



Santri MBKM (Merdeka Belajar-Kampus Merdeka) Program in Development Self-Student

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Abstract: MBKM Santri is a *Merdeka belajar – Kampus Merdeka* program by Santri to carry out community service at target Islamic boarding schools and partner Islamic boarding schools directly. Student independent campus activities are expected to be able to hone the soft skills of partnership, work together in cross-disciplinary teams, and lead students at the destination Islamic Boarding School and other Partner Islamic Boarding Schools. This study used a qualitative approach, carried out at the Nurul Jadid Paiton Islamic Boarding School with 10 MBKM participating students as subjects. This type of research uses case studies. The results of this study indicate that MBKM Santri is implemented through; developing student potential, establishing student interpersonal relationships, developing student skills, and fostering new motivation for students. Students can further develop their abilities by participating in activities held by partner campuses and Islamic boarding schools. The existence of the student MBKM is intended so that students can further develop their abilities by participating in activities held by the destination campus and *pesantren*/partners. MBKM Santri students plan to implement several activities carried out on the destination campus to their partner campus / campus itself.

Keywords: Santri; MBKM; self-development.

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INTRODUCTION

Communication media, science, and technology are developing very quickly. This requires each individual to continue to be able and fast in adapting by honing their skills (ability) and to be able to adjust their potential to an advanced era. The skills that future generations should have to welcome the Big Data Era stimulate the Indonesian government through the ministry of education and culture to improve the quality of Human Resources (HR) in digital skills and creative thinking (Baharuddin, 2021). Students as successors (agents of change) become the individuals who are required to be able to compete later in the world of work. The government itself always continues to strive to advance and find the right way to make changes in the world of education and the world of work so that students can later face the world of work with expertise in the field owned and by the world of work needs (Meke et al., 2022).

The government policy is known as the *Merdeka belajar – Kampus Merdeka* (MBKM) was created to control how higher education changed. Campuses are required and encouraged to cooperate with the business world, industry, and the general public through this Permendikbud to be more open. By allowing students to complete three

semesters of coursework outside of their chosen study path, the goal of the collaboration is then put into practice. Merdeka belajar – Kampus Merdeka (MBKM) provide opportunities for students to develop creativity, capacity, personality, and their needs, as well as independence to seek and find knowledge in the realities and dynamics of the field, such as ability requirements, social interaction, collaboration, self-management, performance demands, targets, and implementation (Sulistiyani et al., 2022). MBKM This provides policies that aim to make individuals able to compete. That is, healthy, intelligent, adaptive, creative, innovative, skilled, dignified, and productive humans have a character by ideology and independence that develops in the search and discovery of knowledge through actuality and actual events. Eight Key Performance Indicators, defined by: Decree of the Minister of Education and Culture number 754/P/2020 (Purnamawati, 2020; Wardhani et al., 2022)

According to policy Merdeka Belajar-Kampus Merdeka, According to the Regulation of the Minister of Religion Number 42 of 2016, one of the tasks of the Directorate of Islamic Higher Education is to ensure the quality of higher education services. Islamic Higher Education) must be able to ensure that the educational services provided by Islamic universities to students and the general public are genuinely focused and built to a high standard. Therefore, PTKI should respond to and monitor various policies designed to improve quality. Education in college. Horseshoe Private Islamic Religious College (PTKIS) covering Banyuwangi, Pasuruan, Jember, Lumajang, Probolinggo Bondowoso, Situbondo. Then realize the program in the Independent Learning-Independence *Santri* Campus.

The younger generation has considerable challenges in self-development. Still, those who are driven by a commitment to hard work, discipline, religion, and forward-thinking will be able to create the nation's next generation. (Sunarso, 2019). The self-development process that takes place in each individual can be ascertained that there are ideal needs that can be fulfilled by the environment in which they live, as a provision to follow up on the ongoing life, or vice versa what their needs are not fulfilled (Limbong, 2017). In self-development, Students will learn personal competencies in the form of soft skills, such as communication skills, flexibility in work, team management skills, social skills, and thoroughness in work (Ismail et al., 2018).

