Implementation of Learning Curriculum in Integrated Independent Campus Learning Program Case Study on KKNT Village Project

by Indah Prabawati

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Indah Prabawati [iD]
Doctoral Program in Education Management, Surabaya State University,
Surabaya, Indonesia

Meirinawati [iD]
Doctoral Program in Education Management, Surabaya State University,
Surabaya, Indonesia

Yatim Riyanto [iD]
Education Management Study Program, Surabaya State University,
Surabaya, Indonesia

Nunuk Hariyati [iD]
Education Management Study Program, Surabaya State University,
Surabaya, Indonesia

Artanti Indrasetianingsih [iD]
Statistics Study Program, Universitas PGRI Adi Buana Surabaya
Surabaya, Indonesia

Suyatno Ladiqi [iD]
Faculty of Law & International Relations, Universiti Sultan Zainal Abidin,
Malaysia

Abstract. The purpose of this study was to describe the implementation and results of the MBKM study program on projects in villages at the Faculty of Social Sciences and Law, Surabaya State University. This research uses a qualitative approach with a descriptive research type. The focus of this research is based on the policy implementation variable developed by Merilee S. Grindle, namely the policy content variable, which includes: (1) interests affected by the policy; (2) types of benefits to be generated; (3) desired degree of change; (4) position of policymakers; (5) program implementers; and (6) deployed resources. Furthermore, policy context variables include: (1) the power, interests, and strategies of the actors involved; (2) the characteristics of the

institutions and regimes in power; and (3) the compliance and responsiveness of implementers. The data collection process was carried out through interviews with the secretaries of the MBKM KKNT Program, deputy deans for Academic Affairs, heads of departments or heads of study programs, field supervisors, and lecturers of Village Project KKN-T courses. Also included were students participating in the MBKM KKNT Project in the Village and literature study who used and collected data such as activity reports, regulations related to the project's KKNT Program in the Villages, along with books and articles about the MBKM program. The report revealed that students need to have an understanding of the management of concepts and use of systems for implementing village project KKN-T activities to meet the expected goals.

Keywords: implementation; independent campus learning program

1. Introduction

The rapid development of the era has demanded that the education sector innovate to prepare future candidates with the best competence. There is also an independent campus in universities—an independent and flexible learning method. This refers to the Independent Campus Policy, promulgated by the Minister of Education and Culture's Regulation No. 3 of 2020 on National Higher Education Standards. It is clarified in Article 18, which states that fulfilling the period and study load for undergraduate or applied undergraduate program students can be accomplished by participating in the entire learning process for the prescribed period and fulfilling the study requirements of the study programs at tertiary institutions. The independent campus policy includes eight student activities: student exchanges, internships, work practices, teaching assistants in academic units, research and research, humanitarian projects, entrepreneurial activities, independent studies and projects, and building thematic real-world work villages and colleges (KKNT) (Erwin et al., 2020; Prastowo et al., 2020; Yunaini et al., 2022).

As stated by the Ministry of Ministry of Villages, Development of Undeveloped Areas, and Transmigration, Dr. (HC) H. Abdul Halim Iskandar, M.Pd., "With the urgency of the KKNT project in the village, it can help accelerate the village's sustainable development goals (SDGs)." It can be a solution through discussion and mapping of various village problems, allowing UNESA students to focus on the problems being worked on and the programs being implemented. Meanwhile, the Chancellor of UNESA, Prof. Dr. Nurhasan, M. Kes, hopes that the KKNT Project in the Village can become a forum for village development activities as well as a means of exploring village potential and caring for village communities. Moreover, it could be an answer to the demands of village communities to be developed and be independent through student services. The Faculty of Social Sciences and Law (FISH) is one of the faculties at UNESA that also organizes this activity. As an illustration, FISH UNESA has eight study programs consisting of the Bachelor of Civics Study Program, the Bachelor of Geography Education Study Program, the Bachelor of History Education Study Program, the Bachelor of Administration Science Study Program, the Bachelor of Sociology Study Program, the Bachelor of Law Study Program, the Bachelor of

Communication Studies Study Program, and the Bachelor of Social Sciences Education Study Program. There were 3,616 active students in FISH, as well as six study programs with a total of 167 students participating in the KKNT Project in Villages in 2021. This can be detailed as follows:

Table 1: Total active students of the Faculty of Social Sciences and Law, Surabaya State University for the 2021-2022 period

No.	Study Program	Total student active in period 2021-2022
1.	S1 Pancasila and Citizenship Education	422
2.	S1 History Education	435
3.	S1 Geography Education	441
4.	S1 Social Education	310
5.	S1 Sociology	434
6.	S1 Communication Science	435
7.	S1 Administration Science	447
8.	S1 Law Science	692
Total		**3616**

The data in Table 1 show that the number of active students is distributed among the eight study programs at FISH UNESA. This research is useful for the world of education, especially higher education at the university or college level, as a form of evaluation and improvement of the education system implemented after the COVID-19 pandemic. By using the theoretical framework of Grindle (1997) regarding policy implementation, it is hoped that the implementation of the MBKM study program in the KKNT-Village Projects can be seen through two major variables so that, in future, improvements can be made to improve the quality of the MBKM program's implementation, especially in KKNT-Village Projects. Students need changes and improvements as to how the MBKM program's rules are drawn up. Furthermore, this research is expected to build capacity for institutions, especially the Faculty of Social Sciences and Law at the Surabaya State University.

