

The Implementation of Independent Learning-Independent Campus in the Guidance and Counseling Study Program

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Abstract: The Minister of Education and Culture of the Republic of Indonesia has issued a policy of independent learning on independent campuses. This policy aims to improve the competence of graduates, both soft skills and hard skills, encourage students to master various sciences, students are better prepared to enter the world of work. The purpose of this study was to determine the implementation of the independent campus learning program in the Guidance and Counseling Study Program FKIP ULM. This type of research is descriptive qualitative. The data is taken in research through literature study. The results of the analysis show that the concept of independent learning in independent campuses is manifested in the form of activities, namely student exchanges, internships or work practices, teaching assistance in education units, research, humanitarian projects, entrepreneurial activities, independence projects, and real work lectures on village development. The implementation of the independent campus learning program in the Guidance and Counseling Study Program FKIP ULM is carried out through three learning activities, namely teaching assistance in education units, internships or work practices, and student exchanges.

Keywords: independent learning, independent campus, guidance and counseling.



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Introduction

The policy of the Independent Learning program starts in various units, from primary education to tertiary education. In college, it is known as the Independent Learning-Independent Campus. The policy of Minister Nadiem Makarim became the actual discussion of policy arrangements in higher education to optimize the existence of universities to be in line with ministerial policies. Independence of Learning has given autonomy to higher education, freedom from bureaucratization, lecturers are freed from complicated bureaucracy, and students are given the freedom to choose the fields they like. The Independent Campus Learning Program has a variety of activities that students can do. Independent Learning-Independent Campus has the hope that students have the freedom to think either individually or in groups so that they can become creative, collaborative, and innovative students in the future. Independent and creative

learning can improve students' thinking skills in the learning process (Lao & Hendrik, 2020). The learning environment is an essential factor in determining the success of learning. (Junaidi, 2020).

The Independent Learning-Independent Campus Program encourages students to master various sciences helpful in entering the world of work. Independent Learning-Independent Campus provides an opportunity for students to choose the courses they will take. The existence of the concept of independent learning gives students the freedom to study outside the campus. This program is expected to improve the competence of graduates, both soft skills and hard skills, to be more prepared and relevant to the needs of the times, and to prepare graduates as future leaders of the nation who are superior, moral, and ethical (Fuadi & Aswita, 2021).

The Independent Campus Policy is following the Minister of Education and Culture of the Republic of Indonesia No. 3 of 2020 concerning National Higher Education Standards, in Article 18 it is stated that the fulfillment of the learning period and burden for undergraduate or applied undergraduate students can be carried out following the entire learning process in study programs at universities according to the time and burden study or take part in the learning process in the study program to fulfill part of the time and learning load and the rest follow the learning process outside the study program. In its application, students will be given the flexibility for two semesters in their study program to carry out activities outside the classroom. This concept makes students more social with the environment outside the school. Students will indirectly be invited to learn how to live in the community, and students will be much more ready to work after graduating from a university. Furthermore, implementing the independent campus policy motivates lecturers to be creative in guiding, directing, and improvising their students.

However, in its application, some problems may arise in the independent policy of learning an independent campus (Susetyo, 2020). This is the concern of all parties, especially among academics, on how to provide provisions for students to have competencies outside their study programs and across universities so that the quality of education can be guaranteed, considering that students are outside the study program for three years semesters. The expected quality, of course, refers to the Independent Learning-Independent Campus Guidebook (2020), namely the competence of participants, implementation, internal and external mentoring processes, facilities, and infrastructure for performance; reporting and presentation of results; and the quality of the assessment. Furthermore, quality universities have rapid innovation in development. Therefore universities should have techniques and strategies to continue to change following the development of science and technology, innovation in education and learning, innovation in research, and innovation in community service.

In connection with scientific studies regarding the policy of Independent Learning of the Independent Campus which was published, it was carried out through a search from various open access sources in journal articles, papers in proceedings, and books, obtained several writings about the independence of learning in an independent campus such as (A, H, R, Fehabutar, & Mutakinati, 2020; Ainia, 2020; Anjelina, Silvia, & Gitituati, 2021; Anwar, 2021; Arifin & Muslim, 2020; Baharuddin, 2021; Baro'ah, 2020; Cut & Iqbal, 2020; Denny, 2001; Direktorat Pendidikan Tinggi, 2020; Elihami, 2019; Endah, Heni, & Hanandyo, 2020; Endang, Lalu, & Izrawati, 2021; Faiz & Purwati, 2021; Fatmawati, 2021; Fuadi & Aswita, 2021; Hartoyo, 2020; Hastangka & Mahanani, 2021; Hastuti, 2020; Intan & Sumiyani, 2020; Jayadi, 2020; Junaidi, 2020; Kemdikbud, 2020; Kodrat, 2021; N. A. Kurniawan, Saputra, Aiman, Alfaiz, & Sari, 2020; Y. Kurniawan, 2020; Kusumawardani, 2020; Lao & Hendrik, 2020; Mardiana & Umiarso, 2020; Mauizdati, 2020; Mia, Dosii, Ainil, & Hengki, 2020; A. Muhammad, Ririanti, & Sulistiyana, 2020; F. Muhammad, 2020; S. A. Muhammad, 2020; Musliikh, 2020; Nafi'a, Dedi, Citra, & Fikri, 2021; A Nanggala & Suryadi, 2020; Agil Nanggala & Suryadi, 2021a, 2021b; Nehe, 2021; Nur, 2020; Nurvrita, 2020; Permana & Siti Syarifah, 2021; Priatmoko & Dzakiyyah, 2020; Ratnasari & Neviyarni, 2021; Rodiyah, 2021; Rosadi & Dian, 2020; Rosyida, 2021; Rudian, 2020; Sesfao, 2020; Setiawan & Sukamto, 2021; Sherly, Dharma, & Sihombing, 2020; Simatupang & Yuhertiana, 2021; Siregar, Sahirah, & Harahap, 2020; Sudaryanto, Widayati, & Amalia, 2020; Sumarto, 2020; Supriyadi, 2021; Susetyo, 2020; Suteja & Pasundan, 2020; Tegris, 2020; Uswatiyah, Argaeni, Masrurah, Suherman, & Berlian, 2021; Wahjuni, 2021; Widiyono, Irfana, & Kholida, 2021; Widodo & Nursaptini, 2020; Yamin & Syahrir, 2020; Yusuf & Arfiansyah, 2021).

