
Collaborative Learning Model Of MBKM Curriculum Based On E-Learning Of Narotama University

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ABSTRACT

Purpose: The purpose of this study was to determine the collaborative learning model of the e-learning-based MBKM (Independent Learning Independent Campus) curriculum policy that is effective and able to ensure the achievement of the MBKM IKU No. 7 goal.

Design/methodology/approach: This study uses a mix method approach employing a quantitative approach using crosstab and chi-square analysis, while a qualitative approach mobilizing interviews and FGDs. The research conducted is a survey because it includes the entire population as the object of research, the students who are directly or indirectly involved in the MBKM policy are 1633 people, while for lecturers are all 107 Narotama University lecturers.

Findings: The results show of the crosstab analysis and chi-square test, it can be seen that from 16 MBKM policy indicators as many as 15 indicators have a significance value above 0.05, only one indicator is the indicator of knowing about the Independent Learning-Independence Campus (MBKM) policy and for Crosstabs and ChiSquare analysis of the MBKM policy for Collaborative Learning and e-learning on the perception of e-learning in the form of a team based project method that supports the implementation of the MBKM policy shows that of the 16 MBKM policy indicators, 15 indicators have a significance value above 0.

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I. INTRODUCTION

The objective of the Independent Learning Campus (MBKM) policy is to encourage students to master various fields of knowledge according to their fields of expertise, so that they are ready to compete in the global world (Baharuddin, 2021; Nehe, 2021; Rohiyatussakinah, 2021). This policy provides opportunities for students to choose the courses they will take based on their own wishes. The implementation of the Independent Learning Policy in Independent Campuses encourages the learning process in higher education to become more independent and flexible. Collaborative learning is the most effective method in the era of the industrial revolution 4.0, especially in the era of the Covid 19 pandemic (ARTANTI, 2021; Mustakim et al., 2021). Through peer collaboration, students have a wider scope in understanding cultural change, extensive knowledge of reading and writing blogs and other means of online communication, various other current trends in language and daily communication and socializing.

All of the above knowledge will certainly help them in developing interpersonal skills, teamwork skills and critical thinking which may be useful from the point of view of their placement. One of the values developed in the learning process at Narotama University is edutainment which is used as one of the best strategies to provide a positive and relaxed learning atmosphere, the use of information and communication technology, as well as support from management, increasing awareness of lecturers and students to use the E-system. learning, and the high-level information technology demands of the learning infrastructure (Sathiya Priya & Shilaja, 2016; Yokoyama, 2019).

The implementation of e-learning requires setting goals and targets that must be achieved, both by institutions, lecturers, and students, as well as e-learning managers. Also, the goals and targets for implementing e-learning that have been set must be socialized to related parties so that there are guidelines and clarity of direction in carrying out their duties and work. Highly structured and high quality content presented in an easy to understand format, together with personal feedback on their progress are essential elements for effective e-learning (Pervaz Iqbal et al., 2020; Psaltis et al., 2018).

II. LITERATURE REVIEW

E-learning is all technology-supported learning using various teaching and learning tools such as telephone links, audio and videotapes, teleconferencing, satellite transmission, and web-based training or computer-aided instruction, also known as online courses (Fitriasari et al., 2020; Mustakim et al., 2021). E-Learning has proven to be the only way out as a substitute for traditional face-to-face learning methods in the current global lockdown due to the COVID-19 pandemic. Academic institutions around the world have invested heavily in E-Learning and most of the courses offered in traditional classroom mode have been converted to E-Learning mode. The success of the E-Learning initiative needs to be ensured to make it a continuous mode of learning. The aim of the current study is to propose a holistic E-Learning service framework to ensure the effective delivery and use of E-Learning Services that contribute to continuous learning and academic performance. Based on an extensive literature review, the proposed theoretical model has been developed and tested empirically. The model identifies various determinants of success and relates them to different measures of success, including learning and academic performance. challenges of technological development, with an OBE (Outcome Based Education)-based learning system thus graduates focus on learning outcomes that are aligned with scientific disciplines (Rahate et al., 2020; Wahyudi & Wibowo, 2018). MBKM, channels the "right to learn three semesters outside the study program" to improve the competence of graduates, both soft skills and hard skills, in order to be more prepared and relevant to the demands of times, preparing graduates as future leaders of the nation with excellent skills and personality. Experiential learning programs with flexible pathways are expected to be able to facilitate students to develop their potential according to their passions and talents. In response to the emerging and ever-present solutions to the COVID-19 outbreak. Several studies to determine the success model of the E-learning portal. In the male model, information quality and system quality have a direct relationship with user satisfaction. Information quality also supports the relationship with system use. At the same time, there is a positive relationship between user satisfaction and the E-learning portal. Likewise for the female model, E-service quality and Information quality are both supported by system usage and user satisfaction. Similarly, system quality has a positive relationship with user satisfaction, and user satisfaction has a positive relationship with E-learning portals (Priya Vaijyanthi & Raja Murugadoss, 2019; Yang, 2020).