Table 2: Number of students participating in the Project KKNT Program in the Villages of the Faculty of Social Sciences and Law, Surabaya State University 2022

No.	Study Program	Number of Students Participating in Project KKNT in Villages in 2022
1.	S1 Pancasila and Citizenship Education	30
2.	S1 History Education	20
3.	S1 Geography Education	29
4.	S1 Social Science Education	36
5.	S1 Sociology	50
6.	S1 Administration Science	2
Total		**167**

Initially, FISH UNESA had implemented the KKN program; however, this differed from the KNT in the MBKM curriculum. The most visible difference is in the duration, nature, and number of credits: the regular KKN is usually carried out over 30-45 days with a total of three credits and is mandatory. At the

same time, the MBKM KKNT lasts for one semester with a total of 20 credits, and students can choose to join either this program or other MBKM programs. These differences required FISH UNESA to make several adjustments so that the KKNT program can run effectively even though it was initially implemented during a pandemic. Based on this, this study's objectives were formulated to describe the implementation of the MBKM study program on projects in villages at the Faculty of Social Sciences and Law, Surabaya State University.

Gap research on the implementation of learning curriculum in integrated independent campus learning refers to identifying the areas where the current curriculum implementation falls short of the expected standards. The following are some potential gaps that could be explored: Firstly, lack of integration: Integrated independent campus learning refers to a model of education where students learn in an environment that integrates academic, social, and personal development. A potential gap in implementing the learning curriculum could be a lack of integration of these elements. Secondly, limited focus on individual learning: The implementation of the learning curriculum could focus more on delivering content and less on individualized learning. The curriculum may not be tailored to meet each student's specific needs and learning styles. Thirdly, inadequate assessment and evaluation: Another gap in implementing the learning curriculum could be the assessment and evaluation process. It could be possible that the current assessment methods do not align with the learning objectives or do not provide meaningful feedback to students. Fourthly, insufficient teacher training: Teachers are critical to the success of any learning curriculum implementation. The gap could be that the current teacher training programs are not adequately preparing them to teach in an integrated independent campus learning environment. Fifthly, limited resources: Implementing an integrated independent campus learning curriculum requires significant resources such as technology, physical infrastructure, and human resources. A potential gap could be the limited availability of resources required to successfully implement the curriculum. Sixthly, lack of parental involvement: Parental involvement is crucial to the success of any learning curriculum implementation. However, the gap could be that parents are not adequately involved in the learning process, which could negatively impact student outcomes. Seventhly, inadequate support for students with diverse needs: Integrated independent campus learning aims to provide a personalized learning experience for each student. However, a potential gap could be inadequate support for students with diverse needs, such as students with disabilities or those from low-income backgrounds. Finally, inflexible curriculum: Another potential gap could be that the current learning curriculum is inflexible and does not allow modifications based on student needs, interests, and goals. This lack of flexibility could limit student engagement and motivation.

Implementing a learning curriculum in an integrated independent campus is essential for several reasons: (1) It ensures learning outcomes. A learning curriculum is designed to ensure that students achieve specific learning outcomes. It helps teachers plan, develop and deliver a comprehensive

curriculum aligned with the campus's educational goals. A well-designed learning curriculum means students are more likely to achieve their learning goals, and teachers can monitor and evaluate their progress effectively. (2) It promotes a standardized learning experience: Implementing a learning curriculum promotes a standardized learning experience across the campus. It ensures that students receive the same quality of education regardless of their location, background, or academic ability. This promotes equity and fairness in the education system. (3) It enhances student engagement: A learning curriculum provides a clear structure and guidance for teachers to create engaging and relevant learning experiences. It helps teachers use various teaching methods, activities, and assessments to engage students and enhance their learning experience. (4) It facilitates teacher collaboration: A learning curriculum provides a shared framework for teachers to collaborate, share resources, and develop common assessments. This promotes a culture of professional learning and continuous improvement, where teachers can learn from each other and support each other in delivering effective instruction. (5) Finally, it supports student transitions: A learning curriculum helps ensure that students are well-prepared for their transitions, whether from one grade to the next or from one school to another. Students can transition smoothly and build on their previous learning experiences by aligning learning outcomes and instructional strategies.

Independent Campus Learning Program
The Independent Campus Learning Program is a policy of the Minister of Education and Culture that aims to encourage students to master various knowledge useful for entering the world of work. The Independent Campus Learning Program provides opportunities for students to choose their courses. How people learn is essential to student-centered learning in the Independent Campus Learning Program. The Independent Campus Learning Program provides opportunities and challenges for developing innovation, creativity, capacity, personality, and student needs, as well as independence in seeking and finding knowledge through field realities and dynamics such as ability requirements, real-world problems, social interaction, collaborative self-management, demands for performance, targets, and implementation. Students' hard and soft skills are well developed through a well-designed and implemented independent learning program (Rachman et al., 2022; Yohana, 2021; Yusuf, 2021).

