

Enhancing Hard Skill and Soft Skill Learning by Implementing the MBKM Program

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Abstract

Education has developed very rapidly marked by the increase in the quality of education and world knowledge. The Indonesian government is trying to improve the quality of education by issuing a policy of Merdeka Belajar Kampus Merdeka (MBKM). This study aims to describe the model for strengthening the role of lecturers and students to improve hard skills and soft skills through MBKM at Bandar Lampung University. This research is descriptive qualitative research. Data collection using observation and documentation techniques. The results showed that the presence of the MBKM activity was a grant of freedom to educational institutions to choose the system of authority needed to create independence from the bureaucracy. With this, it can improve students' hard skills and soft skills: 1) improving soft skills that are more able to appear to interact with communication both verbally and visually

effectively based on context, 2) improve soft skills through the competence of the best graduates with integrity and work ethic good and able to adapt to the environment, 3) can analyze the turmoil that occurs in the world of work so that soft skills and hard skills can be further improved, 4) can create innovative and creative works, 5) improve skills in the fields occupied to produce a work competent.

Keywords: *Lecturers and Students, Hard Skills and Soft Skills, Merdeka Belajar Kampus Merdeka*

Introduction

Readiness to face the industrial revolution 4.0 needs to be done well and maturely, in this case, the government must form a change to universities based on needs. For the formation of superior and quality human resources (HR). Human resources can be created through quality education. Humans who have competence will be ready to compete in the era of globalization. Therefore, improving the quality of human resources through education is a shared task and responsibility. The government cannot carry out its duties and functions to form students who have their qualities, there needs to be the role of lecturers as educators and stakeholders in realizing quality students.

Education has a central role in the development and progress of the nation in line with the goals of the state. One of the goals of the Indonesian state as stated in the Preamble to the 1945 Constitution is to educate the nation's life. The country's goals can be realized through national education. The function of national education in the National Education System Law number 20 of 2003 article 3, namely developing capabilities and shaping the character and civilization of a dignified nation in the context of educating the nation's life. While the purpose of national education is to develop the potential of students to become human beings who believe and fear God Almighty, have a noble

character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.¹

The problems that occur in the university environment arise to meet the demands of the business world and the industrial world on the best quality graduates who can be ready to work and not only ready to do training. So, it is necessary to strengthen work skills that are more than just understanding theory and scientific knowledge. This is a problem because to make it happen is certainly not easy. Students should have more time to do practice than just understanding theory and science. The policy of Merdeka Belajar Kampus Merdeka, which was pioneered by Nadiem Makarim, is expected to be the answer to these demands. An independent campus is a form of the learning process in an autonomous higher education institution to create a creative and innovative learning culture.²

The world of education has developed very rapidly and is marked by an increase in the quality of education and world knowledge. The United Nations Educational Institution is UNESCO. Education itself cannot be separated from the learning process that aims and learning. According to UNESCO, the learning objectives carried out by students should be based on four pillars that will become something and learn how to live together. The first two basics, the learning process carried out by students, is based on the foundation of education, and all the knowledge and skills that everyone uses to deal with all kinds of

¹ Fitra Delita, Elfa Yetti, dan Tumiar Sidauruk, "Peningkatan Soft Skills Dan Hard Skills Mahasiswa Melalui Project-Based Learning Pada Mata Kuliah Perencanaan Pembelajaran Geografi," *Jurnal Geografi* 8, no. 2 (Agustus 1, 2016): 124-135.

² Rizal Syahyadi, "Sinergitas Pendidikan Vokasi, Pemerintah Dan Dunia Usaha-Dunia Industri Dalam Menyongsong Merdeka Belajar," in *Prosiding Seminar Nasional Politeknik Negeri Lhokseumawe*, vol. 4, 2020, 53-56.

problems to update and organize to have high abilities (*hard skills*). While the last two bases refer to the ability to actualize and organize the various abilities that exist in everyone in a systemic order towards a common goal. It means that to be wanted and side by side with other people both at school and in the community (*soft skills*).³

Educators in this case are lecturers as functional officeholders who are responsible for providing quality education, research, and community service, following their field of study expertise. In addition, it is also required to be able to guide students to meet their needs and interests in providing education. And students have very important tasks and roles. A student is studying at a university. Not only learning on campus, but a student also has a very important role and task in the progress of this nation. One of the roles and duties of a student is as an agent of change, as a value or iron stock as a moral force, and as a controller of social life.⁴

The Universitas Bandar Lampung (UBL) has carried out three semesters of the Merdeka Belajar Kampus Merdeka (MBKM) activities from 2020 to 2021. From several activities carried out, the MBKM program at Universitas Bandar Lampung has been used as a Model Center of Excellence (CoE) as the implementation of the Merdeka Belajar Kampus Merdeka. In this activity, there are 4 main activities, namely: 1) implementing academic policies and pilot studies, 2) establishing curriculum and implementation

³Muhammad Alfiansyah, M Arifuddin Jamal, and Syubhan An'nur, "Meningkatkan Hard Skills Dan Soft Skills Siswa Melalui Model Pembelajaran Kooperatif Tipe STAD," *Berkala Ilmiah Pendidikan Fisika* 2, no. 2 (2014): 151-60.

