



The overview of SWOT analysis on MBKM implementation in chinese language education study program FBS UNNES with partner universities and institutions

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Keywords

SWOT analysis; MBKM curriculum; Mandarin language

Abstract

The MBKM policy, based on regulations from the Directorate General of Higher Education of the Ministry of Education and Culture of the Republic of Indonesia in 2020, is a form of giving autonomous freedom for educational institutions, independence from complicated bureaucracy and also freedom for students to choose their desired program they have wanted to choose. Regarding implementing the MBKM program, the Chinese Language Education Study Program FBS UNNES still encounters many obstacles. (1) Curriculum similarity between study programs or universities. In addition, (2) educational information systems between universities are different and sometimes do not support students and lecturers outside the university. (3) Regarding the partnership, the Chinese Language Education Study Program FBS UNNES has partnered with several universities but has not partnered with more parties. This study aims to analyze the strengths, weaknesses, opportunities and challenges. This qualitative research utilizes a phenomenological research design. Phenomenology in this study refers to the SWOT analysis. The results of the study resulted in 4 SWOT strategies, namely (1) Strengths and Opportunities, (2) Weaknesses and Challenges, (3) Strengths and Challenges, (4) Weaknesses and Opportunities. The most critical strategy that must be carried out is to create a communicative, effective and transparent network system, open a more comprehensive network of relations, provide more opportunities for students and lecturers, and disseminate information about the implementation of MBKM informative and compelling.

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INTRODUCTION

Kebijakan Merdeka Belajar Kampus Merdeka or The Independence Learning Independence Campus Policy (in the future abbreviated as MBKM) aims to improve the competence of graduates from universities (both soft skills and hard skills) to be more prepared and relevant to the current market demand that follows the needs of the times. MBKM develops various experimental learning-based programs so that students are facilitated to develop their potential according to their respective interests and talents. Therefore, they are also required to develop independence by going directly into the field to seek and find knowledge and experience through realities on the field such as ability qualifications, real problems, collaboration-social interactions, self-management, targets and achievements. By giving students the right and opportunity to take three semesters outside of their study program, student competencies will be more diverse and better prepared to face competition, whether on a national or global scale (1).

The MBKM policy, based on regulations from the Directorate General of Higher Education of the Ministry of Education and Culture of the Republic of Indonesia in 2020, is a form of giving autonomous freedom for educational institutions, independence from complicated bureaucracy and also freedom for students to choose their desired program they have wanted to choose. The Ministry of Education and Culture's primary purpose is to create an autonomous, non-bureaucratic culture of educational institutions and the creation of an innovative learning system based on the interests and demands of the modern world (2).

Universities are required to design and implement innovative learning processes so that students can achieve learning outcomes covering aspects of attitudes, knowledge, and skills optimally to meet demands, the flow of change and the need for links and matches with the business world and the industrial world. Also, to prepare students for the work field. (3). The Independence Learning Policy – Independence Campus is expected to answer the demands of link and match with industry, work field, research and the needs of villages, sub-districts, districts/cities, provinces, countries or even the world. *Kampus Merdeka* or Independence Campus is a form of learning in universities that are autonomous and flexible, so it can create a learning culture that is innovative, unrestrained, and also suitable for the needs of students themselves (3).

The MBKM program is expected to answer the challenges of universities to create graduates according to the development of science and technology and the demands of the business and industrial work field. Learning activities outside of tertiary institutions include eight activities, namely internships/work practices, village projects, teaching in schools, student exchanges, research, entrepreneurial activities, independent studies/projects, and humanitarian projects, all of which must be supervised by lecturers. The MBKM program is expected to provide contextual field experiences that will improve student competencies and be ready to work (3).

The MBKM program for the study program (*Prodi*) must (a) compile or adapt the curriculum to the implementation model of an independent campus, (b) facilitate students who will take cross-study learning in university, (c) offer courses that students can take at the university outside the study program and outside the university and their requirements, (d) conduct the equivalence of courses

with learning activities outside the study program and outside the university, and (e) if some courses/credits have not been fulfilled from learning activities outside the study program and outside the university, alternative online courses are prepared (4).