The MBKM program entitles students to carry out three semesters of study outside the study program, with the details of one semester or the equivalent of 20 credits of study outside the study program at the same tertiary institution and two semesters or the equivalent of 40 credits of study in a different study program at the same tertiary institution. Eight MBKM programs can be selected and followed by students: (1) Student exchange; (2) internship or work experience; (3) teaching assistant in an academic unit; (4) research or research; (5) humanitarian projects; (6) entrepreneurial activities; (7) independent study or project; and (8) village construction or thematic real-world work lectures (Febrianti et al., 2022; Hakim et al., 2022).

Thematic Real Work Lectures - Projects in the Village (KKNT-Project)
One of the activities of the MBKM program is building villages or thematic real-world lectures. This activity is a form of education that provides learning experiences for students to live in the community, directly identifying and dealing with community problems and making efforts to increase the content and value of education for students and to obtain greater added value for higher education. Student interaction with the community in the village will build students' sensitivity and empathy towards social problems (Basri et al., 2022; Lestari et al., 2022; Wardani et al., 2021).

The KKN-T project in the village is one of the themes that students can choose for their KKN activities. The goal of KKN-T's project in the village is to increase the community's welfare, peace, comfort, and health by making the most of the village's potential. This is in line with government policy, which makes villages part of the nation's economic resilience. With all its advantages, the village has a strategic role in supporting the development and the national economy. However, only some villages have been maximally cultivated, and many lands still need to be managed properly. Students who run this program should be sensitive to social issues and contribute to the community by optimizing existing resources and providing new ideas, creations, and innovations for the people in the village.

The Village Project KKNT at UNESA comprises six courses: program design, tool development, program implementation, program evaluation, report development, and program dissemination (Surabaya State University, 2022). Village projects are divided into three categories: (1) Capacity Building for Groups in the Environment Sector; (2) Capacity Development in the Economic Sector/Village-Owned Enterprises; and (3) Capacity Building for Groups in the Social and Cultural Sector.

Based on the substance of the theme, the scope of KKN can be grouped into three village project foci as follows:
1. Capacity building for the environmental sector group includes activities carried out for improved sanitation, waste management, management advice and assistance, and implementing Eco-Green, Eco-Tourism, and Reboisasi programs.
2. Capacity building for economic sector groups or village-owned enterprises include activities relating to the development of creative industry business groups, handicrafts, culinary and information technology, agricultural villages, sports villages, education villages, and other creative villages.
3. Development of group capacity in social and cultural affairs include activities for improving the use of human resources, setting up groups to deal with disasters, and putting information technology into the system for running the village government.

This research is part of a research roadmap on education policy implementation that researchers are completing. In this research, the researchers intend to

describe the implementation of the MBKM policy in a case study on the village project KKNT at FISH UNESA.

2. Methodology

Research Location

The location of this research was carried out at the Faculty of Social Sciences and Law, Surabaya State University, which is located in Jl. Ketintang, Gayungan District, Surabaya City. The location was chosen because the Faculty of Social Sciences and Law had a large number of students (3,616 in 2021) and had run the Village Project KKNT, especially in the 2019 class, which carried out KKNT-Village Project activities for four months. The choice of location was adjusted according to the collaboration between the university and the local government.

Research Approach

This study used a qualitative approach. Qualitative research is a type of research that is based on the philosophy of post-positivism. It is used to study the state of natural objects. The researcher is the most important tool, and triangulation is used to collect data. Inductive or qualitative analysis is used to assess the data, and the results of qualitative research focus on meaning rather than generalization (Sugiyono, 2014).

Research Type

This research corresponds to descriptive research. Descriptive research is directed at systematically and accurately describing symptoms, facts, or events related to the population's characteristics. This type of research is not necessarily focussed on finding or explaining relationships or testing hypotheses. The purpose of descriptive research is to produce an accurate picture of a group, describe the mechanism of a process or relationship, provide a complete picture either in verbal or numerical form, provide basic information about a relationship, create a set of categories, and classify research subjects. This method also describes a set of stages or processes and a way to store contradictory information about research subjects.

Informant

The respondents in the study were determined by purposive sampling, namely those who were considered to have information about implementing the MBKM study program in projects in the villages of the Faculty of Social Sciences and Law. Participants in this study included the Secretary of the KKNT MBKM Program, the Deputy Dean for Academic Affairs, the Chair of the Department/Head of the Study Program, field advisors, teaching lecturers for KKNT subjects, and FISH students who were part of the MBKM Study Program in village projects and thematic KKN.

Research Focus

This research focused on implementing the MBKM study program on projects in villages at the Faculty of Social Sciences and Law, Surabaya State University. The implementation process was based on two major variables, namely the content of the policy and the context of its implementation (Grindle, 1997). Policy content variables include (1) influencing interests; (2) types of benefits

received by the target group; (3) the desired degree of change from a policy; (4) the location of decision-making; (5) the program executor; and (6) the resources used. Policy environment variables include (1) how much power, interests, and strategies are owned by the actors involved in policy implementation; (2) characteristics of the situation and regime in power; and (3) the target group's level of compliance and responsiveness.