III. METHODOLOGY

This study uses a mix method approach using a quantitative approach using crosstab and chi-square analysis while a qualitative approach using interviews and FGDs is expected to be able to produce in-depth descriptions of speech, writing and observable behavior from an individual, group, community, an organization. in certain contexts that are studied from a holistic and comprehensive point of view (Caillahua & Moura, 2018; Sugiyono, 2018). The research conducted is a survey because it uses the entire population as the object of research, and the research design is made relatively more flexible in capturing and determining research variables. Informants in this study were determined by the snowball technique. This research was initiated by the leadership of the local university. This is done to obtain information related to policies on the use of e-learning in the universities he leads. From the initial informant, they were then asked to indicate other informants who could be interviewed. Similarly, after each interview, the researcher asked the informant to indicate one or more other informants to be interviewed. Furthermore, the researcher divides the types of informants based on information needs, namely fields that are

indeed job specifications or daily tasks of the interviewees. Library materials in the form of published notes, books, magazines, newspapers, manuscripts, journals or articles. The total student population studied in this study were students who were directly or indirectly involved in the MBKM policy, totaling 1633 people, while for lecturers were all 107 Narotama university lecturers. The plot in this research is Analysis of Problems and Needs for Implementation of the MBKM Curriculum, this analysis is carried out to understand the problems of implementing the MBKM curriculum, especially in e-learning activities, the first stage to be carried out is interviews, observations and literature studies. Based on the results of the analysis, a collaborative learning model was designed, especially in e-learning. Then to sharpen the results of the analysis, FGDs and simulations were carried out with lecturers and students.

IV. ANALYSIS AND DISCUSSION OF RESULTS

The data collected is all students of the management study program who have participated in the MBKM program for strategic marketing management and digital marketing courses, totaling 1633 students and the number of lecturers being 107 lecturers. Based on the results of the validity test, it shows that all items in the questionnaire are valid at a significance level of 0.05 because the R arithmetic result is greater than R table 0.75. Meanwhile, for the reliability test, the results showed 0.548, which means it was included in moderate reliability. The results also showed that students who took part in the MBKM policy program were in semester 3 (42.4%), semester 7 (38.3%), semester 5 (15.3 %) and semester 9 and above as much as 4%. As many as 97.5% of students are aware of this MBKM policy program, this is supported by the intensiveness of Narotama University in disseminating MBKM policies both through online and offline media, it is stated that 93% of respondents. Hence sequentially the forms of learning outside the study program chosen by students are as follows:

1. Student exchange(28%)
2. Research(20.5%)
3. Internship/Work Practice(20.5%)
4. Thematic Community Service Center (16.3%)
5. Entrepreneurial Activities(6.9%)
6. Humanitarian Project(3.1%)
7. Independent Study(2.8%)
8. Teaching Assistant in Education Unit(1.9%)

To support collaborative learning activities, the existence of curriculum documents, guidelines and operational procedures for participating in MBKM activities already exists in the study program and this is stated to be 97%, and as many as 96.5% of students have prepared themselves to be part of MBKM activities. outside the study program students still feel they can complete their studies on time and this is stated as 97.7%, and only 1.2% feel that the study period will be longer. In terms of increasing the competence of students, 98.5% of students stated that learning activities outside campus would provide additional competencies such as skills in solving complex real problems, skills in analysis, professional ethics, etc.

