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The Strategy of Learning Innovation Improvement through the MBKM Program at STIP Jakarta; Empirical Study

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Abstract: This empirical study aims to identify the learning innovation improvement strategy through the MBKM program at STIP Jakarta. The literature research technique was used to conduct this study, and information was gathered through literature references, pertinent observations and documentation, interviews with members of the Academic Division, as well as other studies on the MBKM policy. Merdeka Belajar Kampus Merdeka (MBKM), a self-study independent campus project of the Government of Indonesia through the Ministry of Education, Culture, Research and Technology, enables students to explore their talents and interests outside of academic learning. This program is a part of a larger endeavor that has two parts: Merdeka Belajar, which encourages talent and autonomous study and Kampus Merdeka, which offers contextual field experiences to enhance skills and prepare students for the future. According to the study's findings, the MBKM program's implementation at STIP had not been as effective as it could have been because only three out of eight types of off-campus learning—research, internships/work experiences, and humanitarian projects—had been completed, while five more were still being worked on through the management policy process. In order for students to attain the best learning outcomes and to constantly be relevant in terms of attitude, knowledge, and skills, STIP must develop policies and execute innovative learning methods. The Kampus Merdeka is an independent and adaptable organization that promotes a creative learning environment that doesn't restrict and fits the demands of cadets, which in turn has implications for improving the quality of STIP education.

Keyword: Strategy, Learning Innovation, MBKM, Empirical Study, Internship.

INTRODUCTION

The National Education System (SN-Dikti) focuses on improving education quality by prioritizing intellectual, critical, and creative thinking. It implements educational programs and focuses on teaching, learning, and teaching skills. The Indonesian National Qualifications Framework (KKNI) supports curriculum and science and technology development in the

education sector. KKNI gradifies qualifications of Indonesian human resources, comparing and integrating education with training and work experience sectors. In 2020, the Ministry of Education and Culture implemented “Merdeka Belajar Kampus Merdeka” (MBKM) program - the “Independent Learning Independent Campus”, aiming to provide comprehensive 21st-century education by involving all educational institutions in SN-Dikti and MBKM programs. The MBKM program, which includes eight activities, aims to address and perform these activities; (1). student exchanges, (2). work practices, (3). teaching in schools, (4). research, (5). humanitarian projects, (6). entrepreneurship, (7). independent studies, and (8). building villages. The curriculum in higher education is based on routine developments in Science, Technology, and Arts (IPTEKS), community needs (stakeholder needs), and graduate needs. Academics aim to reconstruct a suitable curriculum for both study programs and higher education. [1]

The study explores STIP’s educational innovation and methodology, focusing on e-learning, service innovation models, and learning transformation. The MBKM program, which includes eight activities, aims to address student exchanges, work practices, teaching in schools, research, humanitarian projects, entrepreneurship, independent studies, and building villages. Merdeka Campus, an autonomous institution, aims to make new study programs more accessible and reform the accreditation system. The Ministry of Education, Culture, Research and Technology has launched the Independent Learning Policy - Independent Campus (MBKM) to improve accreditation policies for study programs and higher education institutions, aligning with industrial society and national interests. Accreditation, such as the National Accreditation Board for Higher Education (BAN-PT), can make higher education more attractive to new graduates [2] . Innovative learning methodologies, such as inquiry-based learning, project-based learning, technology integration, real work practices (PKN/KKN), personalized learning, collaborative learning, and experiential learning, have been implemented in various tertiary institutions, including STIP Jakarta . These methodologies encourage students to actively participate in their learning process, ask questions, explore topics, and actively participate in their learning process. Project-based learning incorporates real-world projects, requiring critical thinking, problem-solving, and collaboration skills. Technology integration enhances the teaching and learning process by utilizing information technology effectively. Real Work Practices (PKN/KKN) involve cadets in community service activities, developing empathy, social responsibility, and practical skills while positively impacting their community. Personalized learning is tailored to each cadet's needs and interests, involving differentiated instruction, adaptive learning technologies, and individualized support. Collaborative learning emphasizes group work, teamwork, and a sense of community among students. Experiential learning offers opportunities like field trips, outdoor education, and hands-on activities, allowing cadets to apply their knowledge in real-world contexts, fostering deeper understanding and engagement.

Basically, STIP Jakarta has implemented five types of MBKM activities, namely; (1). student exchanges, (2). work practices, (3). teaching in schools, (4). research, (5). humanitarian projects, there are only three more activities left to do, namely, (6). entrepreneurship, (7). independent studies, and (8). building villages. Currently, STIP is reviewing which MBKM activities are relevant and appropriate to carry out in the future. Based on this description, the researchers wish to conduct their research with the hope that it will be useful for the institution of STIP in accordance with the obligations of the Tridharma of Higher Education. The researchers formulated their research problem which was studied empirically as follows: “How can the Strategy of Learning Innovation Improvement through the MBKM Program at STIP Jakarta be achieved?” The research objectives are to find out and analyze how strategies for increasing learning innovation through the MBKM program at

STIP Jakarta can be achieved, and To get a solution on how to increase learning innovation strategies at STIP Jakarta through the MBKM program. Meanwhile its benefits are to motivate lecturers to understand the MBKM program and improve and accommodate learning innovations at STIP Jakarta, to provide input and suggestions to institutional leaders to support the MBKM program, especially strategies to increase learning innovation at STIP Jakarta, to provide references and scientific basis for further research on MBKM, especially strategies for increasing learning innovation at STIP Jakarta.

