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GIBAH (INTERNAL INITIATIVE MOVEMENT PROGRAM FOR GRANTS): A VIABLE IMPLEMENTATION OF MBKM PROGRAM IN SCIENCE MAJOR AT UNIVERSITAS KRISTEN MARANATHA

Robby Yussac Tallar, Maya Malinda, Olga Pattipawaej, Efferiki, Prabu Madvi H.A.S [1)]
Program Studi Teknik Sipil, Fakultas Teknik, Universitas Kristen Maranatha
Jln. Prof. Drg. Suria Sumantri, MPH No. 65 Bandung
robbyyussac@yahoo.com

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Abstract:

Since 2020 the Indonesian government has issued an MBKM program that has changed the paradigm of the education system, especially universities in Indonesia. Universitas Kristen Maranatha certainly quickly grasped the intent of the government's policy through the MBKM program by changing its education system. Lecturers and students are expected to play an active role and receive grants from various areas of the MBKM program offered by both the government and universities. Several policies from Universitas Kristen Maranatha that support MBKM activities have been stated in several related decrees, including the Decree on the Research Scheme in Universitas Kristen Maranatha, one of which reads that research lecturers must involve students in every proposed research grant program, including in the exact field. Joint involvement between lecturers and students in obtaining grants in the MBKM program, especially in science major, is considered to still need to be improved so that universities through LPPM take the initiative to carry out a moral action called GIBAH (Internal Initiative Movement Program for Grants). The question addressed that arises in this study are whether this movement has been going well by knowing how much students are involved in it. Therefore, the purpose of this research is to obtain complete existing information as well as an accurate measurement of the GIBAH moral action that has been carried out. The research analysis is divided into several parts, namely situational analysis/level of understanding, socialization analysis, and analysis of the success/implementation of action research that has been achieved. The results showed that the awareness of both lecturers and students were increased significantly during pandemic COVID-19 through several MBKM programs at Universitas Kristen Maranatha.

Keywords: Implementation of MBKM Program; Science major; Student Involvement

INTRODUCTION

In the era of the Industrial Revolution 4.0 and Society 5.0 as it is today, education in Indonesia cannot be separated from the influence of digitalization in various related aspects in the education process. This has accelerated again with the pandemic COVID-19 that hit the world, including Indonesia, thus encouraging the acceleration of change by applying elements of digital technology development in every aspect of learning. Regarding the planning and implementation of the MBKM concept program by the Indonesian government through the Ministry of Education, Culture, Research, and Technology which was launched in 2020, this MBKM Policy is a policy made so that the learning process is more flexible and according to student needs and demands. Every university in Indonesia is required to be able to implement the MBKM program quickly and correctly, including Universitas Kristen Maranatha. The learning process at Universitas Kristen Maranatha has been student-centered learning which is very essential. Moreover, the MBKM program provides challenges and opportunities for the development of innovation, creativity, capacity, personality, and student needs. Universitas Kristen Maranatha also hopes that it can be a place for every student to develop independence in seeking and finding knowledge through realities and field dynamics. This can be realized through ability requirements, real problems, social interaction, collaboration, self-management, performance demands, targets, and achievements so that it is hoped that through a well-designed and implemented MBKM program, students' hard skills and soft skills will be formed strongly.

The problem that occurs with the MBKM program is of course the disruption of the existing education system, including at Universitas Kristen Maranatha itself. At first, some of the policymakers or stakeholders were still unfamiliar