During the COVID-19 pandemic, lectures were held online for this reason, the implementation of MBKM policy learning, namely case-solving collaborative learning (case study method) was carried out online through e-learning Narotama including; how the elina platform facilitates e-learning activities for students therefore they can act as "protagonists" who are trying to solve a case; then how does the Elina platform facilitate students to be able to carry out case analysis activities to build solution recommendations, assisted by group discussions to test and develop solution designs; active class discussions, with the majority of the conversations carried out by students. Next how does Elina platform facilitate lecturers so that they can carry out facilitator activities that direct discussions, ask questions, and make observations. The results of the study as shown in Figure 1 show sequentially that the e-learning content is in the form of a case method that supports the implementation of the MBKM policy as follows:

1. Well structured, high quality and presented in an easy to understand and use format (42.4%)
2. Presented in a format that is easy to understand and use(38.3%)
3. High quality(15.3%)
4. Well structured(4%)

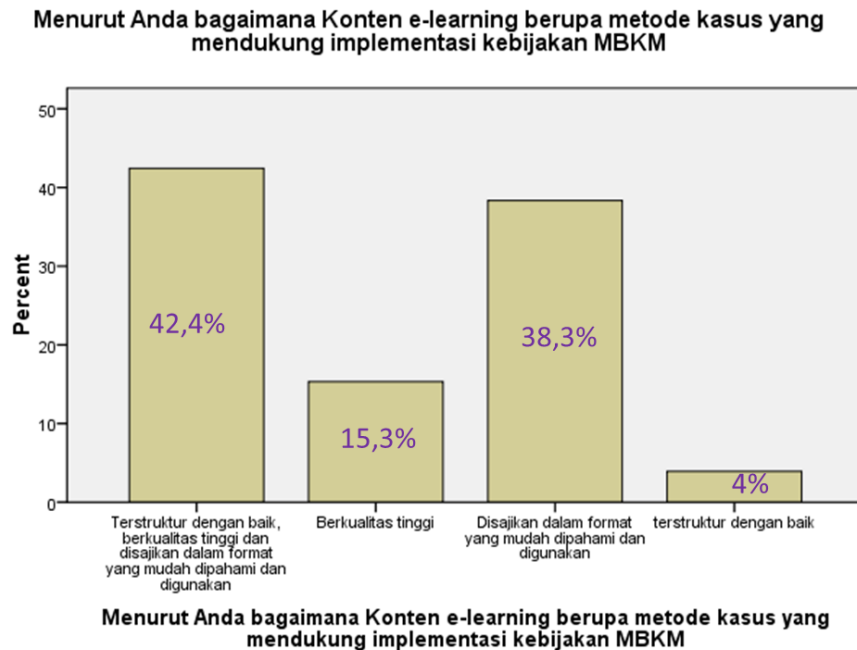


Figure 1. E-learning content in the form of case methods that support MBKM policy implementation

Likewise with team-based project collaborative learning where multi-media e-learning learning platforms can facilitate class division into groups to work on assignments together over a long period of time; then facilitate groups to be given original problems or complex questions, then given space to make work plans. and collaboration models; and facilitate the presentation/final work that is shown to the lecturer, virtual class, or other audience who can provide constructive feedback; and. The results of the study as shown in Figure 2 are as follows:

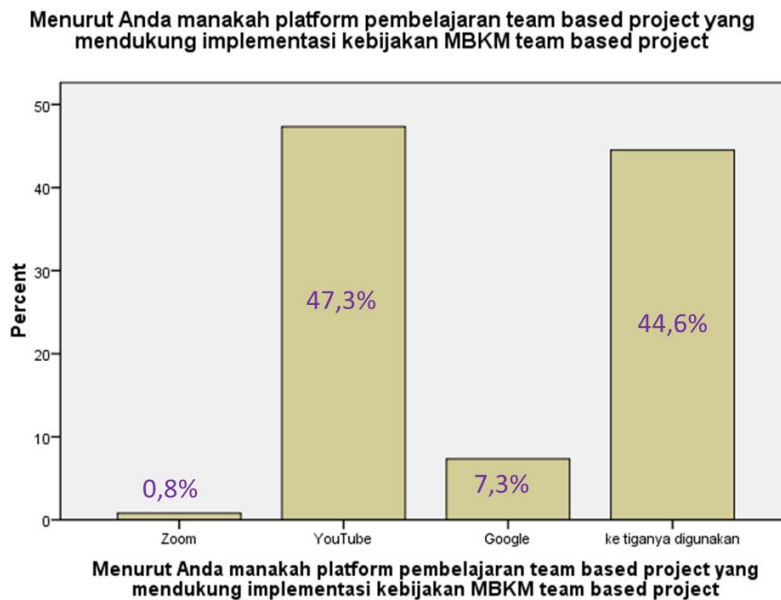


Figure 2. Team based project learning platform that supports MBKM policy implementation

