning activities Teaching Assistance in the Education unit is as follows.

- a. Active as an undergraduate programme student in the current semester
- b. Registering in the Teaching Assistance programme in the Education unit according to the specified timeframe
- c. Has passed courses of at least 90 credits
- d. Has passed academic educational courses

- e. Has passed micro-teaching courses with the lowest score B
- f. Programming PLP or Pengenalan Lapangan Persekolahan (Teaching Practicum) 1, PLP2 and KKN Courses

The mechanism for the form of Teaching Assistance in Education Units in the MBKM programme is presented in Figure 6.



Figure 6 Mechanisms for Implementation of Teaching Assistance Activities in Education Units

E. The Process

a. Academic Supervisor Lecturers

- 1) Providing guidance to students under their academic guidance who plans to take Teaching Assistance programme in the Education unit
- 2) Giving approval to their academic guidance students to take the Teaching Assistance programme in the Education unit
- 3) Providing guidance to their academic guidance students during the process of implementing the Assistance Teaching in the Education unit.

b. The Roles of the Supervisors

- 1) Participating in the debriefing
- 2) Guiding students in creating teaching assistance learning activity programmes in the Education unit

- 3) Carrying out observations in schools where students carry out the Teaching Assistance programme in the Education unit
- 4) Carrying out mentoring both in person at school and online during the implementation of Teaching Assistance activities in the Education Unit
- 5) Guiding students in preparing reports on Teaching Assistance activities in the Education unit
- 6) Assessing the final report of students in accordance with the schedule for the implementation of Teaching Assistance in the Education unit School

c. The Roles of School

- 1) Assigning teachers as student supervisors (tutor teachers)
- 2) The tutor teachers, together with the supervisors, provide guidance to students in carrying out learning activities in schools
- 3) The tutor teachers, together with the supervisors, carry out monitoring and evaluation of the learning activities that are followed by students.
- 4) The tutor teachers, together with the supervisors, provide grades to be recognized as student credits

d. The Roles of the Student.

- 1) Carrying out mentoring with Academic Supervisors when determining the Teaching Assistance programme in the Education unit.
- 2) Enrolling in the registration system that has been determined by LPPPM Universitas Pendidikan Ganesha.
- 3) Participating in the briefing of Teaching Assistance in the Education Unit
- 4) Coordinating with the school where the Teaching Assistance is being carried out
- 5) Conducting guidance with the supervisors and tutor teachers to prepare semester work programmes.
- 6) Implementing the activity programmes in accordance with the programme design that has been approved by the supervisors and tutor teachers.
- 7) Making daily reports and final reports on Teaching Assistance activities in the Education Unit.

F. Monitoring and Evaluation

a. The Process of the Monitoring and Evaluation

The monitoring and evaluation process is an integral part of the implementation of learning activities in the Teaching Assistance programme in the Education Unit in an effort to maintain the quality of the implemented programmes. To ensure the quality of the Teaching Assistance programme in the Education Unit, monitoring and evaluation is carried out starting from the preparation, implementation, and assessment stages. The process of monitoring and evaluating the Teaching Assistance programme in the Education Unit is carried out by a monitoring and evaluation team formed by the university. Monitoring aims to ensure that the programme runs according to the programme design from the university. Programme evaluation is carried out as an ongoing effort to improve the quality of the Teaching Assistance programme in the Education Unit. The results of programme monitoring and evaluation are reported by the team to the person in charge of Teaching Assistance activities in the Education Unit.

b. Quality Assurance

1) Develop Quality Policy and Manual

- a) Designing quality policies and manuals for Teaching Assistance programme in Education Units which is integrated with Universitas Pendidikan Ganesha quality assurance.
 - b) In compiling quality policies and manuals for the Teaching Assistance programme in Education Units, referring to the quality policies and manuals of the quality assurance system that has been in effect at Undiksha.
- 2) The quality policies and manuals of the Teaching Assistance Program in the Education Units that have been established must be disseminated and socialized to the Faculties, Departments / Study Programmes, especially to supervisors, schools, and tutor teachers

3) Determining Quality

In order to make the implementation of the Independent Learning Campus policy, and the Teaching Assistance programme in the Education Unit can run with guaranteed quality, it is necessary to determine several qualities, including:

- a) Quality of the participants' competence.
- b) Quality of programme implementation.
- c) The quality of the internal and external mentoring process.
- d) Quality of facilities and infrastructure supporting the programme.

- e) Reporting quality.
- f) Assessment Quality.

G. Learning Outcomes Assessment

a. Assessment Principles

Assessment in the implementation of the Teaching Assistance programme MBKM policy refers to 5 principles according to the National Higher Education Standards, namely educative, authentic, objective, accountable, and transparent, which are carried out in an integrated manner.

b. Assessment Aspects

In line with the principles of assessment, the aspects that are assessed in the implementation of the Teaching Assistance Program MBKM policy, are at least as follows:

- 1) Attendance during debriefing and implementation of the KKNT or Kuliah Kerja Nyata Tematik (Thematic community service programme)
- 2) Discipline and responsibility in carrying out tasks.
- 3) Attitude.
- 4) Ability to carry out tasks.
- 5) Reporting ability.

c. Assessment Procedure

In accordance with the principle of continuity, assessment in the implementation of the Teaching Assistance programme is carried out during the activity (process assessment) and at the end of the activity in the form of examinations and activity reports (outcome assessment). The assessment in the process is carried out by the tutor teachers and Supervisors. Result assessment is carried out at the end of programme implementation. The assessment is carried out by the supervisors and tutor teachers.

d. Credit Weight, Equivalence and Assessment

Learning activities in the Education Unit for six months are equivalent to 20 credits including equivalence with courses. The twenty credits are stated in the form of competencies obtained by students during the programme, both in hard skills competencies, and soft skills in accordance with the desired learning outcomes. Learning outcomes and assessments can be

expressed in the following competencies:

Hard skills:

- PLP 1 : 2 credits
- PLP 2 : 4 credits
- Community Service Programme : 4 credits
- Supporting Courses : 4 credits

Soft skills:

- Communication skills : 2 credits
- Ability to work together : 2 credits
- Creativity and Innovation : 2 credits

H. Cost

The costs incurred from the learning activity programme in this Education Unit are charged to the student's UKT or Uang Kuliah Tunggal (Single Tuition Fee), which has been paid.

