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Assessment of the Success of the Independent Campus Independent Learning Program Through a Web-Based Integration System at the Participating University

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Abstract: This study explores the implementation of the Merdeka Belajar Kampus Merdeka (MBKM) program in private universities in Banten Province, Indonesia, emphasizing the importance of a well-structured curriculum for effective learning outcomes. The policy enables students to engage in various activities outside their majors, enhancing both technical and soft skills essential for workforce readiness. Despite its positive reception, challenges in the assessment conversion process have been identified, particularly the lack of involvement from study program leaders and course lecturers in evaluating student performance. This study employs the R&D method using the ADDIE model to develop a web-based integration system aimed at streamlining and improving the evaluation of student achievements in the MBKM program. The findings indicate that this system enhances monitoring, transparency, and accountability in assessment, fostering better collaboration among lecturers, students, and partner institutions. Moreover, the web-based system alleviates administrative burdens, allowing lecturers to focus on enriching student learning experiences. This research underscores the necessity for continuous evaluation of the MBKM program to align competencies with academic curricula, ultimately contributing to the quality of higher education and the successful integration of students into the workforce. Recommendations for further development of the integration system and enhanced training for lecturers are provided to optimize its impact on educational outcomes.

Keywords: Assessment; Curriculum Evaluation; Independent Campus Learning Program; Student Achievement; Web-Based Integration System.

Introduction

The development of digital technology in the current Industry 4.0 era has been brought changes and impacts greatly (Zahara et al., 2020). In Indonesia, in order to provide quality education, the government has a strategic role and responsibility to design and develop a curriculum that is appropriate not only for students and educational institutions, but for all components involved, including the social order of society in the future (Marwiji et al., 2023). A well-designed curriculum leads to more effective learning outcomes. Currently, the Indonesian government is developing the Merdeka Belajar curriculum, which is implemented across all levels of education, from elementary to higher education. This curriculum is better known as the *Merdeka Belajar Kampus Merdeka (MBKM)* program and is aligned with the latest National Higher Education Standards (SN-Dikti) as outlined in the Minister of Education and Culture Regulation Number 3 of 2020. The MBKM curriculum is built on creativity and innovation, key elements that support Indonesia's sustainable

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development (Adila et al., 2023). As such, the MBKM policy was established to prepare students to become capable graduates, aligned with current needs, and ready to lead with a strong national identity (Annas et al., 2023; Hartatik et al., 2022).

According to the Minister of Education and Culture Regulation Number 3 of 2020, the MBKM policy grants students the right to spend up to three semesters outside their major through eight activities, including Student Exchange, Internships, Teaching Assistantships, Research, Humanitarian Projects, Entrepreneurial Activities, and Thematic Community Service Programs (Intan et al., 2023). These opportunities allow students to expand their knowledge and skills in real-world settings, aligned with their passions and career aspirations (Oksari et al., 2022). The primary goal of the MBKM program is to enhance the technical and soft skills of graduates in line with the demands of the Fourth Industrial Revolution and societal needs (Sulistyo et al., 2022). Additionally, the program aims to bridge the gap between educational institutions and the business and industrial sectors (DUDI), ensuring that students are better prepared to enter the workforce (Misnawati & Zuraini, 2023).

The MBKM policy is highly relevant in the era of global competition, where knowledge, creativity, innovation, and competitiveness are essential for success. Since its implementation in 2020, various universities in Indonesia, both public and private, have embraced the MBKM program, receiving positive feedback from students. According to the Ministry of Education, Culture, Research, and Technology, 241,000 students participated in MBKM between 2020 and 2022, with 257,000 students joining in 2023 alone (Kemdikbud, 2023). By 2024, 725,000 students are expected to register for various MBKM programs, with the most popular being the Independent Student Exchange (PMM), Teaching Campus, and the Certified Independent Study & Internship Program (MSIB) (Kemdikbud, 2024).

However, challenges in implementing the MBKM program have been identified, hindering its optimal execution in higher education (Cahya et al., 2023). A preliminary study conducted at several private universities (PTS) in Banten Province, which are implementing the MBKM program, revealed issues in the process of converting students' assessments (Wati et al., 2022). Currently, the assessment conversion is handled solely by university academic staff, without the involvement of study program leaders and course lecturers. This is problematic because students' experiences in the MBKM program are supposed to be converted into grades for their current semester courses (Dewanta et al., 2022). Ideally, the lecturers responsible for these courses and the study program leaders should be informed to ensure alignment with the predetermined graduate learning outcomes (CPL) based on the applicable curriculum.