MBKM is an Indonesian government policy that promotes independent and innovative learning in higher education institutions. It allows students to choose their own path and encourages institutions to develop innovative methods to improve student outcomes. MBKM programs in maritime institutions include internships, community service projects, research, entrepreneurship, and independent study programs. These programs aim to produce graduates with relevant skills in the maritime industry. The program, lasting six months, includes 20 credits, including Independent Study/Project elective courses, regulations-based elective courses, and scientific writing. A well-designed program encourages students to improve their competence by taking one to three semesters outside their study program or university. This policy includes the Right to study for three semesters outside the study program which is based on various regulations and legal foundations.

1. Law Number 20 of 2003, concerning the National Education System.
2. Law Number 12 of 2012, concerning Higher Education.
3. Law Number 6 of 2014, concerning Villages.
4. Government Regulation Number 04 of 2014, concerning Implementation of Higher Education and Management of Higher Education.
5. Presidential Regulation number 8 of 2012, regarding the IQF (KKNI).
6. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020, concerning National Higher Education Standards.
7. Regulation of the Minister of Villages, Development of Disadvantaged Regions, and Transmigration Number 11 of 2019, concerning Priority for Using Village Funds for 2020.
8. Regulation of the Minister of Villages, Development of Disadvantaged Regions, and Transmigration Number 16 of 2019, concerning Village Deliberations.
9. Regulation of the Minister of Villages, Development of Disadvantaged Regions, and Transmigration Number 17 of 2019, concerning General Guidelines for the Development and Empowerment of Village Communities.
10. Regulation of the Minister of Villages, Development of Disadvantaged Regions, and Transmigration Number 18 of 2019, concerning General Guidelines for Village Community Assistance.

The objectives of the MBKM program can vary depending on the activities carried out. The general aim of the MBKM program is to improve the quality of higher education in Indonesia and provide opportunities for students to develop themselves outside the existing curriculum. Some of the objectives of the MBKM program: [3]

1. Improving the quality of higher education in Indonesia.
2. Provide opportunities for students to develop themselves outside the existing curriculum.
3. Improve the methodological competence of graduates to produce useful scientific findings.
4. Improve the quality of student research and provide students with experience as research assistants in large research projects.
5. Guiding students in designing research/research activities, providing guidance, monitoring and evaluation of the implementation of research/research activities, guiding students in disseminating the results of research / research activities, providing assessments of activities and reviewing research/research activity reports at SIAKAD, and provide assessments of student activities, products and activity reports.

The MBKM Program has had a positive impact on the world of education in Indonesia, especially in improving the quality of higher education and providing opportunities for students to develop themselves outside the existing curriculum. The following are some of the impacts of the MBKM program on the world of education in Indonesia from search results: [4]

1. Increasing student knowledge and skills and having an impact on increasing lecturer capacity.
2. Improve the methodological competence of graduates to produce useful scientific findings.
3. Improve the quality of student research and provide students with experience as research assistants in large research projects.
4. Providing encouragement to students so they can gain experience from learning in all aspects.
5. Provide opportunities for students to develop themselves outside the existing curriculum.
6. Increase student creativity and innovation in producing scientific work.
7. Increasing the competitiveness of graduates and preparing students to face challenges in the world of work [5]

Learning innovations must be carried out while still paying attention to the material being taught. With learning innovations, the teaching and learning process can run smoothly, conductively, and creatively so as to foster enthusiasm for learning [6]. The current learning systems and processes in higher education cannot be separated from graduate learning outcomes (CPL). CPL is formulated by referring to the KKNI and SN-Dikti qualification levels. CPL consists of elements of attitude, general skills, specific skills and knowledge. Elements of attitudes and general skills refer to SN-Dikti as minimum standards, which can be added by study programs to characterize college graduates. Meanwhile, the elements of special skills and knowledge are formulated by referring to the KKNI descriptors according to the level of education. This is illustrated through figure 5 below:

Learning is the interaction between students and lecturers in a learning environment, characterized by interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative, and student-centered approaches. This process prioritizes the development of creativity, capacity, personality, and needs, while also fostering independence in knowledge seeking. The learning process's characteristics have various meanings: [7]. Graduate learning outcomes are achieved through various learning processes, including interactive, holistic, integrated, scientific, contextual, contextual, thematic, effectiveness, and collaborative. Interactive learning involves a two-way interaction between students and lecturers, while holistic learning encourages a comprehensive mindset by internalizing local and national excellence and wisdom. Integrative learning involves a unified program with interdisciplinary and multidisciplinary approaches, while scientific learning prioritizes a scientific approach and upholds religious and national values. Contextual learning adapts the learning process to the demands of the graduates' ability to solve problems in their domain of expertise. Thematic learning is adapted to the scientific characteristics of the study program and linked to real problems through a transdisciplinary approach. Effectiveness involves proper internalization of material within an optimum period of time. Collaborative learning involves joint learning processes between individual learners, capitalizing on attitudes, knowledge, and skills.

Student-centered learning (SCL) is a learning approach that prioritizes developing creativity, capacity, personality, student needs, and independence in seeking and discovering knowledge. SCL is based on constructivist learning theory, emphasizing that students must construct their knowledge for effective learning. It follows five principles: encouraging active learning, transforming learning power from lecturers to students, placing lecturers as facilitators and contributors, cultivating critical thinking, giving responsibility for learning, and using assessments to motivate learning and provide practical guidance for the future.