3.6 Entrepreneurial Activity Programme

A. Background

Learning activities in the Merdeka Campus provide challenges and opportunities for the development of creativity, capacity, personality, independence and needs of students, to find knowledge through direct experience. This is an integral part of efforts to foster student creativity and innovation in shaping character and thinking and acting skills. The implementation of the form of learning activities in the MBKM Guidebook in accordance with Permendikbud No. 3 of 2020 Article 15, paragraph 1 can be carried out inside the Study Program and outside the Study Program.

One of them is an entrepreneurial activity programme, so that students can develop their interests and prepare students so that they will later become productive graduates through entrepreneurship starting at an early age. This programme is not solely profit-oriented, but prefers the type of entrepreneur who can provide direct experience to students. Business commodities produced by students can be in the form of goods or services which in turn become one of the basic capital for students in entrepreneurship, but they should not be competitors for similar products which are the income of the community.

B. Objectives

The objective of the Freedom to Learn - Independent Campus (MBKM) policy, the programme “right to learn three semesters outside the study programme” is to improve the competence of graduates, both soft skills and hard skills. to be more prepared and relevant to the needs of the times, to prepare graduates as reliable entrepreneurs and personalities. This entrepreneurial activity programme is expected to facilitate students in developing their potential according to their interests and talents.

In the MBKM Guidebook (2020), Indonesia only has a score of 21% of entrepreneurs from various fields of work, or ranked 94th out of 137 countries surveyed based on data from the Global Entrepreneurship Index (GEI) in 2018. According to research from the IDN Research Institute in 2019, 69 ,1% of millennials in Indonesia have an interest in entrepreneurship. This entrepreneurial potential requires a follow-up through the Merdeka Campus policy, so that it can encourage the development of entrepreneurial interest through entrepreneurial learning activities programmes.

The objectives of the entrepreneurial activity programme include:

- 1) Provide students who have an interest in entrepreneurship to develop their business early and be guided.
- 2) Dealing with unemployment problems that result in intellectual unemployment from scholars.

C. Responsibilities of related parties

This activity is expected to improve the quality of graduates according to the expected competencies, so as to produce students who have entrepreneurial competencies. In addition, with the implementation of this programme of activities, students have hands-on experience in entrepreneurship. The parties responsible for this entrepreneurial activity programme are described in detail the responsibilities of the parties involved in the entrepreneurial activity programme as follows:

- 1) The Vice Rector for Academic and International Affairs is responsible for preparing policies regarding the implementation of the Independent Learning Curriculum at the Merdeka Campus.
- 2) The Vice Dean for academics helps the Dean to be responsible for coordinating and directing study programmes to prepare the offered Constitutional Court and implement it.
- 3) The study programme originating from the student facilitates students and academic supervisors to examine the suitability of the courses that will be taken by students in the

entrepreneurial activity programme with the learning outcomes (PLO) of the study programme.

- 4) Entrepreneurial Advisory Lecturer and entrepreneur mentor/entrepreneurs in their respective fields. They are obliged to guide students to be able to develop their business with innovative products, thus supporting their main expertise.
- 5) Students from the original study programme are responsible for submitting planning proposals, implementing and making reports on entrepreneurial activities, so that they can become start-ups at the end of the programme.

D. Process

Learning activities in the form of entrepreneurship, both those that have not been or have been determined in the curriculum of the study programme. Requirements are set out in the academic guidelines issued by the College. The mechanisms for implementing the entrepreneurial activity programme are as follows:

- 1) Mahasiswa mendaftarkan diri pada programme kegiatan wirausaha.
- 2) Students enroll in entrepreneurial activity programmes.
- 3) Students develop innovative product entrepreneurship proposals that can be done independently or in groups.
- 4) Evaluation of proposals and course recognition by study programmes.
- 5) Study Program appoints DPW and MW who will guide students in preparing proposals until the end of the entrepreneurial activity programme.
- 6) Students run their business within one semester.
- 7) Students prepare activity reports and present entrepreneurial activity programmes.
- 8) DPW and mentors assess reports on entrepreneurial activities.
- 9) Study Program will convert the scores according to those given by DPW and MW
- 10) The scores will be uploaded via <https://sso.undiksha.ac.id>



Figure 7 Entrepreneurial Activity Programme Process

This entrepreneurial activity programme is not solely profit-oriented, but prioritizes the types of business commodities according to the student's field of study. Business commodities produced by students can be in the form of goods or services which in turn are one of the basic capital for students in entrepreneurship and entering the market. Commodities that are made should not be competitors of similar products which are people's income. The main actors of entrepreneurship in this case are students, not the community, or other partners. The entrepreneurship programme is prepared at the tertiary level, by compiling a syllabus for entrepreneurial activities that can fulfill 20 credits/semester. This programme is a combination of several courses from various study programmes offered by universities through online and offline learning. Assessment of entrepreneurship programmes can be prepared using an assessment rubric or a measure of the success of learning outcomes. For example, if a student succeeds in making a start-up at the end of the programme, the student will get an A with a weight of 20 credits/40 credits.