For the students, they must (a) plan together with their academic supervisor to identify the courses/programs that will be taken outside the study program, (b) register for activities outside the study program, (c) complete the requirements for activities outside the study program, including participating in the selection if any, and (d) participate in activities outside the study program following the provisions of existing academic guidelines. Finally, for partners, they must (a) make a cooperation document (MoU/Work Order Letter) with PT/faculty/study program and (b) carry out an activity program outside the study program following the provisions contained in the cooperation document (MoU/Work Order Letter) (4).

Regarding implementing this MBKM program, the Chinese Language Education Study Program on FBS UNNES still encounters many obstacles. (1) The Chinese Language Education Study Program FBS UNNES has prepared a curriculum adapted to the MBKM program. The problem that arises when offering cross-university courses is that there are dissimilarities in the courses and the credit load students must take. Course equivalence had to be done to find the similarity of these courses, and it was not successful. In addition, (2) educational information systems between universities are different and sometimes do not support students and lecturers outside the university. The available academic information system is only for lecturers and students inside the university because it requires special access in a username and password. (3) Regarding partners, the Mandarin Language Education study program on FBS UNNES has partnered with a few universities but has not yet had partners from many circles. This research was conducted to determine the opportunities and challenges in implementing MBKM in the Mandarin Language Education study program at FBS UNNES with partners.

Based on the background above, the formulation of the problem in this study (1) what is the strength of the MBKM application program in the Mandarin Language Education study program on FBS UNNES with partner universities and institutions? (2) what is the weakness of the MBKM implementation program in the Mandarin Language Education on FBS UNNES study program with partner universities and institutions? (3) what are the opportunities for implementing the MBKM program in the Mandarin Language Education study program on FBS UNNES with partner universities and institutions, and (4) what are the challenges of implementing the MBKM program in the Mandarin Language Education study program on FBS UNNES with partner universities and institutions?

The objectives of this study are (1) to analyze the strength of the MBKM implementation program in the Mandarin Language Education study program on FBS UNNES with partner universities and institutions; (2) analyzing the weakness of the MBKM implementation program in the Mandarin Language Education study program on FBS UNNES with partner universities and institutions; (3) analyzing the opportunity for implementing the MBKM program in the Mandarin Language Education study program on FBS UNNES with partner universities and institutions; and

(4) analyzing the challenges of the MBKM implementation program in the Chinese Language Education study program on FBS UNNES with partner universities and institutions.

METHODS

Types of Research

This research is qualitative research. With a qualitative approach, the researcher constructs a complex picture, examines words, reports detailed views of the respondents, and conducts studies in natural situations (6). Bogdan and Taylor (7) suggest that qualitative methodology is a research procedure that produces descriptive data, in the form of verbal and stated data without using statistical techniques, in the form of written or spoken words from people and observed behaviour (8).

This qualitative research utilizes a phenomenological research design. Phenomenology explains phenomena and meanings for individuals, and a series of consciousnesses in human experience, through a series of data collection activities for individuals (9). Phenomenology in this study refers to the SWOT analysis. This SWOT analysis identifies external opportunities and threats as well as internal strengths and weaknesses. Opportunities and external threats refer to an event and an economic, social, cultural, demographic, environmental, political, legal, governmental, technological trend and competitive event that could significantly benefit or harm an organization in the future. Opportunities and threats are largely beyond the control of an organization. The SWOT analysis identifies external opportunities and threats as well as internal strengths and weaknesses. The TOWS strategy matrix helps managers to develop four types of strategies, namely the SO (Strengths-Opportunities) strategy, the WO (Weakness-Opportunities) strategy, the ST (Strengths-Threats) strategy and the WT (Weakness-Threats) strategy (10).

Data and Research Data Sources

Sources of research data are (1) documents related to the curriculum and implementation of MBKM for the Chinese Language Education study program on FBS UNNES and similar study programs from other universities, (2) students, lecturers, and managers of the Mandarin Language Education study program FBS UNNES, (3) managers of the Mandarin Language Education study program from universities other than UNNES. Determination of the subject of this research is done by taking random samples (random sampling) so that each research unit or population element unit has the same opportunity to be selected. The data that will be collected are in the form of curriculum, collaboration documents, and all matters related to the implementation of MBKM in the Mandarin Language Education Study Program.