These principles aim to shift the power of learning from lecturers to students, encourage critical thinking, give students responsibility for their learning, and provide practical guidance for the future. The MBKM program is a crucial aspect of SCL's education, focusing on innovation, creativity, capacity, and interpersonal skills in students. It also enhances knowledge and skills in everyday life. Era 4.0 and digitalization have made SCL more effective and efficient. Blended learning, or hybrid learning, combines conventional learning with online learning, integrating ICT and IoT. This approach makes SCL more accessible and effective, while online learning is flexible and based on big data. Mixed learning strengthens digital literacy and technology literacy, particularly in the industrial era 4.0. The MBKM program applies mixed learning to students' participation in study programs, rather than facilitating the learning process. Technology can enhance innovation in various ways, including multimedia presentations, ICT integration in learning, innovative learning, and distance learning. Teachers can use multimedia to reduce boredom and improve the quality of learning. ICT can be integrated into classrooms, enhancing students' competencies, abilities, and skills. Distance learning enables students to study remotely, allowing them to study more effectively and efficiently. By utilizing technology in learning, teachers can create an innovative and interesting learning environment for students, ultimately improving their overall learning experience.

Maritime institutions can implement various learning innovations, including blended learning, simulators, study programs, and centers of technology. Blended learning combines face-to-face and online learning, while simulators improve navigation skills. Port and Shipping Management D.IV Study Program (KALK) of STIP trains high school graduates to become port and shipping management experts with national and international standards. The center of technology can serve as a practical model for the shipping industry, enhancing graduates' competency in era commercial shipping management. Maritime institutions can also provide education and training in sea transportation management, developing mental, moral, and competency to shape graduates' character in accordance with Pancasila values. Additionally, they can conduct research and community service in applied science, utilizing the results for the wider community. Blended learning or mixed learning is a learning approach that combines the advantages of face-to-face and online learning, utilizing ICT and internet networks to enhance efficiency and effectiveness. This approach promotes student-centered learning (SCL) and facilitates participation in the learning process outside of the study program. In mixed learning, students do not receive learning experiences from a lecturer but instead receive materials, experiences, good practices, examples, and direct motivation from lecturers. Online learning allows students to study anywhere and anytime, without being bound by the lecturer's teaching methods. Allen et al. (2007) define the proportion of online learning in the learning mix as 30-79%, with an integrated and systematic approach focusing on learning outcomes. [10]

METHOD

MBKM research and learning innovation can be conducted using qualitative research methods such as analytical studies, quasi-experiments, surveys, and research/research activity schemes. These methods help determine student preparation for the program and foster inventiveness through research MBKM. Surveys can help determine student readiness for the program, while research/research activity schemes can improve students' critical thinking skills and foster inventiveness in the learning process. Qualitative research methods, such as observation, interviews, and document studies, provide descriptive data that cannot be numerically measured, making them suitable for exploratory and in-depth research. Quantitative research methods, on the other hand, involve questionnaires, tests, and measurements, providing numerical data that can be statistically measured. Both methods can

be used depending on research objectives and data type. Qualitative research methods offer advantages such as providing a detailed understanding of the phenomenon being studied, producing descriptive data, and being suitable for exploratory research. However, they also have disadvantages, such as producing subjective data, requiring longer data collection and analysis time, and requiring special expertise in data analysis. [11]

Research on MBKM and innovation in boarding school learning methods can be conducted using various research methods. Descriptive research describes the MBKM concept and its application in education, while qualitative research identifies and analyzes problems in implementing independent learning curriculums in tertiary institutions. Experimental research tests the effectiveness of a new learning model based on MBKM and its impact on student skills. Participatory research involves active student participation in the development of new curricula and learning models. The choice of research method should consider research objectives, available data sources, and resources, while adhering to research ethics and academic standards. Empirical research, which uses field data, is used to analyze law, which is a patterned societal behavior in people's lives. Qualitative research, which produces analytical descriptive data, is used in this study. Mukti Fajar's approach emphasizes data quality, requiring researchers to determine, sort, and choose quality data or materials for the research material. [12] [13] .

Several appropriate data collection methods for research on MBKM and innovation in boarding school learning methods include:

Observation: This data collection method can be used to directly observe learning activities in boarding schools and identify innovative practices carried out by students and teachers. [14]

Documentation: This data collection method can be used to collect data from documents related to the implementation of MBKM and innovative learning methods in boarding schools, such as curriculum, policies and activity reports.

Interview: This data collection method can be used to obtain views and experiences from students, teachers and boarding school staff regarding the implementation of MBKM and innovative learning methods.

Case study: This data collection method can be used to examine in depth the implementation of MBKM and innovative learning methods in boarding schools by selecting several boarding schools as research objects.

In choosing an appropriate data collection method, it is necessary to consider the research objectives, available data sources, and resource availability. Apart from that, it is also necessary to pay attention to research ethics and ensure that data collection is carried out in the correct way and in accordance with applicable academic standards. In this case the researchers made observations to collect data on lecture activities in class and recorded academic grades in the form of cadet grades/GPA data from the Nautical and Port & Shipping Management Departments for the last semester, especially semesters 7 and 8, which were then analyzed as research data analysis. After the data is collected, analysis and diagnosis are then carried out using qualitative methods, namely by analyzing the data without using numerical calculations but using relevant information sources to complete the data that the compiler wants. How to analyze primary data and secondary data sources in research on MBKM and innovative learning methods in boarding schools can be done in several ways, including:

Descriptive analysis: This analysis can be carried out to describe primary data and secondary data sources in detail and detail. Descriptive analysis can be carried out using tables, graphs or diagrams.

Qualitative analysis: This analysis can be conducted to identify emerging patterns or themes from both primary data and secondary data sources. Qualitative analysis can be carried out using techniques such as content analysis or thematic analysis.

Quantitative analysis: This analysis can be carried out to measure and analyze primary data and secondary data sources numerically. Quantitative analysis can be carried out using techniques such as descriptive or inferential statistics.

Comparative analysis: This analysis can be carried out to compare primary data and secondary data sources from several different boarding schools or educational institutions. Comparative analysis can be carried out using techniques such as comparative analysis or regression analysis.