Date analysis

The data analysis technique is a technique used by researchers to obtain a conclusion through systematic data collection. This research study used an interactive model from Miles and Huberman (1994). The data analysis model is depicted in Figure 1:
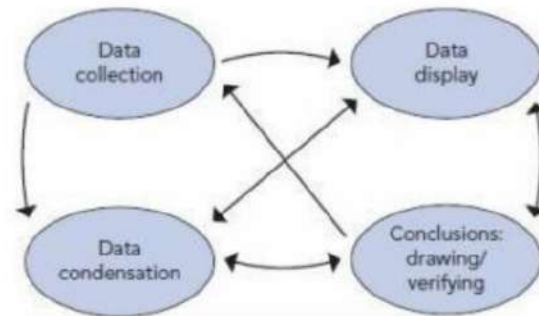

Figure 1: Interactive data analysis models (Miles & Huberman, 1994)

Date Collection

Data collection techniques used by researchers included interviews. The Secretary of the KKNT MBKM Program, the Deputy Dean for Academic Affairs, the Head of Department and Head of Study Program, the Field Supervisor, the Teaching Lecturer for KKNT Courses, and the Students Participating in the MBKM Study Program Villages and KKNT Thematic Projects were interviewed. Furthermore, a literature study was carried out by collecting the required library data, such as data on reports on the activities of the MBKM program (Study on Village Projects at the UNESA Faculty of Social Sciences and Law) that have been compiled previously, regulations related to the MBKM program (Study on the Village Project at the Faculty of Social Sciences and Law, UNESA), along with books and articles about the MBKM program (Study on Village Projects at the Faculty of Social Sciences and Law, UNESA).

3. Results and Discussion

To achieve the village SDGs, especially the goal of realizing quality village education, the Ministry of Villages, Development of Disadvantaged Regions, and Transmigration developed a collaboration with the Ministry of Education, Culture, Research, and Technology. The Ministry of Home Affairs signed a work agreement on the affirmation of the implementation of higher education for village heads, village apparatus, the village consultative establishment, and professional assistance staff (village assistants) based on past learning

recognition as well as the independent learning program. As a concrete action, in 2022, the development of the Village Past Learning Pilot Program was implemented in collaboration with Yogyakarta State University (UNY) and Surabaya State University (UNESA). Surabaya State University is one of the state universities in Surabaya and was established on December 19, 1964. UNESA already has seven faculties in various locations. The Ketintang Campus is home to four faculties: the Faculty of Social Sciences and Law, the Faculty of Economics, the Faculty of Engineering, and the Faculty of Mathematics and Natural Sciences. Meanwhile, three other faculties are located at the Lidah Wetan Campus: the Faculty of Sports Science, the Faculty of Education, and the Faculty of Languages and Arts.

In 1964, the Faculty of Social Sciences and Law was established under the Faculty of Social Sciences Education (FPIPS). Currently, it has six majors and eight study programs. These are the Public Administration Department with a Bachelor of Public Administration Study Program; the Geography Department with a Bachelor of Geography Education Study Program and a Bachelor Social Sciences Education Study Program; the Department of Social Sciences with a Bachelor of Sociology and Communication Studies Study Program; and the Department of Pancasila Moral Education and State Citizenship. FISH UNESA has 112 lecturers spread across eight study programs. In addition, for the smooth process of activities at FISH UNESA, there are 38 education staff members. The education staff is assigned to take care of operations in each department, while some manage operations at the faculty level. The Faculty of Social Sciences and Law's Bachelor of Sociology Study Program and Bachelor of Public Administration Science Study Program are both parts of the Past Learning Plan Program. The full classrooms reflect that most people who want to study are in the Faculty of Social Sciences and Law, especially in the Bachelor of Administration Science Study Program. These data were obtained by researchers. Then an assessment was carried out related to implementing the Past Learning Recognition Program (RPL) in order to achieve village SDGs (study on the Bachelor of Administration Science Study Program, FISH UNESA).

1. Standard and Goal of Education

Standards and objectives are determined in a policy implemented by the executor. Based on the mandate of the 1945 Constitution, Article 31, it is stated that every country has the right to education. The government must develop a national education system so that all citizens receive an education to uplift the nation's standard of living and human welfare through promoting religious values and national unity. Referring to Presidential Regulation Number 85 of 2020, the Ministry of Villages, Development of Disadvantaged Regions, and Transmigration has the task of administering government affairs in the fields of village and rural development, empowering rural communities, accelerating the development of underdeveloped areas, and transmigration.

This is supported by the Minister of Education, Culture, Research, and Technology under Regulation 41 of 2021 Concerning Recognition of Past Learning. In 2021, 45,387 village heads, 43,876 village secretaries, 31,147 village-

owned enterprises, and 7,889 professional assistants were high school graduates or equivalents. In addition, 20,450 village heads, 25,721 village secretaries, 15,477 village-owned enterprise officials, and 23,735 professional assistants were awarded bachelor's or other degrees. To increase access to higher education, the Directorate General of Higher Education, Ministry of Education, Culture, Research, and Technology, through the Directorate of Learning and Student Affairs, launched a government assistance program for implementing Type A2 Past Learning Recognition in 2021.

Recognition of Past Learning is the recognition of one's learning achievements obtained through formal, non-formal, or informal education or work experience that led to formal education. This program is based on the legal foundation of Minister of Higher Education Research and Technology Regulation No. 26 of 2016 regarding Guidelines for Recognizing Past Learning. This is based on several legal foundations, including the Law on National Education System No. 20 of 2013 and President Regulation No. 4 of 2014. By means of this program, it is hoped that individuals who have not had the opportunity to complete their education (diplomas, bachelor's, master's degrees) and are already working can continue their education and be encouraged to continue learning through formal education at the higher education level. Mr. Agus, Village Head of Bakulan Village, expressed an opinion on the statement above:

> "As the village head, I also encourage maximum learning to take place so that the village can utilize future benefits with increased capacity. According to monitoring, the participants' enthusiasm was extraordinary because our initial intention was to improve quality or competence in service delivery."