Data Collection Techniques

Data collection techniques utilize non-test techniques. Non-test techniques include questionnaires, interviews and focus group discussions, as well as documentation. The steps taken in collecting this data are as follows.

- a. Create a questionnaire with a combination of open and closed questions for students and lecturers. The questions asked in the questionnaire cover all the questions in the formulation of this research.
- b. Make a list of questions for interview techniques. Interviews were conducted with study program managers. The same questions as the questionnaire asked in this in-depth interview.
- c. Make a documentation checklist. Documentation data intended to find out information about MBKM in the Mandarin Language Education study program.

Data Validity Check Technique

The technique of checking the validity of the data is through triangulation. Triangulation is a technique of checking the validity of data carried out by utilizing other things (data) for checking or comparing data (7). This study, using triangulation of data sources and triangulation of methods/techniques. Source triangulation is done by cross-checking data with facts from other sources and using different groups of informants. This triangulation was carried out by involving research subjects from groups of (1) students (2) lecturers involved in MBKM, (3) managers of the Mandarin Language Education study program. Triangulation of methods/techniques done by utilizing various techniques in data collection. Techniques used include questionnaires, interviews and documentation.

Data Analysis Techniques

The data analysis technique in this study used statistical calculations on respondents' answers to the questionnaire, which were analyzed qualitatively. Data analysis is the process of simplifying data into a form that is easier to read and interpret. The data analysis used is in the form of three interrelated data analysis processes, namely: data reduction, data presentation, and conclusion drawing/verification, as follows:

- a. Data reduction, through data selection and compaction, then coded and grouped, is carried out by sorting data from written records in the field.
- b. Presentation of data (data display). The reduced data is presented in a systematic report, easy to read and understand, in the form of a combination of information and a structured summary so that conclusions can be drawn.
- c. Conclusion drawing (verification). The data that has been processed is then drawn conclusions using the inductive method, namely the process of inferring from things that are specific to things that are general in nature in order to obtain an objective conclusion. The next process is drawing conclusions and verifying data which includes the process of interpreting, interpreting data, and testing data.

RESULTS AND DISCUSSION

The results of the data analysis were based on the curriculum document data processing and the implementation of MBKM for the UNNES Mandarin Education Study Program, questionnaires to

lecturers, questionnaires to students and interviews with the managers of the UNNES Mandarin Education Study Program. Curriculum document data and MBKM implementation consist of 2020 curriculum documents and learning outcomes, MOA and MOU in collaboration with several universities, school institutions, and others.

SWOT Analysis

Questionnaires are given to lecturers who teach in subjects registered as MBKM programs; lecturers who fill in are lecturers from UNESA, UM and UNNES. Questionnaires were given to students who had participated in MBKM, namely the independent student exchange program, Seameo Seaqil, Teaching Campus, Permata Sakti Merdeka. The questionnaire has been filled by 77 students from the State University of Surabaya, State University of Malang, Brawijaya University and Semarang State University. Interviews were given to the UNNES Mandarin Language Education Study Program manager, who played an active role directly in the implementation of the MBKM program. From the results of data processing, several factors become the reference for SWOT analysis, namely the study program curriculum, learning media, lecturer's role, student's role, parties who hold the collaboration program, learning models, learning materials, the MBKM implementation process starting from recruitment, registration and implementation until the end. From these several factors, the following formed SWOT analysis are.

Strength Analysis (S)

- a. A clear and measurable study program curriculum is available. The UNNES Mandarin Language Education Study Program has a curriculum that follows the KKNi and MBKM with a measurable CPL.
- b. Learning media and teaching materials are available for all courses. Lecturers of the UNNES Mandarin Education Study Program always prepare learning media and teaching materials before lectures begin and can be accessed by students.
- c. Human resources for lecturers and education staff who are experts and have a high work ethic. Lecturers of the UNNES Mandarin Language Education Study Program have educational backgrounds in their respective fields and have an outstanding commitment to work and develop study programs.
- d. The study program has a cooperation system that is arranged and runs well. The cooperation group has prepared the Cooperation System (domestic and foreign) well through the SOP's preparation and an information system developed by UNNES.
- e. The study program has conducted several cooperations with domestic and foreign agencies. Parties who already cooperated with the study programs are Confucius Institute of State University of Malang, CYCU Taiwan, Jiaying University, UM, UNESA, UB, SMKN 7 Semarang.