More than 50% of PTS study program leaders in Banten, when asked about the MBKM program, admitted that they were unaware of the technical details of the conversion assessment and were not involved in evaluating the performance of students participating in MBKM outside the campus (Kuncoro et al., 2022). Additionally, students who take part in MBKM activities outside the academic scope of their study program, such as Teaching Campus, which includes students not only from Education programs, require adjustments to the courses and graduate learning outcomes (CPL) in their program (Panjaitan et al., 2022). This ensures that the competencies and experiences gained during the MBKM program can be applied, integrated, and aligned with their field of study (Ananda et al., 2022).

Previous studies have examined the MBKM program. Dewanta et al., (2022) found that most students believe MBKM activities expand their knowledge and enhance their competencies, with many considering the skills they acquire as relevant to future needs. Irawan & Suharyati (2023) highlighted the benefits of the MBKM curriculum in helping students develop both soft and hard skills, as well as off-campus learning experiences that contribute to improved graduate competencies. Kurniasih et al. (2022) emphasized students' interest in participating in the MBKM program to better prepare themselves for the workforce after graduation. Similarly, Laga et al., (2021) indicated that students who participate in MBKM become more adaptable in their studies, gain community experience, and are better equipped for post-graduation employment.

Based on this context, it is important to evaluate the MBKM program implemented by universities to assess how well students' competencies and experiences align with the academic focus of their study programs, as explored in research by Mawar et al., (2023); Mayasari et al., (2022); Mulyana et al., (2022); Prihastuty et al., (2022); Risza et al., (2022); Siregar et al., (2022). Evaluating the MBKM program is crucial for its sustainability and for enhancing its quality in the future. A key factor in the program's success is the role of lecturers as both educators and facilitators in supporting student learning outcomes (Susanti & Ummami, 2022). Therefore, lecturer feedback on the program's effectiveness is vital.

A thorough evaluation not only affects students' academic achievements but also helps improve lecturers' teaching processes. With comprehensive data, universities can enhance both the learning system and the implementation of the MBKM program, ensuring that its objectives are more effectively met and that

graduates are well-prepared and competitive in the job market (Agustini, 2017).

This study utilizes a web-based information system for evaluation, based on the research by Siregar et al., (2022) which found that such systems help students better understand MBKM activities and plan their participation in alignment with their academic and career interests. However, unlike the previous research, this study focuses on using the information system as a tool for evaluating the outcomes of MBKM activities that students engage in, which are then converted into credits at their home university (Novantara et al., 2023). Given the various parties involved in the assessment conversion process for MBKM participants, the use of a web-based system aims to streamline and simplify this process (Vhalery et al., 2022).

The research is limited to the implementation of the MBKM program at private universities in Banten Province, focusing on assessing the microskills of students participating in the program (Fauziah et al., 2023). The findings are expected to serve as a basis for developing assessment procedures that align with the study program's graduate learning outcomes (CPL), ensuring that the MBKM program becomes more focused and relevant to students' fields of study.

Method

This study employs the R&D method to develop specific products and evaluate their effectiveness (Sugiyono, 2019). The R&D approach follows the ADDIE model (Analyze, Design, Development, Implementation, Evaluation), which outlines a system-oriented learning framework for analyzing the influence of external factors and their impact on behavior change (Ibrahim, 2019). Data sources include primary data gathered through interviews and observations during the preliminary study phase, as well as secondary data in the form of statistics on students participating in the MBKM program at six private universities in Banten Province, which serve as the research sampling.

Result and Discussion

Web-Based Model for the Achievement Evaluation System of the Independent Campus Learning Program

The integration of Information and Communication Technology (ICT) in learning is kind of innovation in education. Several studies have shown that the application of ICT is able to improve students' competence and satisfaction with subject studied and enhancing the ability of both subjects and graduate levels (Hidayat et al., 2018). The rapid development of information technology in the current era of globalization can no longer be avoided in its impact on the world of education. Global demands require the education sector to continuously adjust to technological advancements in efforts to improve the quality of education, particularly in adapting its use within the educational field (Fatihah & Ruhiat, 2023).