This can be recognized as learning outcomes in the form of obtaining credits for pursuing undergraduate or postgraduate levels in the Past Learning Recognition program. However, for the present, the Recognition of Prior Learning program is implemented at the undergraduate level. Undergraduates can be high school graduates or equivalent, have attended college and have a minimum of two years of experience, or at least have a clear training certificate. Those who have started a master's degree course but have not continued, have work experience, or have certified training will receive one semester of assistance for master's programs.

To realize this, a collective labor agreement was signed on February 20, 2021, in Jakarta. According to this program, collaboration is carried out by many universities, not only state universities but also private universities, which are accommodated in the Village Higher Education Forum (PERTIDES). The Village Higher Education Forum is committed to supporting the village and rural development by improving the quality of community education. Village Higher Education Forums are committed to and strongly support the implementation of the Village Past Learning Recognition Program and develop educational programs in their respective environments. To date, as many as 13 state universities and private universities have developed recognition of prior learning programs for undergraduate and postgraduate levels. The Village Past Learning Recognition Program is meant to be for all stakeholders and entities can work

together to improve the quality of life in villages and rural areas by giving additional educational help.

A Guide to the Village Past Learning and Recognition Program was also compiled as a follow-up. It is regulated by Ministerial Decree Number 122 of 2021 and contains much information about the mechanisms, procedures, and technical and administrative procedures for running the Village Past Learning Recognition Program, starting with the recruitment process, assessment, learning process, assessment, and graduation. Similar to the goal of the state, the Recognition of Past Learning program aims to provide opportunities for village heads, village officials, members of village consultative councils, managers of village-owned enterprises, professional assistance staff, and village community empowerment activists to pursue higher education through the Recognition of Learning pathway. This is the opinion of Mr. Deni, the Head of part the Clebung Village Government Section :

"As the Head of Village Administration, I have understood how implementation follows theory and participants' enthusiasm in other subjects. How we do it, some participants plan agendas to discuss the Recognition of Past Learning program (assignments)."

2. Human Resources

Policy implementation needs to be supported by both human and non-human resources. Human resources in the Past Learning Recognition program consist of the involvement of development actors and the empowerment of village communities with important values in village development. Thus, to accelerate the achievement of SDGs and improve the quality of human resources in villages, it is necessary to recognize past learning from work experience in villages as course credits for pursuing further education at the undergraduate, graduate, and postgraduate levels. Therefore, the Ministry of Villages, Development of Disadvantaged Regions and Transmigration, together with higher education providers and scholarship funders, implemented Village Past Learning Recognition through a pilot program by the Bojonegoro Regency Government. It provided single tuition fees for around 1,600 Village Past Learning Recognition participants, consisting of village heads, village officials, members of the village supervisory board, managers of village-owned enterprises, assistance staff (TPP), village community empowerment cadres (KPMD), and other activists domiciled in Bojonegoro Regency. The Bojonegoro Regency Government provided single tuition fees for students who pass through funding sources in the Bojonegoro Regency in the form of the Village Expenditure Budget.

This has been promulgated in Government Regulation Number 43 of 2014 concerning Regulations for Implementing Law Number 6 of 2014 concerning villages. Furthermore, the Regulation of the Minister of Villages, Development of Disadvantaged Regions, and Transmigration Number 13 of 2020 concerning the Priority for the Use of Village Funds in 2021 mandates the use of village funds to be directed to programs within the context of village sustainable development goals (SDGs), namely realizing both a village without poverty and hunger as well an economically sustainable village. This includes villages that care about health,

villages that care for the environment, villages that care about education, villages that are women-friendly, villages with networks, and villages that are culturally responsive.

In 2022, the Village Past Learning Recognition Program in Bojonegoro Regency, East Java Province, worked with Yogyakarta State University (UNY) and Surabaya State University (UNESA) to reach the goals of the Village SDGs. To achieve common goals, good cooperation is also required between the Ministry of Villages, represented by the heads of agencies in the Ministry of Villages: Development of Disadvantaged Regions and Transmigration; Organizing Colleges, consisting of University Chancellors and Deputy Chancellors and heads of study programs, and study program lecturers who are directly involved in the field to teach students, and scholarship funders. However, not all study programs are suitable for the Past Learning Recognition program. Therefore, by selecting study programs that meet the objectives of the Past Learning Recognition program, five appropriate undergraduate study programs were selected, namely Public Administration, Management, Accountants, Sociology, and Out-of-School Education. The Past Learning Recognition Program is a way to give credit for building and empowering rural communities with knowledge and experience. It will run for two years. In its implementation, one of the study programs that are most in demand at UNESA is the Bachelor of Public Administration, which consists of six classes. According to Mrs. Tjitjik Rahaju, a lecturer who is also the Head of the State Administration Study Program, she said:

> "In one class, there were several villages; this happened because, during registration, each village was given a quota so they would not enter the same study program or university. For example, in one generation, one village is only given a quota of 2 people. Because there are quite a lot of enthusiasts in this study program, and there are quite many villages in Bojonegoro".

