

Strategy of the Independent Learning Program-Independent Campus (MBKM) for the Health Study Program Curriculum: Scoping Review

Lina Darmayanti Bainuan, Yohanes Zenriano Tarigan
Universitas Triatma Mulya Bali

ABSTRACT

Independent Learning Program-Independent Campus (MBKM) is a policy issued by the Minister of Education and Culture since 2020 so that graduates are ready to face global challenges. Based on the policy issued by the Ministry of Education and Culture, it is necessary to adjust the strategy for the curriculum of the Health study program that already has provisions in the application of the curriculum. Since the establishment of the MBKM program in universities, the fact is that the curriculum of the health study program has not been able to adjust policies related to the MBKM program as a whole. Therefore, a review of the published primary research is carried out to be able to provide comprehensive scientific evidence related to the MBKM program strategy for the health study program curriculum. This study aims to investigate the MBKM program strategy for the health study program curriculum. Scoping review with a comprehensive search strategy was carried out using the Pubmed, SCOPUS, CINAHL, EMBASE and ProQuest database libraries and using the Science Direct and Google Scholar search engines, with full-text article criteria, ranging from 2021-2023 with Randomized Controlled Trial (RCT) and Cross-sectional Studies research designs. Based on the search results, there are six articles that meet the analysis criteria. Results: based on six articles, several health study programs were found to implement the MBKM strategy, but several obstacles were also found in the implementation of the MBKM strategy. Conclusions and Suggestions: the six articles are then grouped according to the MBKM strategy approach, namely staying focused on achieving SKL / CPL, still paying attention to the fulfillment of learning rights for a maximum of three semesters, students get learning experiences with additional competencies obtained from each study program, the application of students getting learning experience in the real world in accordance with the profile and scope of their field of work and the curriculum that has been designed and implemented is flexible and adaptable to the development of science and technology (scientific vision) and the demands of the field of work (market signal). Each of these strategies is then used as an illustration in the implementation of the MBKM program for the health study program curriculum.

Keywords: MBKM strategy, curriculum, Health study program, Scoping review

Corresponding author

Name: Lina Darmayanti Bainuan

Email: linadarmayanti@gmail.com

INTRODUCTION

Higher education is an educational institution that plays an important role in the implementation of the process of transferring the value of knowledge and becomes a forum for developing the potential of students to improve intelligence and the dignity and dignity of the nation. Each university offers practical and short-term education that prepares students ready to enter the world of work as well as extensive opportunities for graduates to choose fields that suit the needs of each region (Moeliodihardjo et al., 2013).

Independent Learning Program-Independent Campus (MBKM) is a policy issued by the Minister of Education and Culture so that undergraduate graduates are ready to face global challenges. After the MBKM policy has been published, each university and study program must be able to adjust the curriculum by following the MBKM policy in order to realize learning that suits student needs. MBKM which has 8 learning activities, including student exchanges, internships/work practices, teaching assistance in educational units, research/research, humanitarian projects, entrepreneurial activities, independent studies/projects and building villages/thematic real work lectures (Permendikbud, 2020).

Indonesia is one of the countries that has a total of 4,593 universities. Among the large number of universities, education study programs rank first with a total of 6,032 (21%) study programs, followed by Engineering 5,390 (18%), social 4,302 (15%) and health 4,034 (14%) (Kemendikbud, 2020).

The Ministry of Education and Culture continues to encourage these efforts by transforming higher education through MBKM. Curriculum reconstruction has also been carried out by the health study program where the existing curriculum is adjusted to the demands of developments in the industrial era 4.0.

The process standards found in SN-Dikti are the basis for MBKM in universities. Curriculum development is also aligned with policies in each university. There are four things that are considered important and considered in implementing strategies in carrying out the curriculum with the implementation of MBKM, from the first four remain focused on achieving SKL / CPL, the second still pays attention to the fulfillment of the right to study a maximum of three semesters, students get learning experience with additional competencies obtained from each study program. Third, with the application of MBKM, students gain real-world learning experience in accordance with the profile and scope of their field of work. Fourth, the curriculum that has been designed and implemented is flexible and can adapt to the development of science and technology (scientific vision) and the demands of the field of work (market signal) (Permendikbud, 2020).