Previous research explaining the results of the implementation of the MBKM program as in the study Sulistiyani et al (2022) said that 84.06 percent of responses from health faculty students and 92.80 percent of responses from non-health students thought that UNUSA had offered programs comparable to MBKM. Next Meke et al (2022) explained that students of the Biology Education Study Program, Faculty of Teacher Training and Education (FKIP) of the University of Flores positively welcomed the Independent Learning Program of the Merdeka Campus. Whereas (Riyadi et al., 2022) show that respondents view MBKM activities at UMY as good. The UMY Strategic Performance Index (IKS) has outlined eight KPI parameters for the deployment of MBKM.

The previous studies above explain MBKM, but no one has studied MBKM for *Santri*. Therefore, researchers are interested in researching about Merdeka Belajar-Kampus Merdeka *Santri* as local wisdom in East Java universities in students' self-development. This is the novelty of this research, where this program focuses on the Program Merdeka Belajar-Kampus Merdeka *Santri* in Student Self Development. The uniqueness of this research is in the object of study, where MBKM participants are not

students who are usually on campus. Still, the participants are students on campus under the auspices of the Islamic boarding school. So, this is important to research. This study aims to provide information and analyse the MBKM program for students in the self-development of students who participate in the program. So, this research is fundamental to be researched to add information for other readers.

METHODS

This study uses a descriptive qualitative approach. The type of research used is a case study. Fitrah, M., (2017) mention research with a qualitative approach with the type of case study to be a type of research that reveals normally to emphasize the specifications on the unique characteristics of the units being studied with regard to the problems that are the focus of research. This study focuses on finding meaning Independent *Santri* Program Learns Independent Campus in Student Self-Development Efforts. Respondents or research subjects were selected based on purposive sampling or with certain criteria. So the subjects of this study were students who took part in the *Santri* MBKM program which was held at the Nurul Jadid Paiton Probolinggo Islamic Boarding School, totaling 10 people (8 female students and 2 students).

The data collection instrument used interview techniques with students implementing the MBKM *Santri* program and observations regarding the research focus. Then the technique used to analyze the data is starting from the presentation of the data as a whole, simplified (data reduction), classified and selected according to the theme, and the conclusions of this study are used as research results. Respondents or research subjects were selected based on purposive sampling or with certain criteria. So the subjects of this study were students who took part in the *Santri* MBKM program which was held at the Nurul Jadid Paiton Probolinggo Islamic Boarding School, totaling 10 people (8 female students and 2 students).

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RESULT AND DISCUSSION

The learning process in the Merdeka Campus is one of the manifestations of student-centered learning which is very essential. Learning in the Merdeka Campus provides challenges and opportunities for developing innovation, creativity, capacity, personality and student needs, as well as developing independence in seeking and finding knowledge through field realities and dynamics such as ability requirements, real problems, social interaction, collaboration, self-management, performance demands, targets and achievements. Through the Merdeka Learning program which is well designed and implemented, the hard skills and soft skills of students will be strongly formed (Fuadi & Aswita, 2021).

The MBKM-*Santri* program aims to prepare students to face the world of work and the environment in Islamic boarding schools according to their competencies after graduating from college. Students are expected to be able to maintain core

competencies in their original study program and continue to embrace religious values (Afkarina et al., 2022). This will have a positive impact, not only on themselves, but also on the Islamic Boarding School where they have taught so far. Their multidisciplinary competence and knowledge will really be beneficial for their entrepreneurial development in particular, and the institutional development of Islamic boarding schools in general (Zamroni et al., 2022).

Previous researchers who have conducted similar research related to the MBKM program, including: Wahyudin (2022) explained that the MBKM Program had a positive impact on increasing student knowledge and skills as well as having an impact on increasing lecturer capacity. Mitigation of obstacles that may arise in the process of implementing the MBKM program is necessary so that the objectives and benefits of the program can be achieved properly, optimally and sustainably. Then Latifah (2021) stated that the purpose of this student exchange activity was to provide a learning experience outside the institution by upholding equality in learning. The learning methods used are very diverse, ranging from group discussions, simulations, cooperative learning to problem-based learning. Followed by Fuadi & Aswita (2021) opinion mentioned forming student character through the MBKM *Santri* program by imitating character values through the habituation of their daily religious activities.