- f. Students gain new knowledge and experience studying at other universities. Students can learn new things when studying at other universities, even with the same subjects but with a different learning approach from each lecturer.
- g. Lecturers and students from different universities can get to know each other and expand social networks. By participating in the MBKM program, lecturers and students from different universities can get to know each other and add more relation.
- h. Students who are taking internships such as SEAQIL or Campus Teaching gain teaching experience in a very different environment.
- i. Lecturers gain experience teaching in a new environment, knowing the characteristics of students who are different from the original university.

Weakness Analysis (W)

- a. The study program does not yet have a clear picture of MBKM implementation. Mandarin Language Education Study Program on FBS UNNES still has difficulty understanding technical instructions and implementing the MBKM program in various activities; all of them depend on the leadership policy (faculty/university), waiting for instructions, and waiting for opportunities to come.
- b. The study program has not implemented all categories of MBKM programs. The Mandarin Language Education Study Program on FBS UNNES has not been able to implement all categories of the MBKM program because some of the requirements submitted have not been met.
- c. Cooperation programs with schools are still limited. Cooperation of the Mandarin Language Education study program on FBS UNNES with schools is still limited, specifically only regarding Field Experience Practice (PPL) courses, has not yet reached other fields of cooperation on the study program.
- d. Cooperation with other universities is still limited. Cooperation with universities is still with only a few universities. Not many public and private universities are interested in doing partnerships in MBKM programs.
- e. Cooperation with the industrial field of work has not yet been implemented. Regarding MBKM, Mandarin Language Education Study Program on the FBS UNNES does not yet have a partner to implement the MBKM partnership program with the industrial field of work.
- f. Not all of the study program lecturers are involved in the implementation of MBKM. Lecturers of the Chinese Language Education Study Program on FBS UNNES have not all been involved in implementing the MBKM due to the limited implementation of the MBKM followed by the Mandarin Language Education study program on FBS UNNES.
- g. Not all information systems are accommodated. UNNES has an excellent information technology system and accommodates all service and academic fields, including MBKM. However, universities or partner institutions do not yet have an information system that accommodates MBKM.

- h. Lecturer and student interaction are pretty limited in online learning. Online learning makes limitations on communications due to many disturbances such as signals, devices, students' convenience in communicating without meeting face to face.
- i. Limited quota for MBKM participants. Based on an agreement with other universities, the participant quota is quite limited, usually only five students in each course.
- j. Information on the implementation and registration of the MBKM program is less effective and informative. Information on implementation and registration time is sometimes rushed, with no clear information on how to implement it, especially the MBKM program held by the government.
- k. Differences in learning materials sometimes make it difficult for students to follow. The difference in learning materials is a problematic factor because sometimes it is influenced by the level of knowledge at other universities.

Opportunity Analysis (O)

- a. Learning conducted with other universities adds new insights for students and lecturers.
- b. Learning with an online system makes it easier to implement student exchange programs and opens up more opportunities for student exchanges.
- c. The online learning system facilitates international cooperation. International cooperation programs are constrained sometimes by financing and visas. With an online system, the problem of direct attendance can be resolved.
- d. Hybrid learning methods can open up opportunities for student exchanges both offline and online. Some students want to take lessons offline, and some only want to take part online. With hybrid learning, this problem can be solved.
- e. Financial assistance to students for the implementation of the MBKM program from the government. Students who participate in the Permata Sakti program and campus teaching receive tuition fee assistance and several other costs.
- f. An excellent opportunity for more students to join the MBKM program. Seeing students' increasing interest in taking part in the MBKM program, the participant quota can be increased.
- g. Opportunity to offer more courses in the MBKM program. Increase in student interest also increases the opportunity to offer more courses included in the MBKM program.
- h. Development of new learning models to adapt many factors to new learning conditions. Characteristics of different students, different learning materials create opportunities to develop new learning models.