⁴Risa Rosalia and A Jauhar Fuad, "Peran Dosen Dalam Meminimalisasi Perilaku Plagiasi Mahasiswa," *Indonesian Journal of Islamic Education Studies (IJIES)* 2, no. 1 (2019): 61-77.

procedures, 3) providing quality assurance and partnerships, and 4) becoming a Center of Excellence (CoE) and income generator.

The implementation of the Merdeka Belajar Kampus Merdeka activity organized by the Ministry of Education and Culture (Kemendikbud) has the aim of providing a stimulus to students to master all fields of skills and knowledge aimed at entering the world of work. In teaching and learning activities at the Universitas Bandar Lampung (UBL) campus, lecturers provide an opportunity to develop creativity, increase capacity, train skills and various other needs needed by students, and can develop self-reliance through the knowledge and job opportunities provided.

This study will discuss the model of strengthening the role of lecturers and students to improve hard skills and soft skills through Merdeka Belajar Kampus Merdeka at Bandar Lampung University, as well as explaining how the technical implementation of strengthening the roles of lecturers and students to improve hard skills and soft skills through Merdeka Belajar Kampus Merdeka at the University Bandar Lampung

Methods

This research is descriptive qualitative research. Data collection using observation and documentation techniques. This study aims to describe the model for strengthening the role of lecturers and students to improve hard skills and soft skills through MBKM at Bandar Lampung University.

Results and Discussion

In the era of the industrial revolution 4.0, the main need is to achieve mastery of literacy material so that it can be applied to practical. In maximizing this mastery, it is necessary to make a breakthrough in the field of education, one of which is the Merdeka Belajar Kampus Merdeka program. This program is

expected to be able to improve the competence of graduates, both soft skills and hard skills, to be more prepared and relevant to the needs of the times, prepare graduates as future leaders of the nation who are superior, moral, and ethical. Merdeka learning itself has the essence that students will have the freedom to think either individually or in groups so that in the future they can give birth to superior, critical, creative, collaborative, innovative, and participating students. It is hoped that with the Merdeka Belajar program, the involvement of students in learning will increase.⁵

The MBKM program, which was pioneered by Nadiem Makarim, first provided education to lecturers regarding understanding in the MBKM program that was implemented. In his presentation on the policy of freedom of learning, there are similarities between freedom of learning and education. Where these two concepts have similarities in the emphasis on the freedom and flexibility of higher education institutions to exploit as much as possible the abilities and potentials possessed by each student (student) so that they have competent soft skills and hard skills. Students are given the freedom to have a natural development. Experience that is felt directly is the right stimulus in the learning process. In this case, lecturers are also required to be able to provide guidance and become a facilitator for their students. And universities through participating lecturers are responsible for being able to guide students so that they can be independent, mature, and try to solve their problems. Therefore, education should be endeavored to provide opportunities or opportunities for students to think critically to find their identity. Therefore, the most important thing is not to give positive knowledge that is taken for granted to students, but also how to

⁵ Aan Widiyono, Saidatul Irfana, and Kholida Firdausia, "Implementasi Merdeka Belajar Melalui Kampus Mengajar Perintis Di Sekolah Dasar," *Metodik Didaktik: Jurnal Pendidikan Ke-Sd-An* 16, no. 2 (2021).

teach students to have the ability to reason. One of the efforts made is by giving independence to students so that they can be directly involved in every learning process in the scientific field. So that students as the main subject are not just objects in education.⁶

Lecturers have a main function in the Tri Dharma of Higher Education, namely having education, research, and community service programs. In addition, the main function of the Tri Dharma of Higher Education is for lecturers to not only teach materials but also transfer knowledge. However, the lecturers also internalize the values or character of students who play a very important role in producing competent students.⁷

Lecturers provide education to students about the Merdeka Belajar Kampus Merdeka (MBKM) activity program which aims to make students make changes gradually. Not only students who have higher education, but students are also required to be able to make a change from small things to big things. One of the fields of education that has a very big influence on change is college. Therefore, universities must be able to create new innovations in every stage of learning that will be carried out, namely learning that is focused on students (students) so that they can provide support so that the best and quality graduates can be achieved. The government in this case has determined good steps to create a Merdeka Belajar Kampus Merdeka. As one of them is a program that is given the freedom to students (students) for 3 (three)

⁶ Deni Sopiandiah et al., "Konsep Dan Implementasi Kurikulum MBKM (Merdeka Belajar Kampus Merdeka)," *Reslaj: Religion Education Social Laa Roiba Journal* 4, no. 1 (2022): 34-41.