Fiyah (2019) explained character building especially religious character building not only teaches what is right and what is wrong, but also instills habits about religious things and habits of good behavior so that students become aware of what is right and wrong, are able to feel the values of good norms and are accustomed to do it. Habibah and Wahyuni (2020) also explains coaching that can support the maximization of cultivating the religious character of students, namely by implementing Islamic boarding school culture that leads to the formation of religious culture, giving good advice, setting a good example, habituating fardhu prayers in congregation, making rules and prohibiting students, implementing punishment for students who break the rules, teach about morals and supervise the daily activities of students both inside and outside the Islamic boarding school.

In an environment, it can be very influential because humans are basically social organisms, their motivation, whether positive or negative, has an impact on the results to be achieved by each individual. Students are also human beings who can be said to be easy or difficult to manage, due to the fact that their minds, needs, and self-esteem make it impossible to predict when they have reached their pleasure limit; Therefore, the issue of motivation must be considered (Damanik, 2018). The role of motivation is important in driving human behavior, so that in psychology it is often associated with other constructs (Daulay, 2021).

Of course the development of the personality of the *Santri* is built with several main programs launched by the Ministry of Education and Culture. Among them are teaching students, serving students, exchanging students, caring students, patriotic students, andpreneur students. (1) the teaching students program is a form of teaching assistance in Islamic boarding schools which opens opportunities for students to learn directly from the real world by practicing experiential learning. (2) The *Santri* serving program, namely the independent campus program for *Santri* students to carry out community service at the internal pesantren of higher education institutions and other pesantren, directly together with the *Santri* to identify potential and deal with problems they encounter at the pesantren. (3) Exchange students, namely higher education

programs with a credit transfer system. Student exchange can shape student attitudes such as respecting cultural diversity, views, religions, beliefs, opinions or other people's original findings, working together, having social sensitivity or social concern for society and the environment. The objectives of this student exchange program include: (1) Study across campuses (domestic and overseas), so that cross-cultural and ethnic brotherhood is built. (2) Building student friendships between regions, ethnicities, cultures, and religions so that a spirit of national unity and integrity is awakened. (3) Carry out the transfer of knowledge to cover educational disparities, both between domestic tertiary institutions and the conditions of domestic and foreign tertiary education.

(4) *Santri*preneurs, namely programs to build the independence of students and Islamic boarding schools through various business and entrepreneurial competitions, carrying out mentoring of *Santri* and Islamic boarding schools entrepreneurs by involving various institutions/business actors, independent studies or work practices of students at various business companies at national and international levels. (5) *Santri* Cares, namely the program as a social laboratory for *Santri* students in applying their knowledge and knowledge to strengthen a sense of social concern by providing concrete social impacts through various humanitarian programs. *Santri* students will be challenged to learn directly in the midst of the community as well as collaborate with the government, community leaders, religious leaders, local and all social driving stakeholders in the region. (5) *Santri* patriots, namely programs carried out by *Santri* students with various interfaith youth discussing issues and collaborating on the implementation of various activities in the fields of terrorism, law enforcement, drugs, moral decadence, national disintegration, the environment, corruption, and tax awareness. The application of the MBKM program will make it easier for the students to be able to develop their hard skills and soft skills. To see what the pesantren's efforts are in developing the MBKM program for students, as explained below:

Cultivating Student Confidence

In interviews with students of the MBKM *Santri* program, a student with the initials (SD) stated that during the program, many activities sharpened self-confidence, such as teaching activities in front of fellow students who were in the dormitory, because the elementary school knew the language, so elementary school was asked to give friends his fellow students of science. In addition, there are also drama performances, poetry readings, public speaking, and many more. Not only (SD), there was also EI who stated that EI felt confident participating in this MBKM because one of them thought that EI had been trusted by his home campus and Islamic boarding school to join in this program. EI also gains confidence from the presentation of assignments. Friends and lecturers were not known when they were on which campus.