In the context of sending universities, evaluating student achievements in the MBKM program by lecturers requires a structured and transparent approach. A web-based integration system provides an effective solution for accurately monitoring and assessing student performance. This system enables lecturers to track student progress in real-time, centrally manage assessment data, and offer quicker, more measurable feedback (Pangaribuan et al., 2023).

Additionally, the web-based integration system facilitates easier data synchronization between the sending university and the institution where students participate in MBKM activities (Sopiansyah et al., 2022). This is crucial, given that many students engage in off-campus programs with different supervisors. With a web-based system, lecturers can easily access each student's progress, ensuring more precise and consistent evaluations (Syahril et al., 2023).

Discussion

This research evaluates the role of lecturers in achieving the objectives of the MBKM Program by utilizing a web-based integration system at sending universities. The findings reveal several key points:

Enhanced Monitoring of Student Achievements

The implementation of a web-based integration system enables lecturers to more effectively and efficiently monitor student achievements. This system offers real-time access, allowing lecturers to track both academic progress and student activities in the MBKM program, including off-campus activities such as internships, student exchanges, independent projects, research, and entrepreneurial endeavors. The real-time capability enables lecturers to continuously assess students' participation in these programs, even when they are located in different places (Herlambang et al., 2023; Salamah et al., 2023).