⁷ Markus Masan Bali, "Peran Dosen Dalam Mengembangkan Karakter Mahasiswa," *Humaniora* 4, no. 2 (2013): 800-810.

semesters outside of the study program taken to increase knowledge and learning and social experiences.⁸

Universities that focus only on content should shift to process. Currently, ownership of learning is no longer centered on lecturers but students where they actively construct knowledge, so the emphasis is no longer only on theory but also on how a job is done. Therefore, changes to the curriculum are important, from a content-based curriculum to a competency-based curriculum. The learning process that uses a student-centered learning approach provides a broad scope for the development of soft skills. Soft skills should not be developed through one course but should be inserted in each course. If the soft skills attribute to be developed is oral communication, then the learning process that uses presentations, discussions, group discussions become necessary. However, if collaboration is to be focused on, group assignments need to be done.⁹

Some of the goals in improving soft skills are: 1) Teaching students how to build good communication between others and those around them. Getting used to being involved in discussions can help students learn to build communication, for example, students can build communication to find agreement on new things, 2) Teach students how to be honest, responsible, and fair. Being honest, responsible, and fair are important things that students can also learn from all activities, for example, students can judge fairly the opinions of their friends, convey information honestly and responsibly on what has been conveyed, 3) Teach students how to give opinions and accept the opinions of others

⁸ Nurhayani Siregar, Rafidatun Sahirah, and Arsikal Amsal Harahap, "Konsep Kampus Merdeka Belajar Di Era Revolusi Industri 4.0," *Fitrah: Journal of Islamic Education* 1, no. 1 (2020): 141-57.

⁹ Khoirunnisa Khoirunnisa, "Peningkatan Mutu Calon Guru Paimelalui Pengembangan Soft Skill Di Perguruan Tinggi Agama Islam," *Darul Ilmi: Jurnal Ilmu Kependidikan dan Keislaman* 7, no. 2 (2019): 188-201.

without getting into disputes. After building communication between interlocutors, other lessons that students can learn are learning to choose and sort words in conveying ideas or arguments, 4) Teaching students how to build cooperation and adapt to new environments. By joining this extracurricular program, students are exposed to different friends and from various levels, so that students can learn to adapt to the new environment. In addition, students are also taught to build cooperation with new people they know.¹⁰

What are the expected goals in improving hard skills, namely: 1) Building enthusiasm to continue learning and developing student communication skills. Because we know that communication is very important for every individual, 2) proficient and master in the field occupied, and skilled in practice not just scientific theory and principles.¹¹

The Implementation of Strengthening the Participation of Lecturers and Students to Improve Hard Skill and Soft Skill

The implementation of the Merdeka Belajar Kampus Merdeka (MBKM) program at the Universitas Bandar Lampung conducted by lecturers for students greatly helps the readiness of students (students) in facing the transformation of the world of work, culture, the technological progress that is increasingly intense and social. Students as learners must be more competent and must be ready for the transformation of an increasingly advanced era and increasingly sophisticated technology to be able to keep up with the changing times. The Merdeka learning campus program is a form of learning at higher education institutions that are autonomous and more flexible so that

¹⁰ Dedi Efendi, "Pemanfaatan English Club Pada Fakultas Bahasa Universitas Muara Bungo Sebagai Upaya Penguatan Hard Skill Dan Soft Skill Mahasiswa," *Krinok: Jurnal Linguistik Budaya* 4, no. 1 (2019).

¹¹ *Ibid.* Page 47.

students can be innovative in making new changes, freely, and following the needs of the students themselves.¹²

Implementation of the Kampus Merdeka learning program carried out by the Universitas Bandar Lampung is carried out through the socialization of educators or lecturers at the university to be able to apply the MBKM program pioneered by Nadiem Makarim to students so that the objectives of the program can be achieved properly. Universitas Bandar Lampung (UBL) in implementing MBKM activities has several standard operating procedures that have been followed based on operational procedures that have been implemented.

Merdeka Belajar Kampus Merdeka Program (MBKM) is the granting of freedom to educational institutions to choose a system of authority needed to create independence from bureaucracy. Educators, in this case, lecturers, are also given freedom from the bureaucracy that is considered complicated, and students (students) get the freedom to choose what activities or fields they want and like. The tolerance given by the Ministry of Education and Culture is expected to be able to create the best and quality graduates so that they can compete in the business and industrial world.