Self-confidence is an attitude or belief in one's abilities so that you believe in yourself with optimism about one's capacity or capacity to overcome obstacles, problems, or circumstances to fight various harmful impacts. You can easily succeed in unforeseen circumstances and don't have to depend on others. (Sulfemi, 2020) (Fakhroh & Hidayatullah, 2018). Individual personality development is also greatly helped by a strong level of self-confidence. Individuals with solid self-confidence will feel optimistic, which will significantly impact the development of their personality and way of life (Damanik, 2018).

The creation of an environment that meets the needs of students can strengthen the characteristics of self-confidence that begin to appear in students. Thus, students can enhance the potential of self-efficacy by forming a solid character themselves (Rakhmawati & Mustadi, 2019)

The characteristics of self-confident individuals are as follows: a) have a strong belief in specific values and principles and are willing to defend those values and principles even when faced with a small group, but feel capable of changing values - These values and principles when new experiences. And the evidence shows that they are not true, and b) being able to change these values and principles when unique experience and evidence show that they are not valid. b) being able to act based on excellent judgment without feeling guilty or unduly remorseful for activities undertaken if others disagree, and c) not wasting time worrying about something that has been done, is happening, or will happen. d) have tremendous confidence in their ability to overcome obstacles, despite failures or setbacks. e) have a sense of equality with other people as human beings, do not have high or low feelings despite differences in abilities, family backgrounds, and other people's attitudes towards themselves; and f) can fully enjoy various activities, such as work, play, be creative, express, make friends, or even spend free time (Harefa, 2019).

Establishing Student Interpersonal Relations

In building self-confidence, humans need each other from one human to another. Everyone needs to make adjustments to their interpersonal interactions with others to maintain the connection (Satata & Shusantie, 2021). As stated by the student MBKM participant informant with the initial HR, he said the interpersonal relationship with new friends (other student MBKM participants) was perfect and warm; among them, they supported each other. Apart from HR, an SD also stated that his social relations with others are excellent, and he gets positive things from everyone he meets. The new friends they met were hot towards SD, SD, and HR, and they also enjoyed chatting and telling stories from their fellow MBKM participants.

In human social relations, communication is one of the most important things in it. The following are good communication steps to establish good relationships with other people:



Figure 1. Steps for good communication

Interpersonal relationships are significant for developing one's feelings of comfort in various environments. The better the interpersonal relationships, the more open the interpersonal relationships and the better the relationship between a person (Simanjuntak et al., 2020). This relationship may be based on affection, solidarity, standard commercial connections, or other types of social commitment. This interaction is also shaped by different social, cultural, and external variables. Family or kinship relationships, friendships, marriage, relationships with co-workers, workplaces, neighbourhoods, and clubs, places of worship can all serve as contexts. As a result, they

can be governed by law, custom, or collective agreement and serve as the basis for grouping communities and as a whole (Rahmawati et al., 2019).

It was also reported that several interpersonal relationship problems might arise from this addiction, namely the development of low self-esteem, extroversion, higher approval motivation, and higher self-monitoring. Such an impact can be unfavourable for those who need the interpersonal skills essential for their future (Fook et al., 2021). Every relationship is different. The same goes for building partnerships for some reason. Reducing loneliness, gaining stimulation, increasing self-awareness, maximizing pleasure, and limiting pain are typical motivations for relationship development. First, eliminating loneliness through interaction with other individuals can minimize feelings of loneliness. Everyone needs close physical and emotional touch, and often both; Second, obtaining human stimulation requires stimulation. Human communication is one of the most effective sources of inspiration. Humans need intellectual, bodily, and emotional stimulation; Third, self-awareness. Everyone can understand himself mainly through interactions with other people. Others' beliefs influence self-perception; Fourth, it increases pleasure and limits pain. These four factors can make people feel valued and increase their social trust (Darmawan et al., 2019).