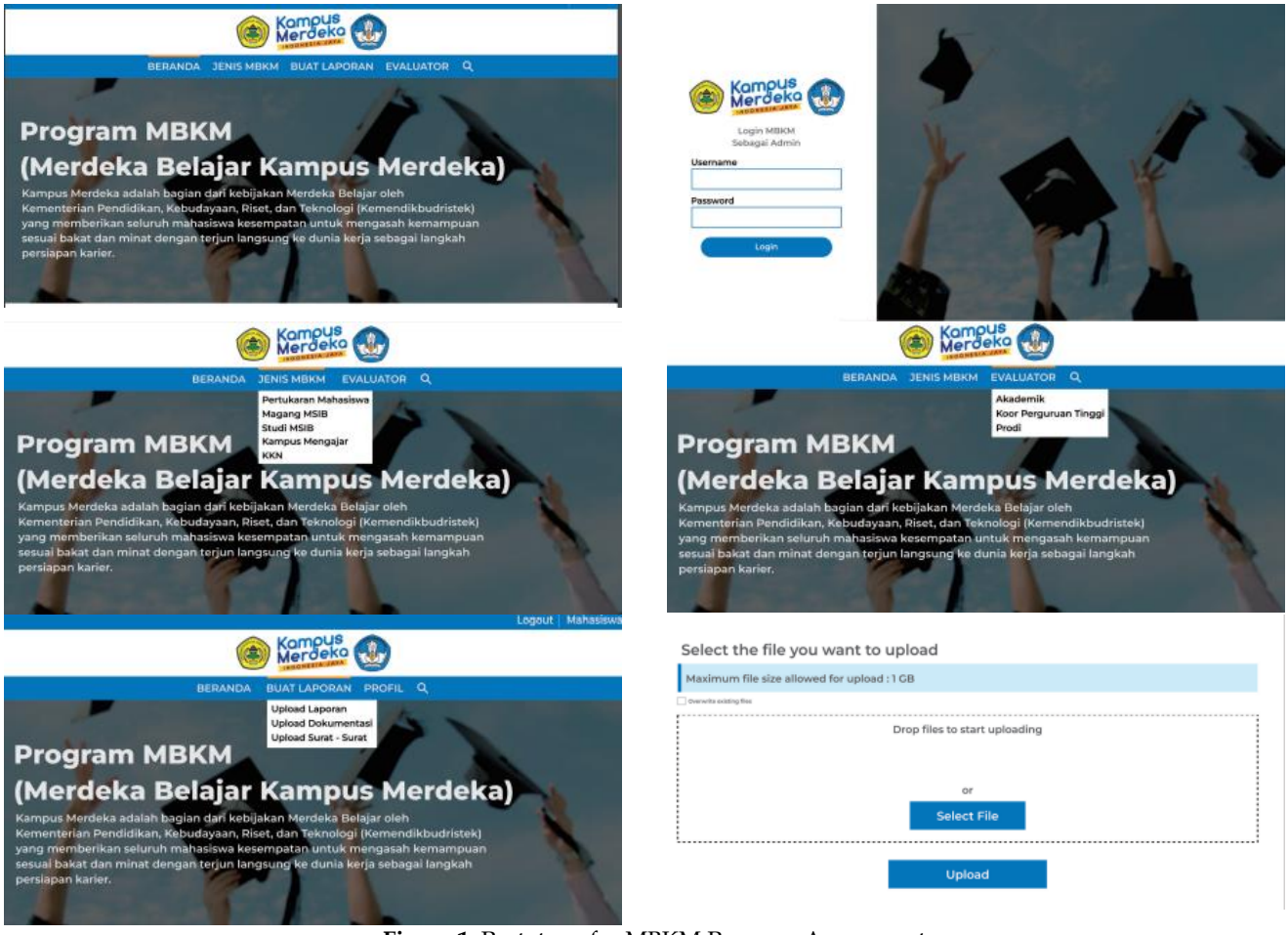

Figure 1. Prototype for MBKM Program Assessment

Moreover, the system accelerates the evaluation process by consolidating all student data and information on a single, centralized platform. This reduces the likelihood of errors that can occur with manual record-keeping and minimizes the administrative effort typically needed to gather information from various sources or partner institutions. With consistently updated information, lecturers can provide timely and relevant feedback on student progress, ultimately improving the overall quality of learning (Ningrum et al., 2021).

Additionally, this web-based system simplifies collaboration between lecturers, students, and partner institutions where students participate in MBKM activities. Lecturers can receive progress reports from external entities, such as internship companies or partner universities, making evaluations more comprehensive and integrated. This is crucial because the MBKM program involves students in a variety of activities across multiple institutions, requiring a thorough and fair assessment system that can manage data from different sources (Tuju et al., 2022).

The system's data accessibility also offers transparency benefits. Students can directly view their progress, allowing them to identify areas for improvement and collaborate with lecturers to enhance their performance. It also enables students to ask questions or seek clarification about their evaluations, fostering a more interactive and collaborative learning environment.

Overall, the web-based integration system not only increases the efficiency of lecturers' evaluations of student achievements but also enhances the overall quality of learning through greater transparency, quicker feedback, and improved collaboration among all parties involved in the education process.

Transparency and Accountability of Assessment

The web-based integration system enhances not only the transparency of student achievement assessments but also fosters a participatory and interactive environment between lecturers and students. Lecturers can conduct assessments more openly, making the entire evaluation process visible to students. In turn, students are encouraged to take an active role by seeking clarification or engaging in discussions if they find any assessment unclear or unsatisfactory (Setiani et al., 2022). This level of openness promotes lecturer accountability, ensuring that assessments are more

objective and fair, as every step in the evaluation process is documented and available for review by both parties.

Such transparency guarantees fairness for students, allowing them to understand the rationale behind each assessment. If discrepancies arise, the system enables them to pose questions or formally appeal the evaluations (Roesly, 2022). Moreover, the web-based integration system facilitates more efficient, data-driven progress monitoring, enabling lecturers to take corrective actions or provide relevant feedback promptly, which ultimately supports students' overall academic growth. Improved collaboration between lecturers and students through this platform enhances the quality of learning, as the open dialogue during the evaluation process encourages deeper, more constructive understanding (Sasikirana & Herlambang, 2020). Overall, this integration system builds trust between both parties, transforming the assessment of student achievements into a more transparent, collaborative, and student-centered process, thereby supporting more comprehensive educational objectives.

Data Consistency between Sending Universities and Partners

This system not only facilitates data synchronization between sending universities and partner institutions where students engage in MBKM activities but also fosters a stronger communication network between the two parties. Through this data integration, lecturers can directly access and monitor reports from partner institutions, enabling them to evaluate student progress in real-time. This capability is crucial for ensuring that evaluations and assessments are consistent and accurately reflect students' abilities and achievements in their respective fields (Arifin et al., 2023).

Additionally, the system allows lecturers to provide more timely and precise feedback based on information obtained from partner institutions. This enhances the reliability of evaluations and strengthens relationships between universities and industry partners, ultimately contributing to a more dynamic and responsive learning environment. Furthermore, this collaboration facilitates quicker updates to curricula and teaching methodologies, aligning them with industry needs, developments, and the latest educational trends.