Threats Analysis (T)

- a. The Permata Sakti program, offered through studying at universities with different study programs, is an obstacle to implementing a student exchange recognition program.
- b. Different curriculum structures in each study program lessen the opportunity to carry out student exchange programs.

- c. The unclear process of recognizing courses from the MBKM program other than independent student exchanges. In the Permata Sakti Program, because the program runs with a completely different study program from the Mandarin Language Education Study Program, the courses taken cannot be directly recognized. There are differences in university policies and study program managers so that students who take part become confused.
- d. The implementation system is not yet informative and compelling for parties involved in the MBKM program, both lecturers and students. The registration process in systems related to the MBKM program, both systems by UNNES, systems by the government, systems by other universities, cannot all be directly carried out by students, students still have to be guided, sometimes when students need information, the information section also cannot directly answer.
- e. Learning models still lack to provide better support learning for exchange students.
- f. The readiness of the targeted universities for the implementation of MBKM has not been optimal. In implementing Permata Sakti Merdeka, one of the universities targeted by students of the Mandarin Language Education Study Program on UNNES was not ready to accept students from outside. Until the second week of college, students were still unable to enter.
- g. Lack of network of relationships for other MBKM implementations. Mandarin Language Education Study Program on UNNES still needs to expand the network of relationships to run other MBKM programs.

TOWS Strategy

After each SWOT factor is identified, based on the TOWS strategy matrix, four types of strategies are developed, namely the SO (Strengths-Opportunities) strategy, the WO (Weakness-Opportunities) strategy, the ST (Strengths-Threats) strategy and the WT (Weakness-Threats) strategy. Here are the results of each strategy:

Strengths and Opportunities Strategy (SO)

- a. Opening opportunities for all students to take part in the MBKM program.
- b. Opening up opportunities for more courses to be implemented as an MBKM program.
- c. Opening a network of cooperation with many parties by making more alternative learning models for implementing collaboration opportunities.
- d. Development of new learning models that can support the needs and characteristics of MBKM participating students.
- e. Enhanced insights, experiences and a new network of relationships.
- f. Financial assistance from the government for the MBKM program by the government.

Weaknesses and Threats Strategy (WT)

- a. Creating an implementation system for the implementation of MBKM that is informative and effective.

- b. Increase the network of relations to increase MBKM cooperation in any field with various parties.
- c. Looking for a middle ground solution for the course recognition process if there are differences in courses.
- d. Communicate with other universities so that the MBKM program can be carried out smoothly.
- e. Creating a system (website) that is easily accessible, communicative.
- f. Development of learning models to answer student needs in the implementation of any MBKM model.
- g. Opening opportunities for more lecturers and students to be involved in the implementation of MBKM.
- h. Initial observations and discussions between lecturers to reduce material differences.

Strengths and Threats Strategy (ST)

- a. Make students socialize about the benefits of participating in the MBKM program.
- b. Make socialization of the implementation of the course recognition system.
- c. Make instructions for using the MBKM system (website) that are clear, communicative and effective.
- d. Development of learning models based on communication between lecturers and students.

Weaknesses and Opportunities Strategy (WO)

- a. Opening a larger quota for students to take part in the MBKM program.
- b. Improve the communication system between lecturers and students so that mastery of new material could be achieved and lessen the gap between lecturers and students.
- c. Opening opportunities for learning models with any model so that the MBKM program can be implemented with any instancy.

CONCLUSION

Based on the results and study, 4 SWOT analysis factors were identified, namely strengths (S), weaknesses (W), opportunities (P) and threats (T). From each of these factors, four types of strategies were developed, namely the SO (Strengths-Opportunities) strategy, the WO (Weakness-Opportunities) strategy, the ST (Strengths-Threats) strategy and the WT (Weakness-Threats) strategy.

Based on the results of the development of 4 types of strategies, it can be concluded, (1) The MBKM program must open more opportunities for students and lecturers to participate in the MBKM program, (2) Develop learning models to meet the needs of MBKM participants, (3) Cooperate and communicate well with all parties involved in MBKM cooperation, (4) Develop an informative, practical, communicative and clear system to facilitate the running of MBKM, (5) Make socialization of the implementation of MBKM, from registration, implementation, recognition process to the end of the MBKM.

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