In Figure 2 it can be explained sequentially that the e-learning content in the form of a case method that supports the implementation of the MBKM policy is as follows:

1. YouTube by 47.3%
2. All three platforms (YouTube, Google, Zoom) used 44.6%

3. Google(Google meet, Google classroom) 7.3%
4. Zoom(0.8%)

In the crosstab analysis and chi-square test which saw whether there was a relationship between the factors of MBKM policy implementation with the case method e-learning learning platform and the team based project method through the multimedia platforms Google, YouTube and Zoom as shown in Table 1 and Table 2 as follows:

Table 1 Analysis of Crostabs and ChiSquare MBKM policies for Collaborative Learning and e-learning

| The Implementation MBKM Policy | | Chi-Square . Test Results asypm. Sig. (2-sided) | | |
|--------------------------------|--|--|---------------------|---------------------|
| | | Pearson Chi-Square | Likelihood Ratio | Decision |
| 1 | What semester are you in now * What do you think The e-learning content is in the form of a case method that supports the implementation of MBKM policies | 0.00 | 0.00 | Significant |
| | What semester are you in now * In your opinion, which team-based project learning platform supports the implementation of team-based project MBKM policies | 0.00 | 0.00 | Significant |
| 2 | How well do you know about the Independent Learning-Independent Campus (MBKM) policy. * What do you think about the e-learning content in the form of case methods that support the implementation of the MBKM policy? | 0.19 | 0.07 | Note Significant |
| | How much do you know about the Independent Learning-Independent Campus (MBKM) policy. * In your opinion, which team-based project learning platform supports the implementation of the team-based project MBKM policy? | 0.00 | 0.00 | Significant |
| 3 | In your opinion, how many semesters and how many credits can be equated with the form of MBKM activities outside the university * How do you think e-learning content is in the form of case methods that support the implementation of MBKM policies | 0.00 | 0.00 | Significant |
| | In your opinion, how many semesters and how many credits can be equated with the form of MBKM activities outside the university * In your opinion, which team-based project learning platform supports the implementation of team-based project MBKM policies | 0.00 | 0.00 | Significant |
| 4 | Where did you get the information about the Independent Learning-Independent Campus (MBKM) policy. * What do you think about the e-learning content in the form of case methods that support the implementation of the MBKM policy? | 0.00 | 0.00 | Significant |
| | Where did you get information about the Independent Learning-Independence Campus (MBKM) policy. * In your opinion, which team-based project learning platform supports the implementation of the team-based project MBKM policy? | 0.00 | 0.00 | Significant |
| 5 | Does your study program have a previous program that is in accordance with the form of the Independent Learning-Independent Campus (MBKM) activity? * What do you think about the e-learning content in the form of case methods that support the implementation of MBKM policies? | 0.00 | 0.20 | Significant |
| | Does your study program have any previous programs that match the form of the Independent Learning-Independent Campus (MBKM) activity. * In your opinion, which team-based project learning platform supports the implementation of the team-based project MBKM policy? | 0.08 | 0.20 | Note Significant |
| 6 | If you were asked to choose from 8 (eight) forms of learning activities outside the study program, which would you choose * What do you think about e-learning content in the form of case methods that support the implementation of MBKM policies | 0.00 | 0.00 | Significant |
| | If you were asked to choose from 8 (eight) forms of learning activities outside the study program, which would you choose * In your opinion, which team-based project learning platform supports the implementation of the team-based project MBKM policy | 0.00 | 0.00 | Significant |
| 7 | Do curriculum documents, guidelines and operational procedures for participating in MBKM activities already exist in your study program? * What do you think about e-learning content in the form of case methods that support the implementation of MBKM policies? | 0.00 | 0.00 | Significant |
| | Do curriculum documents, guidelines and operational procedures for participating in MBKM activities already exist in your study program? * In your opinion, which team-based project learning platform supports the implementation of team-based project MBKM policies? | 0.00 | 0.00 | Significant |
| 8 | Have you prepared yourself to be a part of MBKM activities? * What do you think about e-learning content in the form of case methods that support the implementation of MBKM policies? | 0.00 | 0.00 | Significant |
| | Have you prepared yourself to be a part of MBKM activities? * In your opinion, | 0.00 | 0.00 | Significant |