Universities cooperate with existing business incubation or partners whose businesses are in accordance with the student's field, so that students can directly observe the businesses owned by mentors/business actors directly. This learning system can be in the form of facilitation of training, mentoring, and guidance from mentors/business actors

Table 3 Activity Load and Research Activities Credits for One Semester

Entrepreneurial Activity Program Course		
Entrepreneurial Course's Learning Outcome	Course Equivalence	Number of Credits
Able to carry out initial entrepreneurial practices with innovative and creative goods/services	Entrepreneurial Planning	3
	Innovative Product	2
	Manajemen Usaha dan Keuangan	2
	Digital Marketing	2
	Enterpreneurial Activity	
	1 Entrepreneurial Design and Presentation	3
	2 Entrepreneurship Practice	4
	3 Entrepreneurship Implementation Report and Presentation	4
		20

Explanation of Table

Students of the Culinary PVS Study Program take the Entrepreneurial Activity Program to improve their competence in the field of entrepreneurship. The competencies that have been achieved through a series of entrepreneurial learning activities are in accordance with the CLO. The process of achieving the CLO can be equivalent to the following courses: Entrepreneurial Planning, Innovative Products, Business and Financial Management, Digital Marketing, and Entrepreneurship courses with competencies (a) Entrepreneurial Design and Presentation, (b) Entrepreneurial Practice and (c) Reports Entrepreneurial Implementation and Presentation. All of these courses are equivalent to 20 credits in 5th semester.

E. Monitoring and evaluation

The implementation of monitoring and evaluation is carried out by cooperation implementers, related work units within Undiksha, and partnerships. Monitoring is carried out to determine the development of the Entrepreneurial Activity Program which can then be evaluated

so that the implementation of entrepreneurship can be in accordance with the expected programme and objectives.

Monitoring for this learning activity is carried out in the following stages:.

- 1) Study Program submits a list of names of Pemonev Lecturers to the dean to issue a letter of assignment in monitoring learning in the Undiksha environment.
- 2) Study Program submits the monitoring instruments that have been provided together with the quality assurance unit to be used during the monitoring process.
- 3) The assigned lecturer (pemonev) communicates the monitoring visit plan to the intended parties.
- 4) The recapitulation of monitoring results is submitted to the Dean and the Academic section for archiving.

While the evaluation for the Entrepreneurial Activity Program at Undiksha is carried out in the following stages.

- 1) Study Program recaps all data related to assessment during learning and implementation of the Entrepreneurial Activity Program at Undiksha, monitoring results data, and competency test data, to be further taken into consideration for the recognition of subjects contracted by students.
- 2) The study programme proposes the issuance of a letter of acknowledgment of the learning process and learning programme activities outside the study programme within Undiksha.
- 3) The results of the assessment and a certificate of acknowledgment from the dean are used as the basis for entering scores on the SIAK by the academic supervisor and/or DPW in the study programme.
- 4) The Dean conducts an evaluation of the Entrepreneurial Activity Program at Undiksha which is then reported to the Vice Rector 1.

F. Assessment of learning outcomes

Assessment in the implementation of one-semester learning activities in the Entrepreneurial Activity Program at Undiksha refers to 5 (five) principles according to the National Higher Education Standards (SNPT), namely educative, authentic, objective, accountable, and transparent which are carried out in an integrated manner.

In line with the assessment principles above, the aspects assessed in the implementation of the Entrepreneurial Activity Program at Undiksha are as follows:

- 1) attendance at the debriefing and implementation of lectures;

- 2) discipline and responsibility in lectures and in carrying out tasks;
- 3) Attitude / attitude;
- 4) ability to carry out tasks;
- 5) ability to make reports.

In accordance with the principle of sustainability, assessment in the implementation of the MBKM policy, the Entrepreneurial Activity Program is held in one semester at Undiksha. The assessment is carried out during the activity (process assessment) and at the end of the activity in the form of a learning activity report (outcome assessment). Assessment in the process is done by means of observation (personality and social) as the main technique. Meanwhile, the result assessment is carried out at the end of the programme using reports and presentations made by students.

Lecturers who support courses and DPW evaluate student learning outcomes according to applicable regulations by uploading grades to the SIAK system.

G. Cost

The costs incurred by taking courses in the Entrepreneurial Activity Program at Undiksha are charged to the student's UKT which has been paid. If the costs incurred exceed the UKT that has been paid, the costs will be borne by the students themselves.

3.7 Independent Studies/ Projects

A. Background

The disruption era that has occurred in the world lately has resulted in changes occurring so rapidly in almost all areas of life. This change raises demands that are complex in nature and if they are not met, the perpetrators will fall behind and even fail in the international arena. The main actors who must take part in the anticipatory scenario are universities that must produce a superior generation.

The implementation of education in higher education is expected to be able to meet the demands and needs for link and match with the business world and the industrial world. Universities also have homework to prepare students to be ready for the world of work. Therefore, universities are required to be able to design and implement innovative learning processes. Innovative learning is expected to be able to achieve learning outcomes that cover aspects of attitudes, knowledge and skills optimally.

In an effort to answer the challenges for higher education, a learning process is needed that ensures autonomy and flexibility within the Universitas Pendidikan Ganesha environment.