When conducting data analysis, it is necessary to ensure that the data used is valid and reliable. In addition, it is also necessary to pay attention to research ethics and ensure that the analysis is carried out in the right way and in accordance with applicable academic standards.

The author uses five stages to analyze the accuracy of data obtained from a study. The first stage involves editing the data to ensure its completeness, clarity of meaning, suitability, and relevance to other data groups. [15]. The second stage involves classifying the data into specific patterns or problems to facilitate reading and discussion. The third stage is data verification, which ensures the validity of the collected data by verifying the data's correctness through interviews with the informant. [16]. The fourth stage is analysis, which simplifies words into a form that is easier to read and interpret. [17] ; Effendi The results of the analysis are presented descriptively in the research results, using descriptive qualitative analysis. The author presents the data obtained from the field in the analysis process. [18]. The final stage of data processing is concluding, which involves drawing conclusions from the analyzed data to answer the reader's concerns about the background of the problem. This process helps to reduce errors and improve data quality, ultimately leading to a more accurate and comprehensive understanding of the study's findings.

RESULTS AND DISCUSSION

Implementation of MBKM in Maritime Institutions

As explained in figure 7 below, the MBKM program in a tertiary institution focuses on competencies for graduates, including content, process, and evaluation. Graduate competencies include CPL (Graduate Learning Outcomes), attitudes, and general skills, while CPL Knowledge and Specific Skills are developed by study program associations / forums.

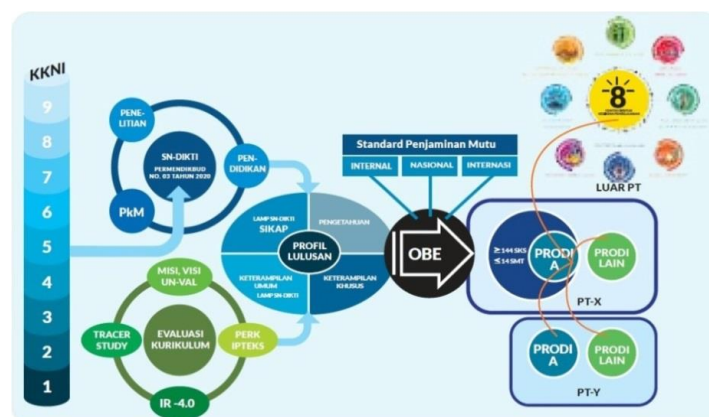


Figure 1. Curriculum Development Flow for MBKM Implementation

Students at maritime institutions can engage in various off-campus learning activities to support the implementation of MBKM. These activities include internships, community service projects, teaching, student exchanges, research, entrepreneurial activities, independent

studies, and humanitarian programs. These activities, guided by lecturers, aim to develop hard and soft skills relevant to the maritime industry. The well-designed MBKM program aims to optimize learning outcomes, including attitude, knowledge, and skills, ensuring students achieve optimal and relevant outcomes. These activities are expected to help students develop relevant skills for the maritime industry. [19]. The parties within institutions involved in implementing the MBKM activity program include; Campuses and universities that organize the MBKM program, Students who are members of the MBKM program, Lecturers and teaching staff involved in providing learning and learning experiences to students in the MBKM program. Relevant parties in the MBKM program, such as companies, government institutions, and the community are involved in internships, research, and community service activities in the MBKM program. In addition, several MBKM activities, such as the entrepreneurship program, also involve mentors and investors as parties who help students in starting their businesses [20],[21],[22].

Participating in off-campus learning activities can provide benefits for students at maritime institutions, including; Expand insight and knowledge through direct experience with practitioners who are competent in their fields, Improve skills and abilities through apprenticeships or work practices in industry or other workplaces, Increase the ability to adapt and face challenges through teaching experience in educational units or participating in humanitarian programs, Improve research capabilities and scientific development through research activities, Improve entrepreneurial skills through entrepreneurial activities or independent projects, and Increase independent abilities and develop self-abilities through independent learning. Through off-campus learning activities, students at maritime institutions can develop skills relevant to the needs of the maritime industry and expand networks and experiences that can help them prepare for the world of work after graduating from college. [23] .

There are several research articles available on the topic of innovation in professional learning methods in maritime institutions:

1. One paper no.1 provides background to TUDEV and its contribution to the development of MET programs and practices and summarizes TUDEV initiatives for alignment.
2. The remainder of Article 2 is a systematic literature review on maritime simulator training fidelity, providing insight to maritime practitioners on how fidelity features can be improved.
3. The third article 3 discusses core competencies for maritime business educators in the digital era, identifying the emerging core competencies of maritime business educators.
4. The fourth article 4 is a systematic literature review on the information needs and information seeking behavior of maritime students, exploring behavioral patterns around the central role of information for maritime students as well as for decision making in the maritime sector.
5. Finally, article 5 analyzes the evolution of teaching methods used in short-term courses through a systematic review carried out using the PRISMA method.

These articles provide various insights into professional innovation of learning methods in maritime institutions, covering topics such as simulator training, core competencies for educators, students' information-seeking behavior, and teaching methods. [24]. The MBKM program offers various programs, including courses outside the same university, taking courses in different programs, learning outside of college, internships, student exchanges, teaching assistants, research, humanitarian projects, entrepreneurial activities, independent studies, and village development programs. These programs provide students with relevant experience and skills to enter the world of work, improve their quality, and benefit campuses and lecturers by improving learning and pedagogical abilities. Thematic Real Work Lectures (KKN) are also included in these programs. [25],[26].