| | | | | |
|----|--|------|------|-------------|
| | which team-based project learning platform supports the implementation of team-based project MBKM policies? | | | |
| 9 | In your opinion, will learning activities outside the study program have implications during the study period? * How do you think e-learning content is in the form of case methods that support the implementation of MBKM policies | 0.00 | 0.00 | Significant |
| | In your opinion, will learning activities outside the study program have implications during the study period? * In your opinion, which team-based project learning platform supports the implementation of team-based project MBKM policies | 0.00 | 0.00 | Significant |
| 10 | In your opinion, do off-campus learning activities provide additional competencies such as skills in solving complex real problems, analytical skills, professional ethics, etc. * What do you think about e-learning content in the form of case methods that support the implementation of MBKM policies? | 0.00 | 0.00 | Significant |
| | In your opinion, do off-campus learning activities provide additional competencies such as skills in solving complex real problems, analytical skills, professional ethics, etc. * In your opinion, which team-based project learning platform supports the implementation of team-based project MBKM policies? | 0.00 | 0.00 | Significant |
| 11 | In your opinion, studying in other study programs will broaden your perspective and provide the additional competencies needed * How do you think e-learning content is in the form of case methods that support the implementation of MBKM policies | 0.00 | 0.00 | Significant |
| | In your opinion, studying in other study programs will broaden your perspective and provide the additional competencies needed. * In your opinion, which team-based project learning platform supports the implementation of team-based project MBKM policies | 0.00 | 0.00 | Significant |
| 12 | In your opinion, how useful are you if you take part in MBKM activities in developing competencies/skills as a provision for work after graduation * How do you think e-learning content is in the form of case methods that support the implementation of MBKM policies | 0.00 | 0.00 | Significant |
| | In your opinion, what are the benefits if you participate in MBKM activities in developing competence/skills as a provision to work after graduation * In your opinion, which team-based project learning platform supports the implementation of team-based project MBKM policies | 0.00 | 0.00 | Significant |
| 13 | In your opinion, what do students need to prepare so that the implementation of MBKM runs optimally * What do you think about the content of e-learning in the form of case methods that support the implementation of MBKM policies | 0.00 | 0.00 | Significant |
| | In your opinion, what do students need to prepare so that the implementation of MBKM runs optimally * In your opinion, which team-based project learning platform supports the implementation of team-based project MBKM policies | 0.01 | 0.03 | Significant |
| 14 | In your opinion, how much of an increase in soft-skills did you get after you participated in MBKM activities in developing competence/skills as a preparation for work after graduation? * What do you think about e-learning content in the form of case methods that support the implementation of MBKM policies | 0.00 | 0.00 | Significant |
| | In your opinion, how much of an increase in soft-skills did you get after you participated in MBKM activities in developing competence/skills as a preparation for work after graduation? * In your opinion, which team-based project learning platform supports the implementation of team-based project MBKM policies? | 0.00 | 0.00 | Significant |
| 15 | In your opinion, how important are MBKM activities to prepare for the post-campus period * How do you think e-learning content is in the form of case methods that support the implementation of MBKM policies | 0.00 | 0.01 | Significant |
| | In your opinion, how important are MBKM activities to prepare for the post-campus period * In your opinion, which team-based project learning platform supports the implementation of team-based project MBKM policies | 0.00 | 0.00 | Significant |
| 16 | In your opinion, how important are MBKM activities to prepare for the post-campus period * How do you think e-learning content is in the form of case methods that support the implementation of MBKM policies | 0.00 | 0.00 | Significant |
| | In your opinion, how important are MBKM activities to prepare for the post-campus period * In your opinion, which team-based project learning platform supports the implementation of team-based project MBKM policies | 0.00 | 0.00 | Significant |