Through an autonomous and flexible process, it is expected to create a learning culture that is innovative, removes restraints and is in accordance with student needs. In addition, there is a need for preconditions for the creation of a link and match between the implementation of education on campus and the business and industrial world. Students need to be prepared from the start to face competition and competitiveness in the world of work.

As a millennial generation, students have the passion and motivation to create masterpieces or innovative ideas. This masterpiece can later be involved in competitions both on a national and international scale. In an effort to accommodate students' innovative ideas and ideas and create flexibility in the implementation of education, a programme called **"Independent Studies or Projects"** in the implementation of the independent learning curriculum is arranged.

B. Objective

Freedom of learning for students by providing opportunities to take Independent Studies or Projects aims to include the following:

- a. Realizing student ideas and ideas that produce innovative products;
- b. Implement an education system based on research and development (R&D);
- c. Optimizing student achievement in every competition at national and international levels.

C. Responsibility of relevant parties

a. The Role of University

Provide space for the creation of an independent study team or project with an interdisciplinary student component.

b. The Role of Faculty

Establish a team of assistant lecturers by considering the suitability of the expertise capacity concerned with the topic of the study or independent project proposed by the student team

c. The Role of Department/Study Programme

Conduct an assessment of the feasibility of an independent study proposal or project submitted by students;

- 1) Carry out the process of mentoring, mentoring, and training during student independent studies or projects;
- 2) Carry out evaluations and assessments of the sustainability of students' independent studies or projects to then be equalized according to the weights (SKS) and relevant subjects.

D. Process

a. The Role of Academic Advisory Lecturer

- i. Carry out the mentoring process starting from the initial, implementation, and final stages of the programme;
- ii. Carry out process assessments and final reports on study activities or independent projects carried out by students.

b. The Role of Students

- i. Obtaining approval from the Academic Advisory Lecturer (DPA);
- ii. Prepare and submit proposals for study activities or independent projects that are interdisciplinary in nature;
- iii. Organizing study activities or independent projects;
- iv. Produce output in the form of products or participation in competitions at the national or international level;
- v. Prepare activity reports and present them.

The implementation process of an independent study or project can be systematically sequenced as follows:

- a. Students register courses on the Study Plan Card (KRS);
- b. Students develop independent study or project proposals;
- c. Proposals are assessed by a team of examiners formed by Undiksha;
- d. If the results of the assessment state that the proposal cannot be accepted, the student will attend lectures or the regular curriculum;
- e. If the results of the assessment state that the proposal is accepted, the study or independent project can be continued for 1 (6 months) or 2 (1 year) semesters which is equivalent to 20 or 40 credits;
- f. Students prepare a final report on study activities or independent projects;
- g. The supervising lecturer carries out a final assessment of the final report on study activities or independent projects carried out by students;
- h. Undiksha converts the value and acknowledgment of credits (SKS) which is then inputted into the student's Study Results Card (KHS);

- i. Undiksha reports acknowledgment of credits or recognition of independent studies or projects to Higher Education Database (PDDIKTI).

More concrete details about the process in implementing an independent study or project can be presented in the form of the following image:

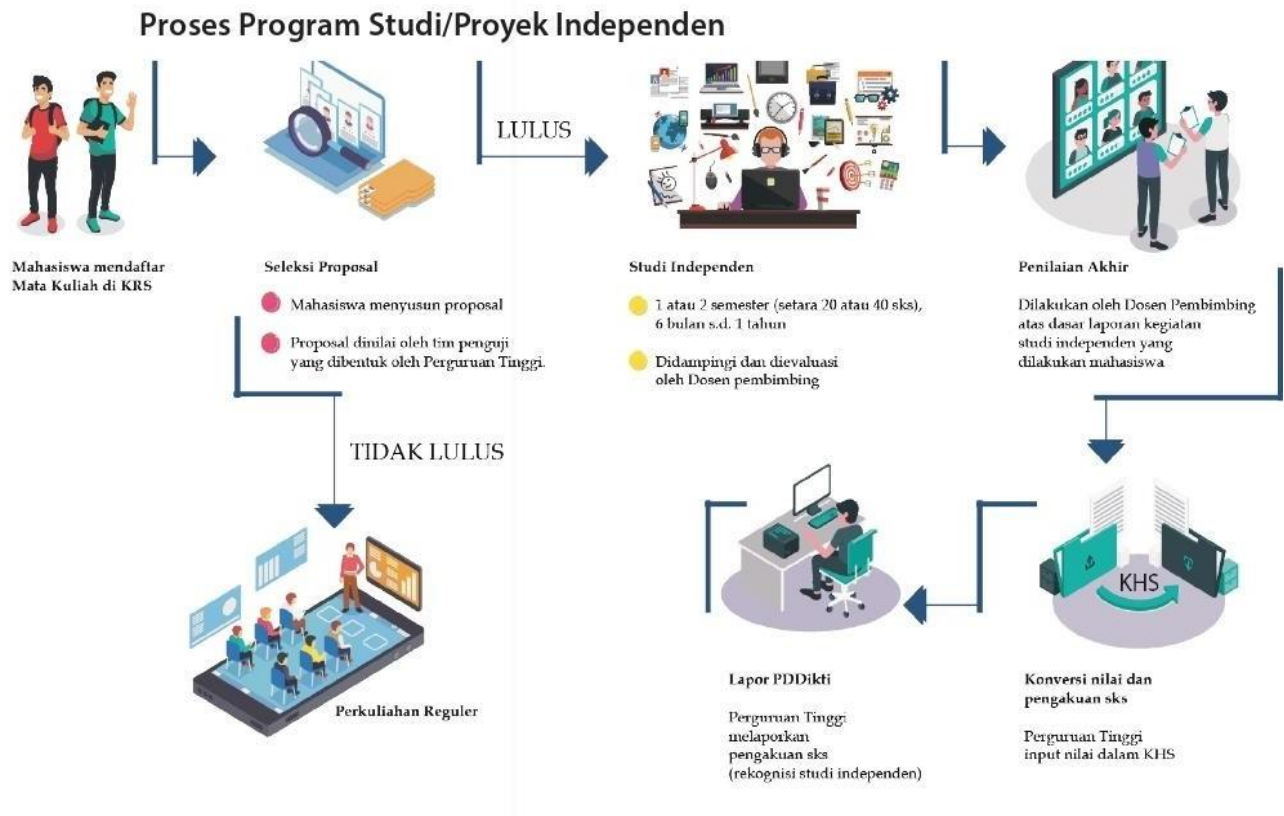


Figure 8 Independent Study Program/Project Process

E. Monitoring and Evaluation

a. Monitoring and Evaluation Process

Monitoring and evaluation is carried out starting from the initial stage to the end consisting of the preparation, implementation and assessment stages. Assessment or evaluation is aimed at improving the quality, performance and productivity in implementing the programme. Implementation of the evaluation focuses on individual students seen from the achievements obtained during the activities. The results of this evaluation will provide an overview of what has been achieved or has not been achieved by students during the activity. The evaluation also includes information about the abilities obtained by students. The information obtained from the evaluation can be used as an assessment judgment or the implications of the results of an independent study or project.

b. Quality Assurance

1) Developing Quality Policy and Manual

1. Implementers develop policies and quality manuals for independent projects that are integrated with Undiksha's quality assurance;
2. The preparation of quality policies and manuals for independent study or projects is carried out based on the policies and quality manual from the quality assurance system implemented in Undiksha;
3. Policies and manuals on the quality of study activities or independent projects that have been determined are then disseminated and socialized to supervisors and related parties.

2) Ensuring Quality

In order to ensure the quality of the implementation of independent study activities or projects, it is deemed necessary to determine the quality with the following components:

- a) Quality of participant competence;
- b) Quality of implementation of independent studies or projects;
- c) Quality of internal and external mentoring process;
- d) Quality of facilities and infrastructure for the implementation of independent studies or projects;
- e) Quality of reporting and presentation of results; and
- f) Quality assessment.

Here are some criteria set out in independent study activities or projects as an effort to maintain quality and get full credits:

- 1) The suitability of the weight of the undergraduate level with the type of independent study planned;
- 2) The implementation of independent studies or projects does not take the topics offered in the Undiksha curriculum or current study programmes;
- 3) Students objectively and independently formulate curriculum designs, lesson plans, types of final projects that must be achieved at the end of the study.

F. Assessment Learning Outcomes

a. Credits Acknowledgement

Study activities or independent projects for 1 semester or 6 months are equivalent to 20 credits. The total of 20 credits is calculated through the competencies obtained by students during their activities. The calculated student competencies are divided into hard skills and soft skills consisting of:

1) *hard skills*

- | | |
|-----------------------|-------------|
| 1) Efficient Product | = 4 Credits |
| 2) Useful Product | = 4 Credits |
| 3) Successful Product | = 4 Credits |

2) *soft skills*

- | | |
|------------------|-------------|
| 1) Communication | = 2 Credits |
| 2) Collaboration | = 2 Credits |
| 3) Creativity | = 2 Credits |
| 4) Innovation | = 2 Credits |

b. Principles of Assessment

Assessment in study activities or independent projects is carried out based on the following principles:

- 1) educative;
- 2) authentic;
- 3) objective;
- 4) accountable; and
- 5) transparent.

c. Assessment Aspects

Referring to the assessment principles mentioned above, the aspects of the assessment in the implementation of independent study activities or projects include:

- 1) percentage of attendance both during debriefing and implementation of activities;
- 2) the level of discipline and responsibility in carrying out various tasks;
- 3) attitudes and ethics both social and academic;
- 4) the ability to complete tasks; and
- 5) the ability to compile activity reports.

d. Assessment Procedure

Based on the principle of sustainability, the implementation of the assessment of study

activities or independent projects is carried out during the course of the activity (process assessment) and at the end of the activity in the form of a learning activity report (outcome assessment). In the process assessment, it is carried out with techniques, question and answer, observations both personally and socially, as well as logbook review. Meanwhile, the assessment of results is carried out when the implementation of the study or project has ended based on the reports that have been prepared by students. The rating process is done by supervisor from Undiksha independently or together if the act involves a third party.

G. Cost

To support the implementation of the programme, the funding is based on independent and collaborative principles, manifested in:

- a. Rights and obligations of students participating in the programme;
- b. The rights and obligations of the subject lecturer;
- c. It is possible to apply for sponsorship
- d. Other sources of financing that can be provided with the principle of agreement.

3.8 Build A Thematic Village/Community Service Programme

A. Background

The rapid development of science and technology today has brought very rapid changes in various aspects of life. Economic, social, and cultural changes occur at such a fast rate. In this dynamic period, universities must respond quickly and appropriately. Learning transformation is needed to be able to equip and prepare higher education graduates to become a high-quality generation, responsive and ready to face the challenges of the times without losing the cultural roots of their origin. Learning in higher education must be able to produce graduates who are skilled, flexible, and resilient (agile learners) so that they can survive in the face of challenges and swift changes in the present and the future.