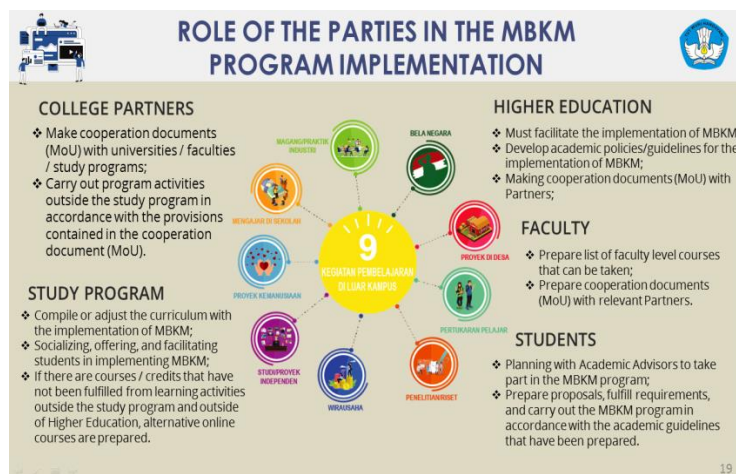


Figure 2: Role of the Parties in MBKM

MBKM assesses the success of tertiary institutions' innovations through the Indonesian Human Quality Build Program (Rise), the Higher Education Accreditation System, and internal evaluations. The Rise program encourages students to create technology-based innovations, while the Higher Education Accreditation System evaluates the quality of tertiary institutions in producing quality graduates for the job market. Universities that produce relevant innovations receive higher accreditation scores. Internal evaluations assess the benefits of their innovations to students and the community, and improve existing ones to meet labor market needs. [27]. MBKM assesses higher education innovation based on five criteria: relevance to the job market, impact on society, quality and quantity of innovation, collaboration with government, business, and industry, and freedom and autonomy. Universities that produce quality innovations in sufficient quantities receive higher scores. Collaboration with government, business, and industry minimizes the gap between graduate qualifications and job requirements, fostering new innovations relevant to the job market. [28].

The MBKM program aims to enhance students' English language proficiency through various activities, including virtual reality technology and digital literacy. However, it faces challenges like limited technology access, lack of motivation, and difficulty adjusting to online learning. The success of the program depends on factors like teaching quality, resource availability, and students' motivation and adaptability. The program offers various English language teaching methods and strategies, such as virtual reality for vocabulary teaching, digital literacy for PMM, and updated curriculums with new topics, skills, and technologies. Innovative teaching methods like Duolingo can also enhance students' learning experience. Overall, the MBKM program provides opportunities for teachers to use various teaching methods and strategies to improve students' English language proficiency. [29].

MBKM uses several indicators to assess the success of higher education innovation, including:

The study program collaborates with industry or other institutions relevant to the field of study.

1. The number of innovations produced by universities.
2. The impact of innovation on society, both in economic, social and environmental terms.
3. Universities are able to produce quality graduates who are able to compete in the job market.
4. Universities are able to collaborate with the government, business world and industry in order to minimize the gap between graduate qualifications and job requirements.

5. Higher education is able to provide freedom and autonomy to educational institutions, and is free from bureaucratization.

Merdeka Belajar is a teaching and learning process that combines traditional teaching methods with online ones, enhancing student outcomes. Blended learning, as described by Garner & Oke (2015) and Driscoll (2002), uses formats like video tape, CD-ROM, web-based training, and film to create a creative and effective learning environment. This approach allows students to learn and grow more effectively and engagingly. [31]. Meanwhile Indonesia has implemented the MBKM program, with over 100,000 students from 2,600 universities in 35 provinces participating.. However, a list of universities that have passed the selection process for the WMK program, which is one of the programs under the MBKM initiative. Not all universities that have implemented the program necessarily have passed the selection process for the WMK program. . [32]. The Ministry of Education, Culture, Research and Technology has listed State Universities and Private Universities that have successfully implemented the MBKM program and have been selected as Implementing Universities (Perguruan Tinggi Pelaksana - PTP) for the Independent Entrepreneurship Program (Program Wirausaha Merdeka - WMK). [33].

Table 1: List of as Implementing Universities (PTP) & Independent Entrepreneurship Program (WMK)

COLLEGES	REGIONS
Politeknik Elektronika Negeri Surabaya	Perguruan Tinggi Vokasi
Politeknik Negeri Semarang	
Politeknik Negeri Manado	
Politeknik Negeri Batam	
Politeknik Kutaraja	
Politeknik Negeri Kupang	
Politeknik Perkapalan Negeri Surabaya	
Politeknik Negeri Jember	Sumatera
Universitas Muhammadiyah Sumatera Utara	
Universitas Syiah Kuala	
Universitas Riau	Kalimantan
Universitas Tanjungpura Pontianak	
Universitas Lambung Mangkurat	Sulawesi
Universitas Muhammadiyah Makassar	
Universitas Sam Ratulangi Manado	Bali Nusa Tenggara
Universitas Udayana	
Universitas Appendices Ganesha	Jawa
Universitas Brawijaya	
Universitas Negeri Jakarta	
Universitas Padjadjaran	
Universitas Gadjah Mada	
Universitas Ciputra Surabaya	
Institut Teknologi Sepuluh Nopember	
Universitas Jember	
Universitas Multimedia Nusantara Jakarta	
Universitas Dian Nuswantoro	
Universitas Sebelas Maret	
Universitas Indonesia	
Universitas Muhammadiyah Surakarta	
Universitas Airlangga	
Universitas 17 Agustus 1945 Surabaya	
Universitas Negeri Yogyakarta	
Institut Pertanian BogorUniversitas Cendrawasih	

Some successful implementation of innovative learning methods at overseas colleges and universities, such as:

1. Imperial College London has successfully implemented innovative learning methods by partnering with students to co-create teaching practices and employing them as teaching assistants.
2. Cornell University launched six new projects in various departments, resulting in thousands of students each year. The active learning movement has sparked extensive research, with most studies conducted by scholars in the disciplines.
3. University of Minnesota's Center for Educational Innovation developed strategies for successful active learning in the classroom, including choosing meaningful activities or questions, explaining the rationale to students, developing a facilitation approach, and gathering and recording feedback.
4. The DeInTRA project at ERIC identified good practices in implementing innovative learning methodologies, defining them as distinctive and effective approaches to learning. These examples demonstrate that universities can successfully implement innovative learning methods by working in partnership with students, launching new projects, conducting research, and developing active learning strategies.