Research conducted by (Gunawan et., al 2021) explained the MBKM program strategy for the health study program curriculum applying learning methods which include bedside teaching, clinical community science section, case report, clinical skills and procedures in communication. This finding also explains that the learning process needs to be evaluated and assessed because it involves the process of interaction with humans and research / research during the continuity of carrying out field practices. The research (Arifin et al., 2023) also explained that the MBKM program implemented has gone through several obstacles both experienced by educators and students, but this is certainly considered not

to have a significant impact and does not reduce the substance of the MBKM objectives themselves. In addition, research conducted by (Triastuti & Prasetya, 2022) stated that obstacles and concerns were found in the MBKM program in terms of student exchanges and student projects. The evaluation results explain that the study period is likely to be elongated as well as other concerns obtained in the lack of information about MBKM program policies.

Based on the results of a literature review conducted by researchers, some publication findings only discuss one to two parts of the strategy such as the first strategy remains focused on achieving SKL / CPL and the second still pays attention to the fulfillment of the right to study a maximum of three semesters, students get learning experience with additional competencies obtained from each study program. Researchers have also not found a scoping review publication that discusses the strategy of the independent learning program – independent campus for the curriculum of the health study program which contains the application of four strategies provided by the Ministry of Education and Culture. This encourages researchers to conduct a literature study which will be summarized in the form of the Independent Learning Program-Independent Campus Strategy for the Health Study Program Curriculum using the four strategies of the MBKM program.

METHOD

The research design used by researchers is a Scoping Review-based literature review. Scoping Review is an ideal approach study to determine the scope or scope of the collection of literature on a particular topic and provides a clear indication of the volume of literature and studies available and provides a general picture (broad or remote) of the researcher (Munn et al., 2018).

The initial stage that must be done before conducting a scoping review is that the researcher formulates the objectives of the research and formulates research questions as guidelines in conducting the article search process. Research Questions play an important role in the process of directing researchers in the data collection process (Peters et al., 2022). The research question that will be explored by researchers is "how is the strategy of the Merdeka Belajar-Kampus Merdeka program for the curriculum of the health study program".

This research protocol in Scoping Review uses the PRISMA flow checklist Guideline for Scoping Review (PRISMA ScR) (2018) and The Joanna Briggs Institute Guideline (2020) as a guide for assessing the quality of the studies reviewed. The process of preparing a scoping review consists of several stages / steps so as to achieve relevant and good mapping (Nurhamsyah, Trisyani, & Nuraeni, 2018). The stages that the researchers use refer to five stages by Arksey & O'Malley (2005), which were developed and added one stage, namely consultation on competent parties by Levac, Colquhoun, & Brien (2010).

The stages include: 1) Identifying research questions that are in accordance with the objectives and directions of research, 2) Identifying relevant literature sources through various existing or used sources, 3) selection of literature that has been obtained by

adjusting to the research topic, 4) mapping and collecting literature to be used, 5) compiling and reporting the results of the selected literature analysis and 6) consulting with competent parties (Munn et al., 2022).

Researchers use strategies in the literature search process, where researchers turn topics into research questions that will be formulated as search keywords. Researchers use the PCC format (Population, Concept, Context) with the aim of identifying and finding literature in the right search (Munn et al., 2018). The PCC format is then converted into keywords in search. Furthermore, researchers will enter keywords into databases that have been determined by researchers, namely Scopus, CINAHL, ProQuest, Pubmed, and EMBASE. In addition to databases, in the process of searching for articles, researchers also use the help of search engines, namely ScienceDirect and Google Scholar. Literature search is carried out according to the topic based on predefined keywords. The researcher formulated keywords using the PCC format, which is as follows:

Table 1. Format PCC

<i>P (Population)</i>	Focusing on Lecturers and Students
<i>C (Concept)</i>	Implementation and implementation of strategies in the Merdeka Belajar-Kampus merdeka program for the curriculum of the health study program.
<i>C (Context)</i>	The strategy of the Independent Learning Program-Independent Campus program for the curriculum of the health study program

In formulating keywords, researchers use the PubMed database for searches on MEDLINE. Keywords identified using the term MeSH. MeSH term or Medical Subject Headings is a search that can be used to find related terms in a topic (Baumann, 2016).