Freedom to Learn – Independent Campus (MBKM) launched by the Minister of Education and Culture is a framework to prepare students to become strong scholars, relevant to the needs of the times, and ready to become leaders with a high national spirit. This policy is in line with Minister of Cultural Education regulation No. 3 of 2020 which gives students the right to take lectures for 3 semesters outside their study programme. Three semesters are meant in the form of 1 semester of opportunity to take courses outside the study programme and 2 semesters of carrying out learning activities outside of tertiary institutions. This policy provides broad opportunities for students to enrich and improve their insights and competencies in the real world

through their passions and ideals.

One form of learning activity outside the study programme that is part of the main MBKM programme is the Build Thematic Village/Community Engagement Programme (KKNT or Kuliah Kerja Nyata Tematik) activity. KKNT is a form of education by provides learning experiences for students to live in the community outside the campus, which directly together with the community identifies potential and deals with problems so that they are expected to be able to develop village/regional potential and formulate solutions to problems that exist in the village. KKNT activities are expected to hone partnership soft skills, cross-disciplinary/scientific team collaboration (cross-competence), and student leadership in managing development programmes in rural areas.

The implementation of the KKNT is aligned with the programme from the Ministry of Villages PDPT and other ministries/stakeholders. This programme can be carried out in very underdeveloped, underdeveloped, and developing villages (based on the Developing Village Index (IDM) issued by the relevant ministry), whose human resources cannot yet plan development with such large funding facilities. So that the effectiveness of using village funds to drive economic growth still needs to be improved, one of which is through students who can become human resources who empower village funds more.

So far, universities have implemented the KKNT programme, it's just that the Semester Credit Units (SKS) cannot or can be recognized in accordance with the independent campus programme whose credit recognition is equivalent to 6-12 months or 20-40 credits, with the implementation based on several models. From the implementation of this programme, students are also expected to be able to write down the things they do and the results in the form of a final project.

B. Objectives

The objectives of this programme are:

- 1) Provide opportunities for students to utilize their knowledge, technology, and skills in collaboration with many stakeholders in the field.
- 2) Develop networks and strategic partnerships for universities with other stakeholders who have relevance in village development
- 3) Assist in accelerating development in rural areas together with the Ministry of Villages PDPT.

C. Responsibilities of Related Parties

1) The Role of University

- 1) Collaborating with the Ministry of Villages, PDDT, and the Ministry of Education and Culture in implementing project programmes in the village or establishing direct collaboration with local governments for the implementation of project programmes in the village.
- 2) Manage student registration and placement to destination villages.
- 3) Forming a KKNT proposal evaluation team consisting of lecturers across study programmes
- 4) Forming a monitoring team for the implementation of the KKNT programme
- 5) Assigning a supervisor who will guide students during the KKNT, in coordination with the Faculties and Departments/Prodi.
- 6) Dispatch and return students from campus to programme placement locations.
- 7) Carry out health checks, and provide health and safety guarantees to prospective KKNT participants.
- 8) Universities provide a briefing on community local wisdom and ethical behavior during KKNT activities
- 9) Reporting the results of KKNT activities to the Directorate General of Higher Education

2) The role of local government, sub-district head, the village head, police, etc.

- i) The local government plays a role in carrying out the MoU for the implementation of the KKNT programme with Undiksha.
- ii) The Camat has the role of coordinating the KKNT programme with the village head and overseeing programme implementation.
- iii) Kepala The Village Head has a role in disseminating KKNT activities to village communities, providing directions regarding programme implementation in the village, and supervising the implementation of the KKNT programme. In this activity, the village head can act directly as a mentor for KKNT students in the village or appoint one of the special staff from the village as a supervisor for KKNT students in the village.
- iv) The police and Babinsa play a role in ensuring the safety of students during the implementation of the KKNT programme

3) The Role of Faculty

- i) Promote the KKNT programme to students at the faculty level
- ii) Coordinate with the university and department/study in determining the KKNT supervisor

4) Role of Department/Study Programme

- i) Socializing the KKNT programme to students at the department / study programme level
- ii) Coordinate with universities and faculties in determining KKNT supervisors
- iii) Preparing alternative online lectures if the expected number of credits has not been fulfilled from the KKNT programme taken by students.

5) Special Requirements for KKNT Registration for Students

- 1) Students have completed the learning process after semester 6
- 2) It is carried out in groups, the number of members is ± 10 people per group and or according to the needs of the village, and is multidisciplinary (from different study programmes/faculty/clusters).
- 3) Participants must live in the community or must "live in" at a predetermined location.
- 4) Physically and mentally healthy and not pregnant for women.
- 5) Minimum GPA 2.00 until semester 5

D. Process

a. Academic Advisor

- i) Provide guidance to academic guidance students who plan to take the KKNT programme.
- ii) Giving approval to their academic guidance students to take the KKNT programme.
- iii) Provide guidance to students with academic guidance during the KKNT implementation process.

b. The Role of Advisory Lecture

- i) Participate in debriefing
- ii) Guiding the making of student KKNT programmes and work plans
- iii) Carrying out observations with KKNT students to the village area where the activities are

- carried out as well as handing over KKNT students to the village head
- iv) Carrying out observations with KKNT students to the village area where the activities are carried out as well as handing over KKNT students to the village head
 - v) Carry out guidance both directly in the field and online during the implementation of KKNT activities
 - vi) Carry out guidance both directly in the field and online during the implementation of KKNT activities
 - vii) Guiding students in preparing KKNT activity reports.
 - viii) Assess the final student KKNT report at the end of the KKNT implementation.