Developing Student Skills

Everyone must learn a vital talent to overcome obstacles, problems, life, and career (Redhana, 2019). The National Education Association has defined 21st century talent as "The 4Cs." "The 4Cs" include teamwork, communication, creativity, and critical thinking. To perform various analyses, judgments, evaluations, reconstructions, and decision-making that results in rational and logical behaviour, one needs to have the ability to use critical thinking (Papp et al., 2014). Thinking about the subject, substance, process of analysis, assessment, and reconstruction are used to solve problems. Creativity is the capacity to make discoveries that have never been made before, to come up with new solutions to every situation, and to come up with fresh, different, and original ideas. Communication skills are the ability to convey new concepts, knowledge, or information orally and in writing. Collaborative ability is the talent to work together effectively and show respect to diverse team members, exercising fluency and willingness to make the decisions needed to achieve a common goal (King et al., 2010).

As stated by the informant (participant of the *Santri* MBKM program). The initials LS said that many activities hone skills and other MBKM friends, such as; the holding of a journal clinic where students participating in MBKM *Santri* are taught how to write excellent and correct scientific papers, and the Qur'an coaching activities provide students with more knowledge about reading grammar and more familiarity with the Qur'an. In addition, there is also a friend of MBKM *Santri* who, during this program, was able to publish his writings in the form of short stories in one of the publishers in Indonesia.



Figure 2. Coaching that adds to the skills of the *Santri*

In addition to LS, elementary students also said that so far, the public speaking skills possessed by SD were not smooth at all; when participating in this MBKM activity, SD public speaking gradually became better trained. MBKM students are also trained in critical thinking skills. Every night, MBKM participants hold a mini discussion intended for participants who will make presentations in their class the next day so that MBKM participants do a semi-presentation first with their roommates.

Language skills are also one of the things that are beneficial for MBKM students. As said by one of the students, MBKM participants with the initials FH that, in the dormitory occupied with MBKM friends, there is learning to use English and Arabic foreign languages so that MBKM participants who have become part of the students in the dormitory must participate in this activity.

The Merdeka Learning Campus Merdeka Program (MBKM) has a learning innovation so that it is able to produce students who are creative, innovative, with maximum self-potential development according to their skills and talents. Not only that, Widat, Rozi, and Lestari (2022) explain that the MBKM program shows soft skills for students to empathize, socialize, and are able to innovate in educational organizations properly according to Islamic beliefs. While their hard skills show their efforts and behavior in carrying out each activity are able to uphold tolerance, collaboration and cooperation in any situation and problem. Entering the 5.0 era, the MBKM program is a solution for the world of education to instill soft skills and hard skills in students who are able to face the challenges of globalization.

Cultivating New Motivation in Students

MBKM Santri students participating in this program are nothing but a motivation that is within them. After meeting with many people from different environments, telling stories to each other will emerge new motivations that will be felt again. Understanding motivation is a change in one's energy that is accompanied by the appearance of emotions and preceded by the manifestation of a goal (Harefa, 2019). Motivation is several processes that are internal or external to an individual that causes an attitude of enthusiasm and persistence, in this case carrying out certain activities (Haluti et al., 2020).

As well as the explanation from the participant informant of the student MBKM who said that his new motivation was formed during the student MBKM which he got from friends and the teachers who taught him during the student MBKM (SD). LS also said that while participating in MBKM, students' motivation to learn increased again because learning at home and MBKM partner campuses was slightly different. Hence, LS had to be more diligent in studying.

In an environment, it can be very influential because humans are social organisms, and their motivation, whether positive or negative, has an impact on the results to be achieved by each individual. Students are also human beings who can be said to be easy or challenging to manage because their thoughts, needs, and self-esteem make it impossible to predict when they have reached the limit of their enjoyment; Therefore, the issue of motivation must be considered (Damanik, 2018). The role of reason is essential in encouraging human behavior so that, in psychology, it is often associated with other constructs (Daulay, 2021).

CONCLUSION

Based on the research above, it can be concluded that the MBKM Santri program can develop students' self-ability through growing student self-potential, establishing student interpersonal relationships, developing student skills, and fostering new motivation. The existence of this student MBKM implies that students can further develop their abilities by participating in activities held by the destination campus and *pesantren*/partners. Students plan to carry out actions at the place of implementation that will be carried out in their place of origin. The MBKM program is very good for other private tertiary institutions to implement in order to develop self-ability in their students. Furthermore, there is a need for further research related to MBKM Santri conducted by other researchers

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