Apart from the need for cooperation, other supporting factors are also needed, such as facilities and infrastructure at UNESA. This can be gauged from the facilities provided by the campus, which provide facilities and infrastructure both offline and online. According to Mrs. Wiwik Sri Utami, Deputy Dean for Academic Affairs of the Faculty of Social Sciences and Law:

> "In terms of facilities and infrastructure, we have provided classrooms that will be used in teaching and learning activities, good internet when offline and other than that, such as licensing and easy access for both students and lecturers, such as administration, assignments, legal, and official correspondence, so that it can be done easily and that the implementation and objectives of the Past Learning Recognition program exist"

The village government in Bojonegoro Regency has also supplied facilities and infrastructure besides the university. Facilities available at the village office include laptops and the Internet. In one of the villages, a policy was implemented according to which laptop computers were loaned to village officials who attended lectures on the recognition of prior learning. Mr. Agus, a participant in

recognition of the Past Learning program and the Head of Bakulan Village, Temayang District, conveyed this:

> *"The village office also has facilities and infrastructure, such as laptop computers and internet access. This laptop is specifically facilitated for the Past Learning Recognition program. In Bakulan village, there were 6 participants from different institutions: the Village Supervisory Board, the Head of a Village-Owned Enterprise, and village officials, so each participant received a laptop loan facility. If the Internet had been facilitated by the village before the Past Learning Recognition program existed."*

As gleaned from various sources, it is clear that so far, implementers of the Recognition of Prior Learning program have been successful in making it work.

3. Implementation Activities and Inter-Organizational Communication
According to Van Meter and Van Horn in Kurniawan et al. (2018), the effectiveness of policy implementation is based on how clear the standards and goals are and how well and consistently they are communicated. One thing about the SDGs is that they are written as statements of objectives. It means that indicators are put together and used to reach specific goals that have already been set. Goal 4, pertaining to quality education, shows that the SDGs always try to meet the needs of all people. Area-related objectives are directed at indicators of the existence of quality use facilities and the management of their impact on the local ecosystem.

Figure 2: Guidebook for the Village Past Learning Recognition Undergraduate Program 2022-2024

These goals also include strategies and even cover the required institutions. In line with increasing knowledge about the variety and nature of stakeholder parties, cooperation also includes community, state, and private parties. SDGs are needed to be implemented in villages. It is possible to control a village in a limited area with a limited number of people by building a village with real substance. It means that the chances of success in implementing the SDGs in one village, or in each village, are maximized. SDGs are placed in the Regulation of the Minister of Villages, Development of Disadvantaged Regions, and Transmigration Number 13 of 2020 concerning Priority for Using Village Funds in 2021. Implementation activities and communication between organizations are carried out slowly. Instead, discussions were held between the Ministry of Villages, Development of Disadvantaged Regions, and Transmigration and the Organizing Colleges and village officials involved in this program, resulting in a product in the form of a Village Past Learning Recognition Undergraduate

Program Guide for the 2022–2024 Academic Year.

The guidebook contains procedures for implementing the past learning recognition program, courses, and credits for the specified study programs, and there is also an implementation schedule starting with registration. Each village plans its activities and budgets for the year based on the annual regulations. At the beginning of the year, each village's strengths, weaknesses, and problems are noted and made public on the kemendesa.go.id website. This is a starting point for planning activities and their budgets, which are decided in village meetings.

Registration is different from registering regular students; however in practice, there needs to be some form of recognition, such as a certificate issued to participants while working. The decree they have will then be assessed by the study program and converted to the appropriate course. In this program, students will earn a Bachelor of Social degree and are expected to work as administrators, organizational analysts, public sector human resources professionals, policy analysts, empowerment facilitators, and entrepreneurs. The total number of credits taken during the undergraduate study is 144, while the courses that can be taken are divided into 72 credits of recognition potential courses and 72 credits of compulsory courses. Then next is the compulsory courses that students can take in semester 1 (20 credits). The subjects taught are Introduction to Public Administration, Principles of Management, Organizational Theory, State Administration System, Public Policy, and Administration Science.

They then enter semester 2 (two) of 22 credits. The courses are public sector human resource management, organizational behavior, public service management, digital governance, state finance, administrative research methods, and social statistics. Semester 3 (three) comprises 18 credits, namely policy analysis, communication, and policy advocacy; bureaucracy and public governance; public administration ethics; community empowerment; a seminar on state administration; and policy evaluation, while semester 4 (four) consists of 12 credits, namely environmental policy, disaster management, inter-regional cooperation, and a thesis. Three hundred and twenty-five people signed up for the undergraduate study program in public administration as part of the Recognition of Prior Learning registration. Then , they produced school diplomas, official village decrees, and training certificates to prove what they had done. Recognition is conducted on a single student by three assessors. This recognition process is carried out through a system created by the Center for Information Technology Development.

Two hundred ninety-five prospective students were approved during the recognition assessment. Over time, of the 295 Recognition of Past Learning students who passed the assessment, due to various reasons, there were finally 282 active Recognition of Past Learning students in the Undergraduate Public Administration Study Program (carrying out study plans in the UNESA/information educational system). They were divided into six classes: C, D, E, F, G, and H. The class division was based on the domiciles of students who are geographically situated close together. This was meant to make it easier for

students to work together and discuss the lectures. Figure 3 depicts the class distribution map for the Village Past Learning and Recognition Program, an undergraduate program in public administration.