Universities face several challenges when implementing innovative learning methods, including resistance to change, lack of resources, negative student experiences, inadequate training, and difficulty in measuring effectiveness. Resistance from faculty members and students may favor traditional teaching methods, making it difficult to implement new methods. Additionally, universities may struggle to secure necessary resources like technology, training, and support staff. Students may have negative experiences with active learning strategies, making them resistant to new methods. Insufficient training from faculty members may also hinder effective implementation and negatively impact student experiences. Measuring the effectiveness of innovative learning methods can be challenging. [34],[35].

The MBKM program promotes innovation in learning by offering autonomy and flexibility in higher education, enabling innovative learning strategies. It encourages various learning activities outside of university, such as internships, community service projects, teaching in educational units, research, entrepreneurship, and independent study projects. This fosters students' inventiveness and innovation abilities. Lecturers provide guidance to ensure optimal learning outcomes in attitude, knowledge, and skills. The program also fosters creativity, personality, and capacity development, promoting independence in seeking and discovering knowledge through real-life situations and field dynamics. Educators can choose different teaching strategies, leading to more innovative and effective learning processes. Overall, the MBKM program enhances innovation in learning by promoting autonomy, flexibility, and a focus on fostering creativity, personality, and capacity development. [36]

The MBKM program aims to improve innovation in higher education by offering opportunities for students to gain experience outside their study program. To achieve optimal learning outcomes, lecturers should provide guidance and support to students, encourage various forms of learning activities, and allow educators to choose different teaching strategies. This can lead to more innovative and effective learning processes. To ensure the success of the MBKM program, adequate information and facilities should be provided to participants, including clear guidelines, funding, and access to necessary resources. Educators can use project-based learning, problem-based learning, and experiential learning methods to enhance innovation in learning. In conclusion, while the implementation of the MBKM program may face challenges, it offers opportunities for students to gain experience outside their study program, enhancing their inventiveness and innovation abilities.[37].

Student-centered learning (SCL) is a constructivist learning approach that focuses on developing creativity, capacity, personality, student needs, and independence in knowledge discovery. It follows five principles: encouraging active learning, transforming learning

power from lecturers to students, fostering critical thinking, giving responsibility for learning, and using assessments to motivate learning and provide practical guidance for the future. SCL aims to shift the power of learning from lecturers to students and foster critical thinking. The dimensions of implementing the MBKM program is the application of Student-Centered Learning (SCL) with principles and characteristics related to lecturers, learning resources and students which lead to CPL (graduate learning outcomes). The Merdeka Belajar Kampus Merdeka (MBKM) can be implemented in STIP (Sekolah Tinggi Ilmu Pendidikan) to develop innovative learning strategies. These include collaborative learning, problem-based learning, research-based learning, technology-based learning, and flipped classroom. Collaborative learning fosters teamwork and communication skills, while problem-based learning promotes critical thinking and problem-solving. Research-based learning helps students develop research skills and apply their knowledge to real-world problems. Technology-based learning encourages the use of innovative technology in the learning process, fostering digital literacy and creative engagement. The flipped classroom strategy allows students to learn material outside of class, allowing for discussion and application during class time. Overall, MBKM can provide opportunities for students to develop critical thinking, problem-solving, teamwork, and research skills through innovative teaching strategies. [38].

There are several innovative learning methods that can be implemented at STIP Jakarta, including:

1. Marine engine simulator: STIP Jakarta can use marine engine simulators to provide students with hands-on experience in operating and maintaining marine engines.
2. 5-step cycle combustion engine: STIP Jakarta can study the concept of the 5-step cycle combustion engine as a new innovation in the automotive field. [39].
3. Academic information systems: STIP Jakarta can implement academic information systems to improve the quality of human resources through education and training.
4. Internet access: STIP Jakarta can use the internet as an aid to education to provide students and teachers with access to educational resources. [40].
5. Innovative teaching methodologies: STIP Jakarta can explore innovative teaching methodologies, such as gamification, flipped classroom, and peer-to-peer learning, to make learning more engaging and interactive[41].

The Independent Campus Learning Program (MBKM) has positively impacted students by increasing their positive perceptions of learning activities, improving their soft and hard skills, increasing competence gradually, and improving basic life skills like adaptive attitudes and emotional maturity. The program also provides a varied and interesting learning experience, promoting self-development and improving the quality of learning. Some innovative learning strategies that can be implemented in STIP with MBKM include collaborative learning, problem-based learning, research-based learning, technology-based learning, and flipped classroom. It is possible that STIP has implemented some of these strategies or other innovative strategies, but further research or information from STIP would be needed to provide specific examples.

To evaluate the success of implementing innovative learning strategies in STIP (Sekolah Tinggi Ilmu Pendidikan) with MBKM (Merdeka Belajar Kampus Merdeka), the following steps can be taken:

1. Set clear learning objectives: The first step is to set clear learning objectives that align with the innovative learning strategies being implemented. These objectives should be measurable and specific.
2. Collect data: The next step is to collect data on student performance and engagement. This can include test scores, attendance records, and student feedback.