or did not understand properly and correctly the objectives of the MBKM program. Therefore, to socialize it, efforts were made, including the issuance of several policies from Universitas Kristen Maranatha that support this MBKM activity and it has been stated in several related decrees, including the Decree on Research Schemes in the Universitas Kristen Maranatha Environment, one of which reads that research lecturer is obliged to involving students in every proposed research grant program, including in the science major. This is deemed necessary because the joint involvement of lecturers and students in obtaining joint grants for the MBKM program, especially in the field of science major, is still considered to need to be improved. In addition to these formal efforts, the university through LPPM also took the initiative to carry out a moral action called GIBAH (Joint Internal Movement to Get Grants) to get maximum results.
The basic question or question addressed that arises in this study are whether this movement has been going well by knowing how much students are involved in it. Therefore, the purpose of this research is to obtain a complete existing picture as well as an accurate measurement of the GIBAH moral action that has been carried out. The urgency of the research is to determine the level of success or level of effectiveness of the efforts to obtain grants that have been carried out so far related to the MBKM program by Universitas Kristen Maranatha so that it can be used as a good example to be developed by other universities.

IMPLEMENTATION OF MBKM PROGRAM IN SCIENCE MAJOR

The discussion in this paper is focused on how the science major study program at Universitas Kristen Maranatha applies the concept of a driving lecturer by the MBKM concept framework with examples of the stages of implementing lecturer and student activities including the evaluation process carried out. The science major study program at Universitas Kristen Maranatha has implemented the MBKM concept by having a vision and mission that is oriented towards excellence, with international standards and the use of digital technology. In the process of achieving the vision and mission, of course, fundamental changes are made at the level of the study program, including changes to the curriculum that supports it. The MBKM policy which focuses on efforts to encourage students to master not only engineering study programs but also various other sciences that are useful and desired by students to enter the world of work must be accommodated by the science major study program. The general process of the implementation of the MBKM Program in Science Major can be seen in Figure 1.