Figure 3: Map of class distribution of Recognition of Past Learning in the Village of Public Administration Science Study Program

In semester 1, the lecture schedule for the Recognition of Past Learning class was held on Fridays and Saturdays. This was done considering that village officials work on weekdays. Because working hours are fixed, the study program decided that classes would only be held on Fridays and Saturdays. However, based on the evaluation results, much hard work and dedication were required of both lecturers and students in terms of teaching and learning, starting in the morning at 7:00 and ending at 18.00 WIB (Western Indonesian Time). Therefore, based on the results in semester 2, the class schedule changed to 15.30 (Western Indonesian Time) during working hours from Monday to Friday. This is indicated by Mrs. Tjik Rahaju as follows:

> *"There were around 286 students accepted into the Administration Science Study Program, so we divided them into six classes. And lectures for one semester are held on Friday and Saturday. We evaluated it as semester two began because it required much work for students and lecturers to teach in one day from 07.00 to 18.00 (Western Indonesian Time). So, for semester 2, the schedule is set to begin at 15.30 in the afternoon during working hours."*

In terms of inter-organizational communication, the Ministry of Education, Culture, Research, and Technology has a special website, namely SIERRA (Academic Past Learning Recognition (RPL) E-Recommendation System). It contains guidelines for implementing the Recognition of Past Learning program. According to Ms. Tjitjik Rahaju:

> *"The coordination of universities can also be seen in the addition of a unique platform at Academic System Informatics called SIMRPL (Last Learning Recognition Information System). After registering according to the schedule above, an announcement was made by the Bojonegoro Regency Government to all villages with a limited quota. The Past Learning Recognition Program follows UNESA's Key Performance Indicator Targets (IKU), one of which is for study programs, faculties,*

universities, and organizations outside of UNESA to work together."

The same opinion regarding communication was expressed by Mrs. Wiwik Sri Utami as follows:

> *"The communication has been going very well. It can be seen from the formation of a focus group discussion between UNESA, the district, and the Ministry of Village. At first, there were problems with the technology that made it hard to teach and learn online. It meant that the situation and conditions needed to be improved. However, these conditions may change as you get used to video conferencing."*

When the implementation of the lecture commenced, it was preceded by an opening ceremony that was attended by the implementors. During the opening, they were placed on the 9th floor of the UNESA LP3 building to receive directions from the Dean of the Faculty of Social Sciences and Law and also from the Head of the Department of Public Administration. This was followed by an introduction to the lecturers in the Administration science Study Program. The goal was for students to get to know the leaders in the Faculty of Social Sciences and Law as well as the lecturers who would teach later. Furthermore, students attended the inaugural lecture at the UNESA Graha Building. At the opening of the Recognition of Past Learning activities as well as the inaugural lecture, the Ministry of Villages was also represented by heads of agencies in the Ministry of Villages, Development of Disadvantaged Regions and Transmigration, Higher Education Institutions, Chancellors of Universities, Deputy Chancellors, and Heads of Study Programs. The following was reported by Ms. Tjitjik Rahaju, who also attended the opening ceremony:

> *"The opening ceremony was held at the two universities that held it, namely the first opening at Yogyakarta State University, which was also attended by the Ministry of Villages, represented by heads of agencies in the Ministry of Villages, Development of Disadvantaged Regions and Transmigration, Higher Education Organizers, Chancellor of the University, Deputy Chancellor, Head of Program Studies, and study program lecturers who directly go down to the field to teach students, along with scholarship funders".*

Figure 4: Briefing for Village Past Learning Recognition Students study program of Administration Science

4. Characteristics of Implementing Agents

SDGs Desa at number 18 was decided by the state and initiated by the Ministry of Villages, Development of Disadvantaged Regions, and Transmigration. Village SDGs Number 18 has been listed in the Regulation of the Minister of Villages, Development of Disadvantaged Villages, and Transmigration Number 13 of 2020 concerning the priority use of village funds in 2021. This decision was legal, and 74,953 villages in Indonesia had to implement it by 2021. Village SDGs are policies that must be implemented immediately in the field for the results and benefits to reach the villagers. Ministerial Regulations of the Ministry of Villages, Development of Disadvantaged Regions, and Transmigration No. 13/2020 confirmed the legality of decisions and their implementation, starting with planning in all villages in Indonesia in 2020. The planning document, which included Village SDGs number 18, was to be implemented immediately, starting in January 2020. Village SDGs was chosen as an example of accelerating the progress of village development. The implementation of the SDGs can be seen in the characteristics of implementing agents who support each other in achieving their goals. Implementing agents from the campus, such as lecturers, carry out their obligations by giving lectures according to the schedule.