The freedom of students in choosing has an impact on the new curriculum which not only reduces the burden of credits but rearranges the credits so that students can achieve wider knowledge, insight, and skills. With this, it can improve students' hard skills and soft skills, namely: 1) improving soft skills that are more able to appear to interact with communication both verbally and visually effectively based on context, 2) improve soft skills through the competence of the best graduates with integrity and

¹² Direktorat Jenderal et al., "Buku Panduan Merdeka Belajar - Kampus Merdeka," 2020.

ethos good work and able to adapt to the environment, 3) can analyze the turmoil that occurs in the world of work so that soft skills and hard skills can be further improved, 4) can create innovative and creative work, 5) improve skills in the field occupied to produce a competent work (hard skill).

Hard skill is an understanding of theory and science, technology and skills that are proficient in the field of science. All fields are required to have special hard skills, but soft skills can also increase the abilities that are required to be possessed by every student.¹³

Regulation of the Minister of Education and Culture Number 3 of 2020 in the implementation of the Merdeka Belajar Kampus Merdeka (MBKM) activity, in Article 15 paragraph (1) it is carried out in the form of 9 (nine) programs, namely: 1) student exchange, 2) internship/fieldwork practice, 3) teaching in schools, 4) conducting research or research activities, 5) humanitarian projects, 6) entrepreneurial activities, 7) independent studies or projects, 8) community service, and 9) defending the country.

The implementation of the Merdeka Learning Merdeka Campus activities among the several programs above, now cannot be said to be a complete success because the students participating in the activities have not been fully based on their desires, skills, and abilities possessed by each student. All of this is because the field supervisors are still not comprehensive in terms of providing understanding to students regarding the MBKM implementation program.

Implementation of MBKM through partnership and cooperation programs between universities both at home and

¹³ Brian Aprianto and Fonny Arisandy Jacob, "Pedoman Lengkap Soft Skills Kunci Sukses Dalam Karier, Bisnis, Dan Kehidupan Pribadi," *PPM. Jakarta*, 2014.

abroad is one way to improve the competence of lecturers and students. Even in the MBKM Handbook, it is stated that collaboration with partners will also involve lecturers in mentoring and academic activities to increase their competence. Learning innovations must also be carried out to equip students with problem-solving skills, critical thinking, collaboration, communication, and concern through various innovative learning methods including case-solving learning and project-based group learning. The direction of curriculum development and the choice of partners for the implementation of MBKM are also considerations for the study program in preparing its accreditation, both nationally and internationally. The key to the successful implementation of the MBKM policy in a university is the courage to change the mindset from a rigid content-based curriculum approach to a curriculum based on adaptive and flexible learning outcomes to prepare students to become independent adults.¹⁴

The learning process in the Merdeka Belajar Kampus Merdeka (MBKM) is one of the most important parts of a student-centered form of learning (students). Learning in the MBKM program provides opportunities to develop innovation, creativity, ability, personality, and the development of student needs, and independence in thinking and knowledge through realities and field dynamics such as skills or skills. Provide challenges and opportunities, social interaction, good collaboration, self-management, performance needs, goals, and results. Students' hard and soft skills are strongly developed through a well-designed and implemented MBKM program.

¹⁴ Rodiyah Rodiyah, "Implementasi Program Merdeka Belajar Kampus Merdeka Di Era Digital Dalam Menciptakan Karakter Mahasiswa Hukum Yang Berkarakter Dan Profesional," in *Seminar Nasional Hukum Universitas Negeri Semarang*, vol. 7, 2021, 425-34.

Conclusion

The presence of the Merdeka Belajar Kampus Merdeka (MBKM) activity is the granting of freedom to educational institutions to choose a system of authority needed to create independence from bureaucracy. Educators, in this case, lecturers, are also given freedom from the bureaucracy that is considered complicated, and students (students) get the freedom to choose what activities or fields they want and like. The tolerance given by the Ministry of Education and Culture is expected to be able to create the best and quality graduates so that they can compete in the business and industrial world. The freedom of students in choosing has an impact on the new curriculum which not only reduces the burden of credits but rearranges the credits so that students can achieve wider knowledge, insight, and skills. With this, it can improve students' hard skills and soft skills, namely: 1) improving soft skills that are more able to appear to interact with communication both verbally and visually effectively based on context, 2) improve soft skills through the competence of the best graduates with integrity and ethos good work and able to adapt to the environment, 3) can analyze the turmoil that occurs in the world of work so that soft skills and hard skills can be further improved, 4) can create innovative and creative work, 5) improve skills in the field occupied to produce a competent work (hard skill).

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