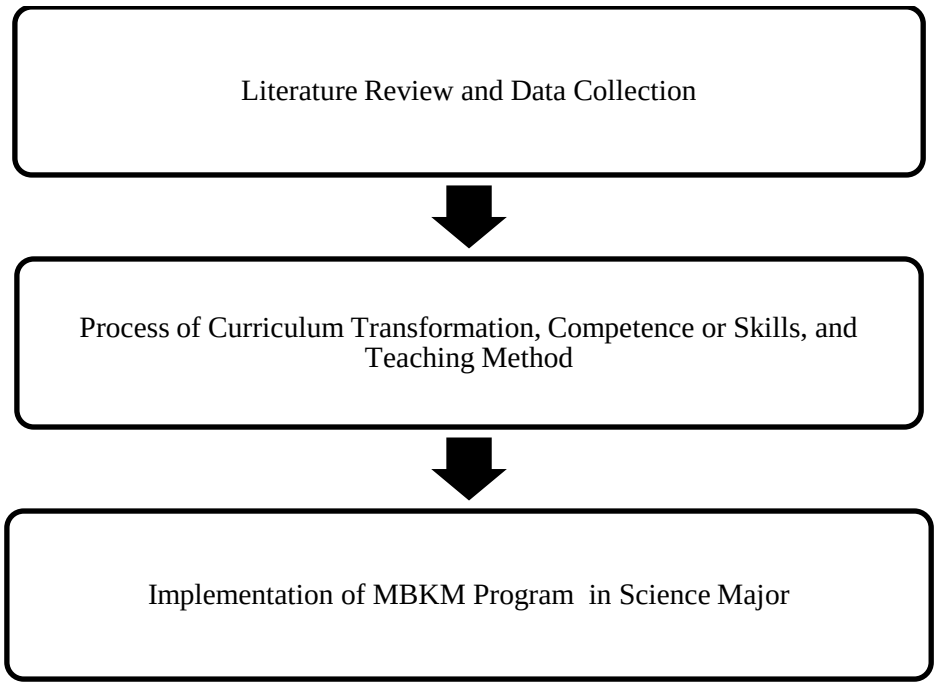
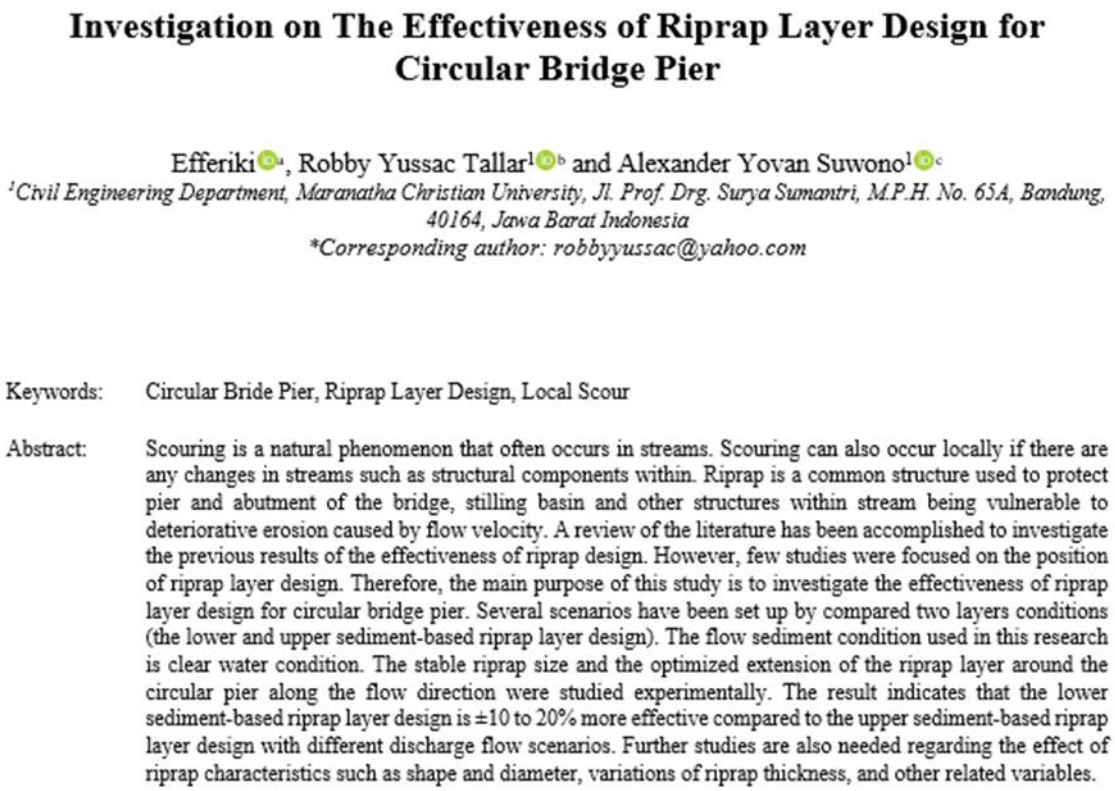


Figure 1. The general process of the implementation of the MBKM Program in Science Major

A good example was taken from Civil Engineering Study Program. This study program already prepared and breakdown the MBKM program completely. On September 1, 2020, the Civil Engineering Study Program has ratified the education curriculum policy through Decree number 050/SK/AK/UKM/IX/2020 concerning the Determination of the Implementation of the Higher Education Curriculum Based on KKNI and MBKM in Civil Engineering Undergraduate Program. A maximum of 20 credits can be taken by students of the Civil Engineering Study Program at Universitas Kristen Maranatha, both across study programs on campus and off-campus. The Civil Engineering Study Program at Universitas Kristen Maranatha itself also offers various courses that can be taken or taken by students outside the study

program. In general, the role of the driving lecturer is certainly very large, especially when viewed from the activity of implementing each course given. These activities can be described below:

1) Internship activities program or practical work that has been carried out together with external parties jointly formulate learning methods, monitoring processes, assessment, and evaluation processes that are provided for students who take part. Of course, before the implementation of the internship or practical work, a letter of approval or cooperation agreement must be made between the Civil Engineering Study Program of Universitas Kristen Maranatha and industry/outside parties who follow the MBKM program by being actively involved in the education process.
2) Research or research activities in the form of joint research activities with students at both internal and external levels in the UKM Civil Engineering Study Program have been carried out by the fishbone or research framework of each KBK by the research road map of study programs, faculties, and universities. The results of this research are also disseminated in various national and international seminars as well as scientific journals as shown in Figure 2. Lecturers as supervisors always involve students in scientific activities including research and community service. During a period, the lecturer discusses the topics that become the material for the research framework, then students are invited to take their respective parts according to their wishes. Each group will produce a work that will later have output and be disseminated.
3) Entrepreneurial activities have also been carried out by students together with supervisors, especially in entrepreneurship courses. At the end of this course, each team will sell or demonstrate their entrepreneurial results on a digital platform.
4) The driving lecturer has also carried out joint activities in participating in competitions and the results can be in the form of studies or independent projects that can convert the results of competitions that have been followed by students by entering them into several courses that comply with the maximum requirement of 20 credits.



Investigation on The Effectiveness of Riprap Layer Design for Circular Bridge Pier

Efferiki[a], Robby Yussac Tallar[1][b] and Alexander Yovan Suwono[1][c]

[1]*Civil Engineering Department, Maranatha Christian University, Jl. Prof. Drg. Surya Sumantri, M.P.H. No. 65A, Bandung, 40164, Jawa Barat Indonesia*

**Corresponding author: robbyyussac@yahoo.com*

Keywords: Circular Bride Pier, Riprap Layer Design, Local Scour

Abstract: Scouring is a natural phenomenon that often occurs in streams. Scouring can also occur locally if there are any changes in streams such as structural components within. Riprap is a common structure used to protect pier and abutment of the bridge, stilling basin and other structures within stream being vulnerable to deteriorative erosion caused by flow velocity. A review of the literature has been accomplished to investigate the previous results of the effectiveness of riprap design. However, few studies were focused on the position of riprap layer design. Therefore, the main purpose of this study is to investigate the effectiveness of riprap layer design for circular bridge pier. Several scenarios have been set up by compared two layers conditions (the lower and upper sediment-based riprap layer design). The flow sediment condition used in this research is clear water condition. The stable riprap size and the optimized extension of the riprap layer around the circular pier along the flow direction were studied experimentally. The result indicates that the lower sediment-based riprap layer design is ±10 to 20% more effective compared to the upper sediment-based riprap layer design with different discharge flow scenarios. Further studies are also needed regarding the effect of riprap characteristics such as shape and diameter, variations of riprap thickness, and other related variables.

Figure 2. The Example of Scientific Paper Result as the Outcome of MBKM Program

THE EVALUATION OF THE MBKM PROGRAM

Concerning the evaluation of the MBKM Program, we have the BACI (Before-After-Control- Impact) method to evaluate the process of the MBKM Program. The existing comprehensive description has been performed and compared with the conditions after the implementation of MBKM was released. The random sampling with the interview projects has been done to analyze the progress of the MBKM program so far. Lecturers and students at the science major study program have been given a set of questionnaires concerning the MBKM Program. The results showed that the awareness of both lecturers and students were increased significantly during pandemic COVID-19 through several MBKM programs at Universitas Kristen Maranatha.

CONCLUDING REMARKS

The driving lecturer has been running in the Civil Engineering Study Program, Universitas Kristen Maranatha. But of course, there are still many things that can be improved again to achieve maximum results. Lecturers should play an active role in inviting their students to participate in various academic activities. Of course, the spirit to move forward with these students must arise from the personal heart of each lecturer. The regulations are indeed very supportive, but back again to the lecturers in teaching and their calling. Motivating lecturers should interpret the educational process more to achievements that are not only academic but also other supporting things. Of course, this will bring a pleasant teaching and learning atmosphere for students, and ultimately students can develop every potential they have well.

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