c. The Role of the Village Head

- i) The village head acts directly as a field supervisor for KKNT students or can appoint one of the village staff/officials as field supervisors for KKNT students.
- ii) The village head provides direction regarding the programmes planned by students in KKNT activities.
- iii) The village head conveys the village development plan (RPJP) associated with the work programme designed by students in the KKNT programme.
- iv) The village head/field supervisor guides students during the KKNT programme.
- v) The village head/field supervisor evaluates the KKNT participating students during the KKNT process.
- vi) Conduct a final assessment with the supervisor on the student KKNT report.

d. The Role of Student

- i) Carry out guidance with academic supervisors in the selection of the KKNT programme.
- ii) Prepare proposals for KKNT activities following the requirements that have been set.
- iii) Enroll in the KKNT registration system that has been determined by the university.
- iv) Students are required to live (live in) at the place where the KKNT is held
- v) Coordinate with village heads regarding work programmes designed and to be implemented during KKNT activities.
- vi) Guide with supervisors and village heads/field supervisors during the implementation of the KKNT.
- vii) Carry out the programme of activities in accordance with the programme design that

- has been approved by the supervisor and field supervisor.
- viii) Make daily reports and final reports on KKNT activities.

E. Monitoring and Evaluation

1. Monitoring and Evaluation Process

The monitoring and evaluation process is an integral part of the implementation of the KKNT programme to maintain the quality of the programme being implemented. To ensure the quality of the KKNT programme, monitoring and evaluation are carried out starting from the preparation, implementation, and assessment stages. The process of monitoring and evaluating the KKNT programme is carried out by a monitoring and evaluation team formed by the university. Monitoring aims to ensure that the programme runs according to the programme design from the university. Program evaluation is carried out as an ongoing effort to improve programme quality. The results of programme monitoring and evaluation are reported by the team to the person in charge of KKNT activities.

2. Quality Assurance

a. Develop Quality Policy and Manual

- 1) Develop quality policies and manuals for the KKNT programme which is integrated with Undiksha quality assurance.
- 2) In compiling policies and quality manuals, the KKNT programme refers to the policies and quality manuals of the quality assurance system that have been in effect at Undiksha.
- 3) KKNT Program quality policies and manuals that have been determined must be disseminated and socialized, especially to supervisors, programme implementing partners, and programme participants.

b. Quality Assurance

For the implementation of the MBKM policy, the KKNT programme can run with guaranteed quality, it is necessary to establish several qualities, including:

- 1) Quality of participant competence.
- 2) Quality of programme implementation.
- 3) Quality of internal and external mentoring process.
- 4) Quality of programme supporting facilities and markets.
- 5) Quality of reporting.

6) Quality assessment.

3. Assessment of Learning Outcomes

a. Valuation Principle

Assessment in the implementation of the MBKM policy for the KKNT programme refers to 5 principles according to SN Dikti, namely educative, authentic, objective, accountable, and transparent which is carried out in an integrated manner.

b. Assessment Aspects

In line with the principles of assessment, the aspects that are assessed in the implementation of the MBKM policy for the KKNT programme are at least as follows:

- 1) Attendance at the briefing and implementation of the KKNT programme
- 2) Discipline and responsibility in carrying out tasks.
- 3) Attitude.
- 4) Ability to carry out tasks.
- 5) The ability to make reports.

c. Assessment Procedures

Following the sustainability principle, the assessment in the implementation of the KKNT programme is carried out during the activity (process assessment) and at the end of the activity in the form of an activity report (outcome assessment). The assessment in the process is carried out by the village head/field supervisor. Results assessment is carried out at the end of programme implementation. The assessment is carried out by the supervising lecturer and field supervisor.

d. Credits Weight, Equivalence, and Assessment

KKNT activities for 6 months are equivalent to 20 credits without equivalence with courses. The twenty credits are stated in the form of competencies obtained by students during the programme, both in hard skills and soft skills in accordance with the desired learning outcomes. Learning outcomes and assessments can be expressed in the following competencies:

Hard skills:

- | | |
|---|-------------|
| ▪ Formulate existing problems in the village | : 3 credits |
| ▪ Solve technical problems in the field | : 3 credits |
| ▪ Ability to synthesize in the form of design | : 4 credits |

Soft skills:

- Ability to communicate : 2 credits
- Ability to work together : 2 credits
- Hard work : 2 credits
- Leadership : 2 credits
- Creativity : 2 credits

F. COST

The costs incurred from this KKNT programme are charged to UKT-paid students. If the costs incurred exceed the UKT that has been paid, the costs will be borne by the students themselves.

CHAPTER IV

CLOSING

Ensuring the success of the Freedom to Learn-Independent Campus (MBKM) Program at Undiksha, of course, requires active support and participation, not only from each study programme, but also from the support and active participation of each existing work unit. Therefore, various preparations and improvements must continue to be made, including those related to the following matters.

1. Identify the advantages and disadvantages of each study programme, both in terms of programmes and human resources, to support, provide, and offer the MBKM Program to Undiksha internal parties and outside Undiksha.
2. Systemically improve and expand online learning by accommodating various student-centered learning activities and the role of lecturers as learning facilitators. To support this, it is necessary to develop and provide content (by design and by utility), online learning models, task development and evaluation, and supporting ICT infrastructure, including continuing the development of smart classes to accommodate the increasing number of groups with the limited availability of lecturer (towards effectiveness and efficiency of learning).
3. Develop and establish regulations so that the duties and functions of lecturers in conventional learning and online learning can be recognized and calculated according to the workload and time used, starting from the process of planning, implementing, and evaluating learning outcomes in online learning, as well as the functions of other units related to these activities
4. Develop and improve regulations related to the implementation of internship activities, increase cooperation with various related parties, guarantee the quality of internships, assignment of supervisors and field supervisors along with the rights and obligations that must be fulfilled.
5. Develop, improve and follow up on various existing collaborations and expand them with activities that can support the implementation of the MBKM Program, both with other universities and with parties outside universities.