The implementation of this system also enables more comprehensive data analysis, allowing universities to assess the overall performance of the MBKM program. By leveraging the collected data, institutions can refine and enhance existing programs to ensure that students receive the most relevant learning experiences connected to the workforce (Nurjannah & Alhudawi, 2023).

In summary, this system not only boosts efficiency and effectiveness in assessments but also promotes closer collaboration between academics and practitioners. This collaboration creates synergies that benefit the development of student competencies and reinforce universities' roles in preparing graduates to tackle challenges in the professional world.

Enhancing Teaching Quality

The evaluation results indicated that lecturers found it easier to reflect on their teaching methods. A systematic evaluation process enables them to assess the effectiveness of their approaches and their impact on student learning outcomes. With comprehensive and structured data, lecturers can identify areas for improvement in the learning process while also recognizing patterns and trends in student performance (Setiani et al., 2020).

These reflections, based on evaluations, serve as a tool for ongoing enhancement, allowing lecturers to adjust their pedagogical strategies to align with students' needs and characteristics. For instance, if an evaluation reveals that students struggle with certain concepts, lecturers can modify their teaching methods by incorporating active learning techniques or utilizing more interactive visual aids.

Additionally, the evaluation process encourages lecturers to collaborate with their peers. By sharing evaluation findings, they can exchange ideas and strategies that have proven effective in improving learning outcomes. This fosters a collaborative culture among educators, where experiences and knowledge are shared to enhance the overall quality of education.

By prioritizing continuous improvement driven by evaluation data, lecturers can ensure that their teaching remains relevant and effective in addressing student needs while aligning with curriculum developments and industry requirements. This approach not only enhances the quality of teaching but also positively influences students' learning experiences, better preparing them to tackle challenges in the real world.

Effectiveness in Academic Administration Management

The implementation of a web-based integration system significantly alleviates the burden of manual administration. Lecturers no longer need to enter data by hand, as this system is integrated with various Merdeka Belajar Kampus Merdeka (MBKM) programs and platforms. This integration allows for automatic data processing, minimizing the likelihood of errors that often arise from manual entry. As a result, the evaluation process becomes faster and more efficient, enabling lecturers to dedicate more time to meaningful academic activities, such as curriculum development and student engagement.

Furthermore, this system enhances data collection and analysis. Lecturers can easily access information regarding student achievements, including reports from

MBKM activities like internships or research projects. With real-time data availability, lecturers can conduct more accurate and thorough evaluations, allowing them to respond effectively to student needs.

The presence of a web-based integration system also enhances transparency in the administration process. Lecturers, students, and other stakeholders can easily access the required data, which fosters greater accountability in information management. This promotes a more collaborative environment where all parties can contribute to enhancing the quality of education. Thus, a web-based integration system not only reduces administrative burdens but also acts as an effective tool for improving the quality of teaching and learning, ensuring that everyone involved can work together effectively to achieve the defined educational goal.

Conclusion

The web-based integration system plays a crucial role in assisting lecturers with the evaluation of student achievements in the MBKM program. This system allows for a more effective, transparent, and accountable evaluation process, ultimately enhancing the teaching quality of lecturers at sending universities. Lecturers now have convenient access to real-time data on student academic progress, enabling them to conduct thorough and comprehensive evaluations. Additionally, this system alleviates administrative burdens, allowing lecturers to concentrate on enhancing student interactions and learning experiences. With more precise and accessible information, lecturers can provide constructive and timely feedback, motivating students to improve their performance. This research suggests further development of the integration system to enhance its functionality. For instance, integrating it with other learning platforms and incorporating advanced data analysis tools could strengthen its capacity to support evaluation and curriculum development. Furthermore, providing more intensive training for lecturers in using this technology is essential. Lecturers who are proficient in the system will be better equipped to leverage its benefits, thereby improving the overall quality of higher education. Implementing this training can also foster a culture of innovation among lecturers, promoting the exchange of ideas and best practices in teaching. Consequently, advancing the web-based integration system and enhancing lecturers' competencies in utilizing this technology is expected to significantly contribute to the quality of education and the success of the MBKM program in higher education.

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Author Contributions
HS contributed to the conceptualization, data collection, data processing, and writing of the article. YR and AH contributed to data validation and editorial aspects of the research.

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Conflicts of Interest
The authors declare no conflict of interest.

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