3. Analyze data: Once data has been collected, it should be analyzed to determine whether the innovative learning strategies are having a positive impact on student performance and engagement.
4. Make adjustments: Based on the data analysis, adjustments can be made to the innovative learning strategies to improve their effectiveness.
5. Continuously monitor and evaluate: The evaluation process should be ongoing to ensure that the innovative learning strategies are having a sustained positive impact on student performance and engagement.

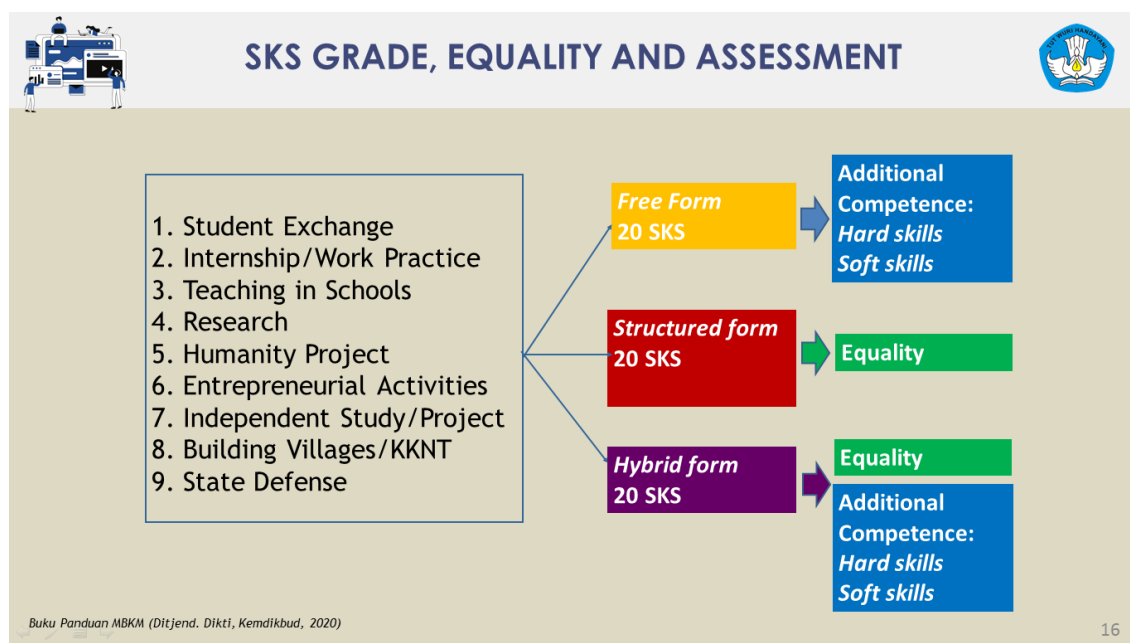


Figure 3: SKS Grade

The Merdeka Belajar Kampus Merdeka (MBKM) has been implemented in STIP (Sekolah Tinggi Ilmu Pendidikan) to develop innovative learning strategies. These include collaborative learning, problem-based learning, research-based learning, technology-based learning, and flipped classroom. Collaborative learning fosters teamwork and communication skills. The implementation of MBKM program has revealed specific indicators of success for evaluating the implementation of innovative learning strategies in STIP, include:

1. Improved student performance: The success of innovative learning strategies can be evaluated by measuring improvements in student performance, such as test scores and grades.
2. Increased student engagement: Innovative learning strategies can be evaluated by measuring increases in student engagement, such as attendance rates and student feedback.
3. Development of critical thinking and problem-solving skills: Innovative learning strategies can be evaluated by measuring the development of critical thinking and problem-solving skills among students.
4. Development of research skills: Innovative learning strategies can be evaluated by measuring the development of research skills among students.
5. Effective use of technology: Innovative learning strategies that incorporate technology can be evaluated by measuring the effective use of technology in the learning process.

The success of implementing the MBKM program at Stip Jakarta can be proven by the increase in cadets' learning results in grades and GPA which can be seen in the following tables:

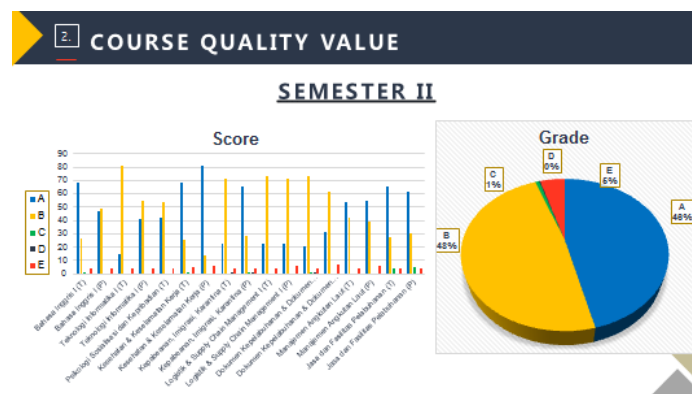


Figure 4: Course Quality Value KALK Semester II

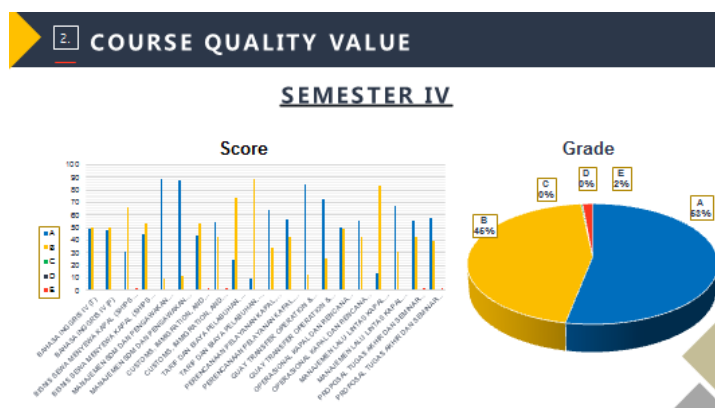


Figure 5: Course Quality Value KALK Semester IV

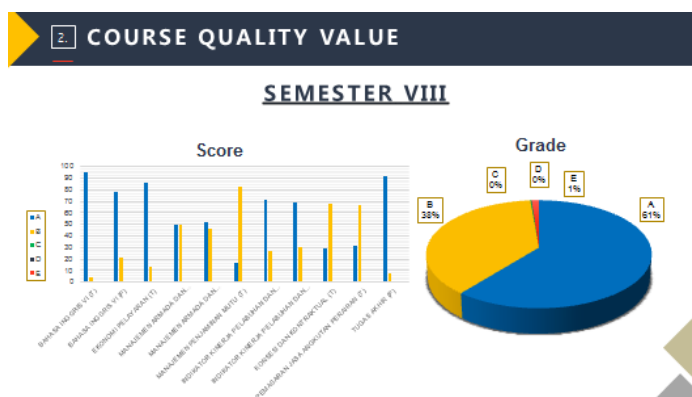


Figure 6: Course Quality Value KALK Semester VIII

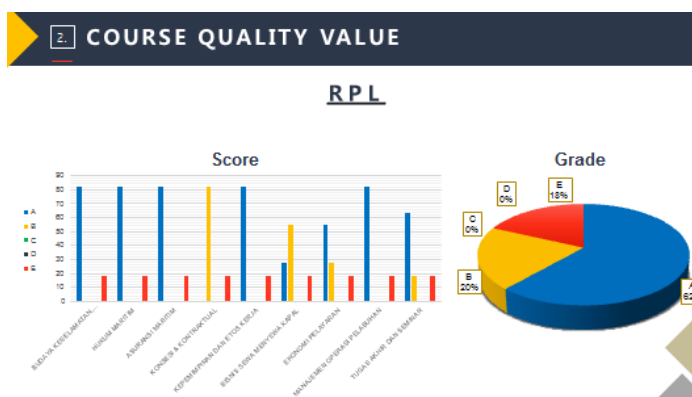
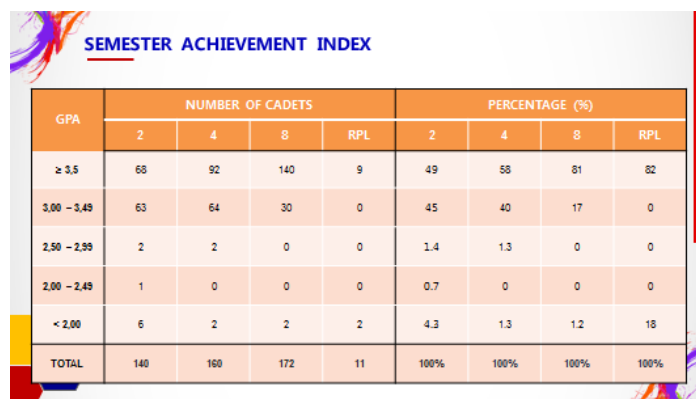


Figure 7: Course Quality Value RPL-K. Semester VIII



GPA	NUMBER OF CADETS				PERCENTAGE (%)			
	2	4	8	RPL	2	4	8	RPL
≥ 3,5	68	92	140	9	49	58	81	82
3,00 – 3,49	63	64	30	0	45	40	17	0
2,50 – 2,99	2	2	0	0	1,4	1,3	0	0
2,00 – 2,49	1	0	0	0	0,7	0	0	0
< 2,00	6	2	2	2	4,3	1,3	1,2	18
TOTAL	140	160	172	11	100%	100%	100%	100%

Figure 8: Semester Achievement Index

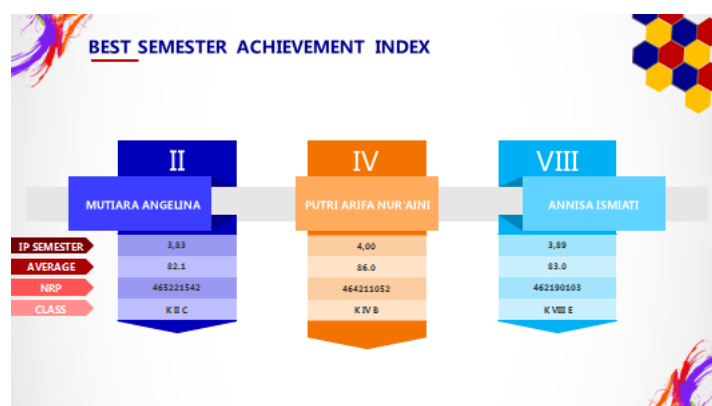


Figure 9: Best Semester Achievement Index

CONCLUSION

MBKM aims to create a flexible, innovative learning culture in higher education, promoting technological development and encouraging universities to innovate. It can contribute to increasing learning innovation in the current era. The Indonesian government initiated the Merdeka Belajar Kampus Merdeka (MBKM) program to promote autonomy and flexibility in higher education. The program encourages students to develop creativity, personality, and capacity, while promoting independence in discovering knowledge through real-life situations. It also encourages learning activities outside the university, such as internships, community service projects, and independent study projects. Research on MBKM and innovative learning strategies aims to design and implement these processes, ensuring optimal learning outcomes. A survey by PresUniv found that 69.1% of students prepared themselves to participate in the MBKM program, and 74.7% believed it provided innovative learning strategies. The program has been positively received by students, enhancing their inventiveness and innovation abilities.

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