In table 1 Crosstabs and ChiSquare analysis of Collaborative Learning and e-learning MBKM policies on perceptions of e-learning content in the form of case methods that support the implementation of MBKM policies, it shows that of the 16 MBKM policy indicators as many as 15 indicators have a significance value above 0.05, only one indicator is the indicator of knowing about Based on these results, the MBKM policy that supports the collaborative learning design of the case method is as follows:

1. Intensive socialization from the university regarding the Independent Learning-Independent Campus policy
2. Your Study Program has a previous program that is in accordance with the form of the Independent Learning-Independent Campus (MBKM) activity.
3. The choice of forms of learning activities outside the study program, which one will you choose?
4. The availability of curriculum documents, guidelines and operational procedures for participating in MBKM activities already exists in your study program
5. Facilitation to prepare yourself to be part of MBKM activities
6. The certainty of learning outside the study program will have implications during the study period
7. Ensuring that off-campus learning activities will provide additional competencies such as skills in solving complex real problems, analytical skills, professional ethics, etc.
8. Ensuring studying in other study programs will broaden perspectives and provide additional competencies needed
9. Ensuring that MBKM activities provide benefits in developing competence/skills as a provision to work after graduation
10. Preparation by students so that MBKM implementation runs optimally
11. Ensuring an increase in soft-skills obtained after you participate in MBKM activities in developing competence/skills as a provision to work after graduation
12. Guaranteeing MBKM activities to prepare for the post-campus period and preparation for the post-campus period

Meanwhile, for Crostabs and ChiSquare's analysis of Collaborative Learning and e-learning MBKM policies on the perception of e-learning in the form of a team based project method that supports the implementation of MBKM policies, 15 indicators have a significance value above 0.05, namely the indicator What is the Program Your study had a previous program that was in accordance with the form of the Independent Learning-Independent Campus (MBKM) activity because it was the MBKM policy that encouraged the implementation of team-based project collaborative learning. Based on these results, the MBKM policies that support the design of collaborative learning with the casus method are as follows:

1. Intensive socialization from the university regarding the Independent Learning-Independent Campus policy
2. Knowing about the Independent Learning-Independent Campus (MBKM) policy
3. The choice of forms of learning activities outside the study program, which one will you choose?
4. The availability of curriculum documents, guidelines and operational procedures for participating in MBKM activities already exists in your study program
5. Facilitation to prepare yourself to be part of MBKM activities
6. The certainty of learning outside the study program will have implications during the study period
7. Ensuring that off-campus learning activities will provide additional competencies such as skills in solving complex real problems, analytical skills, professional ethics, etc.
8. Ensuring studying in other study programs will broaden perspectives and provide additional competencies needed
9. Ensuring that MBKM activities provide benefits in developing competence/skills as a provision to work after graduation
10. Preparation by students so that MBKM implementation runs optimally
11. Ensuring an increase in soft-skills obtained after you participate in MBKM activities in developing competence/skills as a provision to work after graduation
12. Guaranteeing MBKM activities to prepare for the post-campus period and preparation for the post-campus period.

Implementation of the e-learning Model MBKM Curriculum at Narotama University

The results of interviews and Focus Group Discussions conducted on lecturers and students related to the implementation of the MBKM curriculum and e-learning at Narotama University, the results of the discussion are as follows:

1. The need for the formation of a collaborative learning task force based on a digital management information system
2. Planning is needed starting from input, process, output and outcome
3. Need intensive socialization to lecturers and students
4. Collaborative learning using e-learning in accordance with the MBKM curriculum of Narotama University for the case study method using elina which is well structured, high quality and presented in a format that is easy to understand and use and for team based projects using the YouTube, Google, Zoom platforms
5. Enforcement Mechanism for implementing MBKM learning
6. The need for quality assurance of the MBKM curriculum to ensure the achievement of learning outcomes for MBKM and KPI courses