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- Riset dan Teknologi Direktorat Pendidikan Tinggi. 2020. Panduan PenyusunanKurikulum Pendidikan Tinggi di Era 4.0. Jakarta

APPENDIX:

Decree of the Rector of the Universitas Pendidikan Ganesha Number 2257 concerning the
Team for Formulating Guidelines for the Implementation of the Independent Campus
Curriculum:



**KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS PENDIDIKAN GANESHA**

Jalan Udayana Nomor 11 Singaraja, Bali 81116

Telepon (0362) 22570 Fax (0362) 25735

Laman www.undiksha.ac.id

**KEPUTUSAN REKTOR UNIVERSITAS PENDIDIKAN GANESHA
NOMOR 2257/UN48/KR/2020**

TENTANG

**TIM PENYUSUN PEDOMAN PELAKSANAAN KURIKULUM KAMPUS MERDEKA
UNIVERSITAS PENDIDIKAN GANESHA TAHUN 2020**

REKTOR UNIVERSITAS PENDIDIKAN GANESHA,

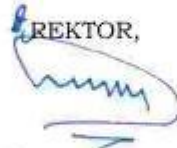
- Menimbang :**
- a. bahwa dalam rangka kebijakan Kementerian Pendidikan dan Kebudayaan tentang merdeka belajar kampus merdeka dan untuk meningkatkan kualitas pendidikan secara berkelanjutan perlu dilakukan restrukturisasi kurikulum;
 - b. bahwa dalam rangka penyusunan pedoman pelaksanaan kurikulum kampus merdeka Universitas Pendidikan Ganesha Tahun 2020;
 - c. bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan b, perlu dibentuk Tim dengan Keputusan Rektor;
- Mengingat :**
1. Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
 2. Undang-Undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi (Lembaran Negara Republik Indonesia Tahun 2012 Nomor 158, Tambahan Lembaran Negara Republik Indonesia Nomor 5336);
 3. Peraturan Pemerintah Nomor 4 Tahun 2014 tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi (Lembaran Negara Republik Indonesia Tahun 2014 Nomor 16, Tambahan Lembaran Negara Republik Indonesia Nomor 5500);
 4. Peraturan Menteri Pendidikan dan Kebudayaan Nomor 109 Tahun 2013 tentang Penyelenggaraan Pendidikan Jarak Jauh di Perguruan Tinggi (Berita Negara Republik Indonesia Tahun 2013 Nomor 1580);
 5. Peraturan Menteri Riset, Teknologi, dan Pendidikan Tinggi Nomor 14 Tahun 2016 tentang Organisasi dan Tata Kelola Universitas Pendidikan Ganesha;
 6. Peraturan Menteri Riset, Teknologi, dan Pendidikan Tinggi Nomor 75 Tahun 2017 tentang Statuta Universitas Pendidikan Ganesha;
 7. Peraturan Menteri Pendidikan dan Kebudayaan Nomor 3 Tahun 2020 tentang Standar Nasional Pendidikan Tinggi;
 8. Keputusan Menteri Riset Teknologi dan Pendidikan Tinggi Nomor 12450/M/KP/2019 tentang Pengangkatan Rektor Universitas Pendidikan Ganesha Periode Tahun 2019-2023;

MEMUTUSKAN:

- Menetapkan : KEPUTUSAN REKTOR UNIVERSITAS PENDIDIKAN GANESHA TENTANG TIM PENYUSUN PEDOMAN PELAKSANAAN KURIKULUM KAMPUS MERDEKA UNIVERSITAS PENDIDIKAN GANESHA TAHUN 2020.
- KESATU : Membentuk dan menugaskan nama-nama seperti yang tercantum dalam keputusan ini sebagai Tim Penyusun Pedoman Pelaksanaan Kurikulum Kampus Merdeka Universitas Pendidikan Ganesha Tahun 2020.
- KEDUA : Dalam melaksanakan tugasnya, Tim bertanggung jawab kepada Rektor.
- KETIGA : Segala biaya yang diperlukan untuk pelaksanaan kegiatan tersebut dibebankan pada anggaran DIPA Universitas Pendidikan Ganesha Tahun 2020 Nomor: 023.17.2.677.530/2020, Revisi VI tanggal 19 Agustus 2020.
- KEEMPAT : Keputusan Rektor ini mulai berlaku pada tanggal ditetapkan.

Ditetapkan di Singaraja
pada tanggal 31 Agustus 2020

REKTOR,



I NYOMAN JAMPEL
NIP 195910101986031003

LAMPIRAN
KEPUTUSAN REKTOR UNIVERSITAS PENDIDIKAN GANESHA
NOMOR 2257/UN48/KR/2020
TANGGAL 31 AGUSTUS 2020
TENTANG TIM PENYUSUN PEDOMAN PELAKSANAAN
KURIKULUM KAMPUS MERDEKA UNIVERSITAS
PENDIDIKAN GANESHA TAHUN 2020

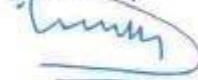
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