Researchers also use boolean operators to facilitate researchers in the literature search process. The Boolean operator used in literature search is "OR" as a link that can combine alternative words that have the same meaning. The word "AND" as a connector with different meanings. The use of the words AND and OR serves to expand the scope of search but remain specific according to the needs of literature search. (Aliyu, 2017).

Screening or selection of appropriate and feasible literature will be summarized by researchers using PRISMA (Preferred Reporting Item for Systematic Review and Meta-analysis) flow charts. Of course, article screening will be adjusted to the eligibility criteria that have been set. The following is a PRISMA flow chart to summarize the literature selection in the Scoping Review.

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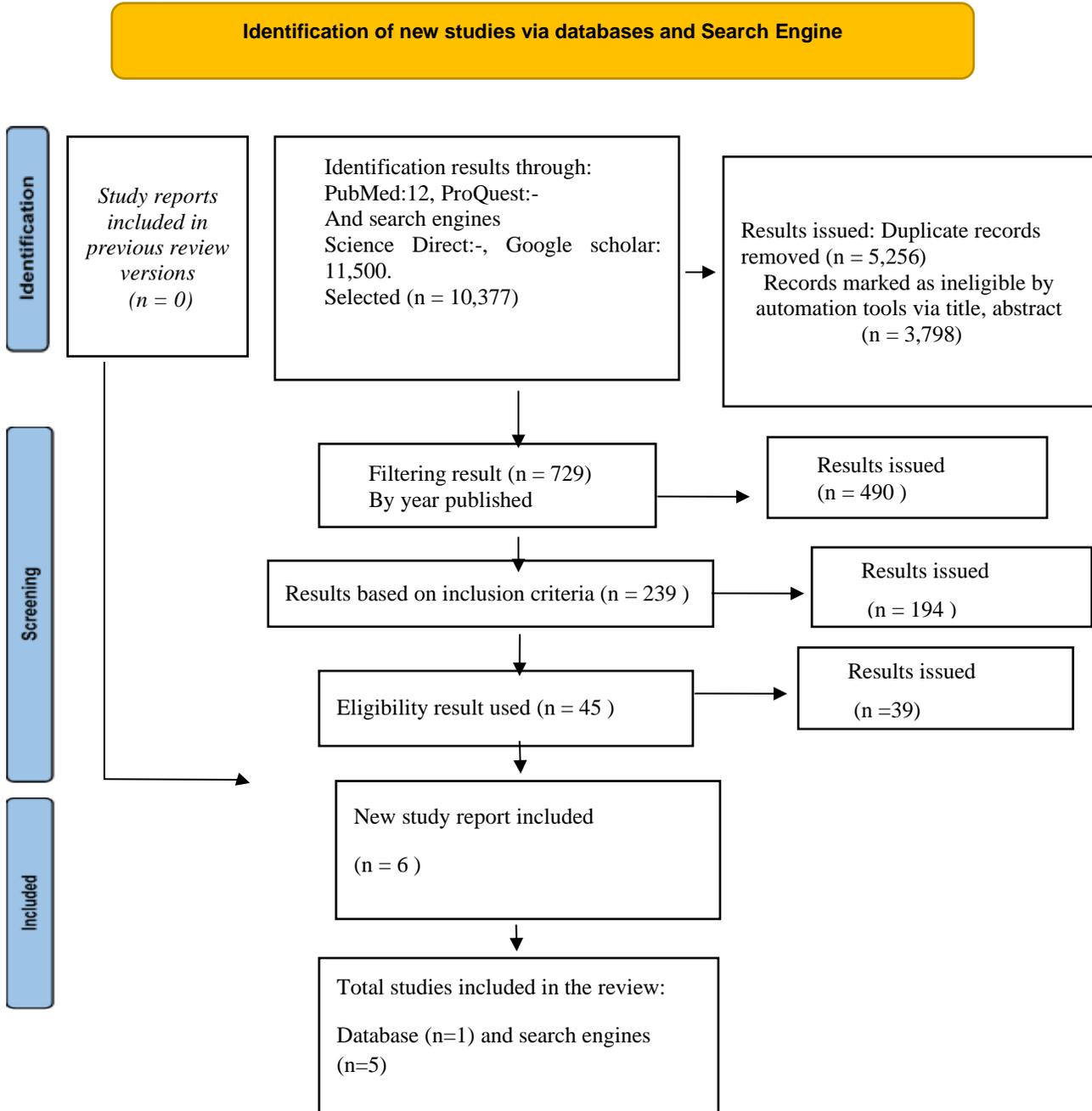