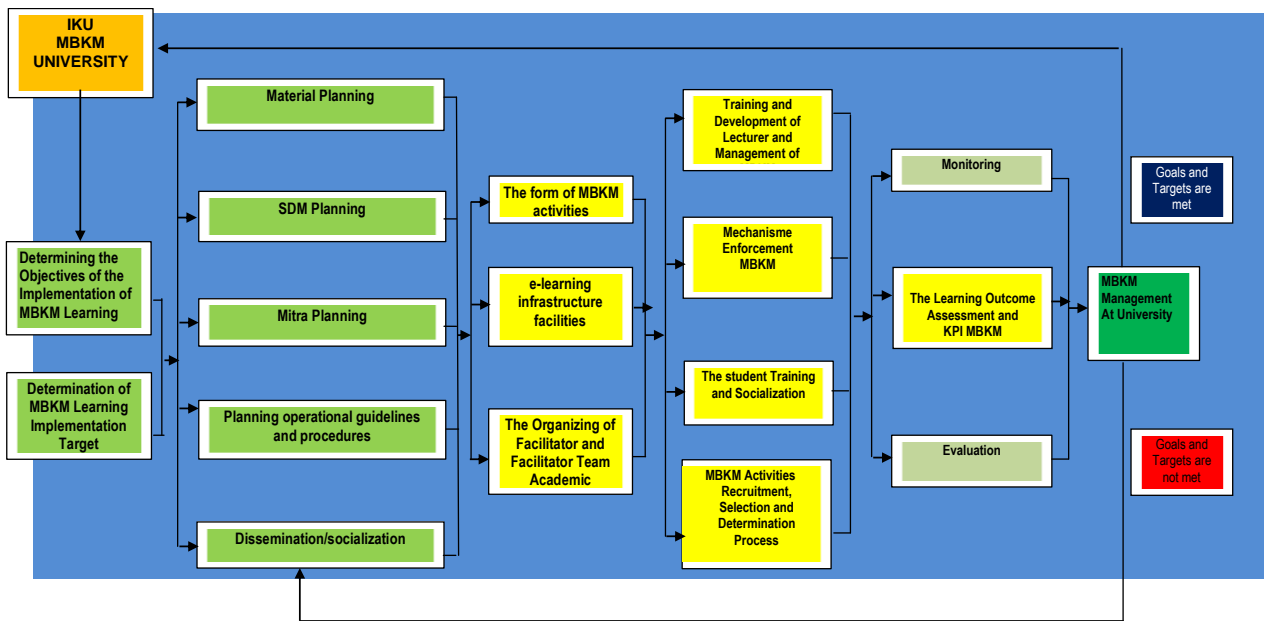


Figure 3. MBKM policy implementation Model at University

V. CONCLUSIONS AND RECOMMENDATIONS

The success of implementing e-learning requires setting goals and targets to be achieved by institutions, lecturers, students, as well as e-learning managers. The objectives and targets for implementing e-learning that have been set are socialized to related parties so that there are guidelines and clarity of direction in carrying out their duties and work. Based on the results of the crosstab analysis and chi-square test, it can be seen that from 16 MBKM policy indicators as many as 15 indicators have a significance value above 0.05, only one indicator is the indicator of knowing about the Independent Learning-Independence Campus (MBKM) policy and for Crosstabs and ChiSquare analysis of the MBKM policy for Collaborative Learning and e-learning on the perception of e-learning in the form of a team based project method that supports the implementation of the MBKM policy shows that of the 16 MBKM policy indicators, 15 indicators have a significance value above 0.

Regarding the implementation of e-learning, the MBKM curriculum for control and evaluation must be carried out thoroughly, both in the implementation process and the results of its activities. In the implementation of the MBKM curriculum e-learning. This is based on the formulation of the propositional research findings obtained from the three cases, including: (1) comprehensive monitoring/control during the process of implementing e-learning is needed to provide assurance that the implementation of e-learning implementation has been as planned, (2) evaluation of the performance of lecturers, students, and the manager of the process of implementing e-learning is carried out programmatically by a special team or institution with standard parameters or indicators to measure the success targets of each part involved, (3) control and evaluation carried out on the implementation of e-learning, is only limited to the implementation process but has not touched a substantial aspect, from the student MBKM policy so that the effectiveness of the implementation of e-learning on student learning achievement and the achievement of the MBKM IKU, especially IKU number 7, for this reason, some recommendations for improving the implementation of e-learning based on collaborative and digital learning are as follows: following :

1. Readiness of e-learning infrastructure facilities for collaborative learning, both hardware and software
2. MBKM Management Enforcement Mechanism at University level
3. Standardization of the MBKM KPI Learning Outcomes Assessment Method

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