There are six classes of recognition of prior learning, which considerably adds to the teaching load for lecturers in the study program. There is more work than can be dealt with in normal working hours. In addition, there are many regular students as well as those students from the Recognition of Past Learning program; nevertheless campus implementing agents can handle these issues well. When lectures begin, students are taught theory and implementation and discuss the obstacles that often arise when serving the community. Therefore the lectures and discussions run smoothly because of the active and inspired responses from students who shared innovations and programs as well as experiences in each village in which the participants in the Recognition of Past Learning program worked. This program is useful because students gain new knowledge both directly and indirectly. As stated by Ms. Eva Hany Fanida, Secretary of the Department of Public Administration:

> "With the additional six classes, the lecturer credits will automatically be added when carrying out the lectures. Lecturers are given additional responsibilities by teaching Recognition of Past Learning. It was difficult at first, but now we lecturers have found a pattern so that we can carry out lectures well".
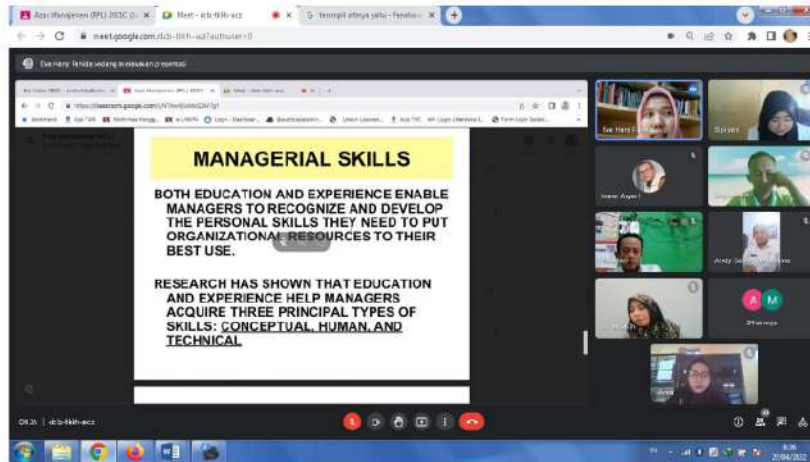
Figure 5: Online lecture for students of the Village Past Learning Recognition Program Study Program of Administration Science

This is similar to the view expressed by Mr. Agus Utomo, the Village Head of Bakulan Village, who said:

> *"Because it is quite active when discussing this in class, it has a direct positive impact when dealing with the community. Usually, we are passive towards the community, but now we can explain to the community and be more open about any matters that the community asks. We have also become more active in socializing existing programs. Usually, people only know the physical form because of the new infrastructure. But for now, the community can also participate in supervising the activities carried out by village officials."*

Mr. Dani, the Head of the Administration Science Section of the Clebung Village Administration, expressed the same opinion:

> *"The Past Learning Recognition Program is good for the universities that run it and the village officials who participate in it. The exchange of ideas and discussions can provide one another with new knowledge and experience. The benefits can be received by taking the Recognition of Past Learning course. We become more confident in expressing our opinions during office meetings."*

5. Economic, Social and Political Condition

One of the important aspects in implementing the Village SDGs is having dynamic institutions willing to follow the latest data so that they are adaptable in formulating policies according to the data. In the village, village government institutions play an important role. The village head and his officials carry out various functions to maintain the residents' peace amidst the changes occurring in the village. At the same time, they become leaders whose legitimacy is maintained through their services to citizens. When citizens are satisfied with their services, their legitimacy increases. Therefore, the role of the village government was finally changed to give its people more power. In order to

strengthen village institutions, the Administration Science Study Program, in collaboration with the Bojonegoro Regency Community and Village Empowerment Service (DPMD), conducted a workshop entitled "Collaboration of Strengthening Village Institutions in the Context of Accelerating the Achievement of Village SDGs in Bojonegoro Regency." The workshop was held on November 1, 2022, at the Nahdlatul Ulama University Sunan Giri (Unugiri) Bojonegoro Recreation Hall. Representatives of Community and Village Empowerment (DPMD) of Bojonegoro Regency, lecturers of the Administration Science Study Program, and 250 representatives of village officials in Bojonegoro Regency who are students of the Village Past Learning and Recognition Program in the Administration Science Study Program were invited.

The workshop aimed to help village officials in Bojonegoro Regency understand the importance of SDGs and how to achieve SDGs as part of sustainable development at the village level. The Ministry of Villages, Development of Disadvantaged Regions, and Transmigration initiated the SDGs for Villages to help guide village officials in Indonesia, so that village development could become more focused. The resource persons for this activity were Evie Oktavia Marini, S.Sos., M.Sc., as the Head of the Village/Kelurahan Community Resilience Division of the Bojonegoro Regency Community and Village Empowerment Service, and Muhammad Imam Affan, T.STP, M.H.

6. Conclusion
The implementation of the village project KKNT has been proceeding well, from determining policies to the implementation of the village project KKNT. The program's implementation receives direction and guidance and is based on the regulations of the Chancellor of Surabaya State University. The resources that manage implementation include the UNESA MBKM Unit, the UNESA KKNT Division, and the curriculum unit. Students need to understand the management of concepts and use of systems for implementing village project KKN-T activities to meet the expected goals. Most students already understand the concepts, goals, and outputs of the KKNT village project, which brings the program in line with the objectives of the KKNT village project as well as being capable of bringing about a small change among students, partners, and the campus itself.

Acknowledgment

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8. Appendix Acronym

MBKM (Independent Campus Learning Program)
FISH (Faculty of Social Science & Law)
SDGs (Sustainable Development Goals)
KKN-T (Thematic Real Work Lectures)
KKN (Community Service Program)
UNESA (Surabaya State University)

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