Figure 1.1 PRISMA Flow Diagram of Trial Selection Process for Critical Reviews (JBI, 2020)

Article Analysis Results (n=6)

Researcher, Year	Title	Negara	Purpose	Research Design	Population and Sample	Research Results
(Triastuti & Prasetya, 2022)	Evaluation of the Implementation of Independent Learning-Independent Campus at the Faculty of Medicine	Indonesia	To evaluate the implementation of MBKM at FK Universitas Kristen Duta Wacana	<i>Cross sectional</i>	Student Researchers use 14 questions on the survey that can answer the purpose of the study as a source of data to be analyzed. The fourteen questions were then grouped again into 6 themes and carried out using an online questionnaire.	Faculty of Medicine UKDW has conducted 2 BKP MBKM programs, namely Student Exchange and Humanitarian Project. The results of the evaluation of the implementation of MBKM show that respondents' interest in participating in the MBKM program is quite high, with the main type of BKP chosen having been implemented in institutions. The study period may be prolonged and other concerns are found in the results of this study, such as the lack of information about MBKM program policies for students. The positive impact and relevance to competency needs after graduation are the findings obtained in this study.

(Murdiyanto et al., 2022)	Opportunities and Challenges of Independent Implementation Study Independent Campus in Dentistry Study Program	Indonesia	knowing the opportunities and challenges in implementing MBKM in Dentistry, University of Muhammadiyah Surakarta (UMS).	<i>Randomized controlled Trial</i>	All lecturers and students The samples used were permanent lecturers of FKG UMS and S1 students of FKG UMS. The number of respondents was 17 permanent lecturers of FKG UMS and 346 students of S1 FKG UMS.	The survey results obtained from respondents of FKG UMS lecturers about MBKM policies still lack understanding. Most lecturers are less relevant to the MBKM policy applied to UMS FKG students. The implementation of programs that resemble MBKM in FKG UMS is only converted to less than 10 credits. MBKM if applied in accordance with the rules of the Ministry of Education and Culture for FKG UMS students can inhibit or reduce learning time both theoretical and practical, so it is necessary to adjust policies for dental students in the application of MBKM so as not to reduce too much learning time and without affecting the learning outcomes of graduate students in the Dentistry study program.
(Antoni et al., 2022)	Implementation of independent learning-independent campus (MBKM) for students of	Indonesia	The purpose of this study was to find out how much understanding Afa Royhan University students have regarding the implementation of MBKM organized by the Ministry of Education	<i>Randomized Controlled Trial</i>	504 students Data collection using the SPADA dikti questionnaire made by the directorate general of higher education, research and technology of the Indonesian Ministry of	Based on this research, it can be concluded that there are still few students who know about the MBKM policy. So the researcher suggested to Afa Royhan University Create related policies:

	Aufa Royhan University Padangside mpuan		and Culture and Technology		Culture and Technology Research. Data processing using SPSS by describing the frequency distribution of each item obtained	1) Student policy gain off-campus experience; 2) Lecturers carry out activities outside the campus; 3) Practitioners study on campus; 4) The results of lecturer performance are used by the community; 5) Collaborative and participatory classes.
(Muchlis et al., 2022)	Evaluation of the Implementat ion of Student Exchange Activities of the Independent Learning- Campus Program Merdeka (MBKM) for Inbound Health Students at Indonesian Muslim University	Indonesia	The purpose of this study is to report an overview of program implementation from the experience of students who participated in student exchange programs	<i>Randomize d Controlled Trial</i>	7 students Total sampling is used In this study, it focused on 7 students of the Health Study Program.	From the data obtained, several images can be concluded as material for program evaluation for student exchange for health students. 1). Health students feel that the program These student exchanges provide benefits to their competencies and skills. 2). Exchange program These students are important for their preparation after graduating from S1. 3). Students feel worried about spending cost more.
(Gunawan et al., 2021)	Implementat ion of the Concept of	Indonesia	The purpose of this study is to provide an overview of the	<i>Randomize d</i>	This research is a case study with a data collection method carried out with	Implementation of the concept of Free Learning

Independent Learning-Independent Campus (MBKM) in Medical Education at Tarumanagara University

implementation of the MBKM concept which conducted in the professional stage medical education at Tarumanagara University.

Controlled Trial

observation of the implementation of MBKM in the learning process of Medical Education in Tarumanagara University. The observed learning process data includes several An important component that supports the implementation of the Independent Campus concept. The components includes: parties involved in supporting the implementation of MBKM, university obligations height, implementation mechanism and type of off-campus learning activities that have been Study programs are carried out in implementing the concept of an independent campus

Policy – Independent Campus in Education Medicine at Tarumanagara University is realized through the implementation of education at home Sick / networking vehicles, where students get the opportunity to hone their skills cognitive through direct field practice of patients and society through action promotive, preventive, curative and rehabilitative professionally. Off-campus activities that It has been implemented including internships / practices in teaching hospitals and vehicles medical education, humanitarian projects and research

(Prakoesw a et al., 2021)	MBKM Adjustment for the Field of Medicine: Efforts to Maintain and Improve the Competence of Graduates	Indonesia	to review the MBKM program and modifications needed to fit the MBKM program within the Faculty Medicine.	<i>Randomize d Controlled Trial</i>	The number of respondents was 9 people The research method used in this study is the mix method,	Evaluation results before and after The course showed that in some participants, there was a significant change in attitudes and EBM practices. They are committed to increasing the use of EBM in practice, improve EBM skills, use EBM in teaching and working for change the culture in their institutions to support the use of EBM. Within 6 hours By month, 80% of participants committed to changing their lesson plan. Short courses that similar and well structured in the first and second years of the Bachelor of Medicine Program and Bachelor of Surgery can teach a variety of skills
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CONCLUSION

Based on the results of the study analysis, several things were found in articles carried out by several universities in implementing the Merdeka Belajar-Kampus Merdeka program strategy for the Health study program curriculum. The strategy for implementing MBKM in the Health study program consists of: (1) continuing to focus on achieving SKL / CPL (achieving graduate competency standards or achieving graduate learning outcomes); (2) continue to pay attention to the fulfillment of the right to study for a maximum of three semesters; (3) students get learning experience with additional competencies obtained from each study program (students get learning experience, additional competencies are obtained), the application of students gets learning experience in the real world according to the profile and scope of their field of work (obtaining certified internships, participating in community service activities, humanitarian projects); and (4) the curriculum that has been designed and implemented is flexible and can adapt to the development of science and technology (scientific vision) and the demands of the field of work (market signal) (have independent study experience, conduct student exchanges). Each of these strategies can then be used as an illustration in the implementation of the MBKM program for the health study program curriculum.

Based on the conclusions put forward, the researcher has the following recommendations or suggestions: The results of this study can be used as evidence-based practice in finding an overview of the implementation of the Merdeka Belajar-Kampus Merdeka strategy for the curriculum of health study programs that can be adjusted to the provisions and needs of each university. The results of this study can then be followed up by conducting a scoping review research to find additional knowledge gaps related to the health study program curriculum, as well as empirical research related to the most effective strategies carried out in Indonesia.

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