In the study of journal articles or proceedings, several studies discuss the concept of the Independent Learning-Independent Campus in the realm of guidance and counseling, namely Elihami, E. (2019) with the title: Implementation of Group Guidance Services in Improving Students' Higher Of Think Based on

Independent Campus. Ratnasari and Neviyarni (2021) with the title *The Role of BK Teachers (Guidance and Counseling) in the Success of the Independent Learning Program*. Mia et al. (2020) with the title *Reducing Student Cheating Behavior in the "Free Learning" Era through Group Guidance Services*. Rosadi and Dian (2020) *The Challenge of Being a Counseling Teacher With an Independent Curriculum for Learning During the Covid-19 Pandemic*.

However, there are still no articles that precisely convey the application or application of the independent campus learning program in the Guidance and Counseling study program. This article's novelty is to say how the guidance and counseling study program of FKIP ULM applies the independent learning program for independent campuses. So that it can be an inspiration for other academics in the field of guidance and counseling in Indonesia to study more / deepen the review of how the concept of the Independent Learning-Independence Campus relates to the area of science/study program in the field of guidance and counseling. For this reason, this paper wants to focus on the concept and application of the independent campus learning program in the guidance and counseling study program.

For the guidance and counseling study program, FKIP ULM, following the development of independent learning in an independent campus, of course, does several things, such as adapting the curriculum. First, develop forms of independent learning activities to learn independent campuses. Second, facilitate students who will take learning across study programs on campus and outside the campus. Third, it offers courses to be taken by students. Fourth, carry out the equivalence of courses in the curriculum with learning activities outside the study program. Finally, prepare and facilitate the implementation of online learning to fulfill facilities for the scheme of independent learning activities for independent campus learning (Arsyad, 2020).

Implementation of the Independent Learning Campus Independent Program in a university a very high legal basis for its implementation is needed. For the study program, every policy implementation must be based on a legal or regulatory basis. The policies issued are regulations that follow the circumstances and situations, in line and following the applicable rules. Implementing the Independent Learning Program-Independent Campus in the Guidance and Counseling Study Program, FKIP ULM began in the odd semester of the 2020/2021 academic year. Referring to the regulation of the minister of education, it is also based internally with the issuance of Regulation of the Chancellor of Lambung Mangkurat University Number 8 of 2020 concerning Academic and Student Guidelines for the Undergraduate, Vocational, and Professional Programs of Lambung Mangkurat University. In the arrangement at the Faculty, there is a Guide to the Implementation of the Independent Learning Program on the Independent Campus, Faculty of Teacher Training and Education, Lambung Mangkurat University (FKIP ULM, 2020). Giving freedom to study programs and students, to carry out innovative developments in study programs and students to seek and find knowledge and experience in line with the Independent Learning-Independent Campus is a policy issued by the Ministry of Education and Culture under the auspices of the Directorate General of Higher Education.

Method

Research Design

This research belongs to the type of descriptive qualitative research. The description describes the characteristics of the data accurately and follows the nature of the information itself. First, the data analyzed, namely the concept of Independent Learning-Independent Campus, which is a policy of the Minister of Education and Culture and its application within the scope of the Guidance and Counseling Study Program FKIP ULM. Then the data collection method used is to collect library data, read and record and process research materials from the implementation of the Independent Learning-Independent Campus Activity Program that has been implemented.

Results and Discussion

Results

The study results of the concept of an independent learning policy on an independent campus can be stated as a new form of policy in Indonesia that is currently running within the Ministry of Education and Culture. The Independent Learning-Independent Campus Policy is following the Minister of Education and Culture Regulation Number 3 of 2020 and the Decree of the Minister of Education and Culture of the Republic of Indonesia No. 74/P/2021 concerning the Recognition of the Independent Campus Program Semester Learning Credit Units.

Through Independent Learning-Independent Campus, students have the opportunity for 1 (one) semester or equivalent to 20 (twenty) credits of studying outside the study program at the same university; and a maximum of 2 (two) semesters or equal to 40 (forty) credits of studying in the same study program at different universities, learning in other study programs at various universities; and learning outside of Higher Education. Learning in the Independent Campus provides challenges and opportunities for the development of creativity, capacity, personality, and student needs, as well as developing independence in seeking and finding knowledge through realities and field dynamics such as ability requirements, real problems, social interaction, collaboration, self-management, performance demands, targets and achievements.

The objective of the Independent Learning-Independent Campus policy, the program "right to learn three semesters outside the study program," is to improve the competence of graduates, both soft skills and hard skills, to be more prepared and relevant to the needs of the times, prepare graduates as future leaders of the nation's excellence and personality. Experiential learning programs with flexible pathways are expected to facilitate students to develop their potential according to their passions and talents. (MoEC, 2020). The Independent Learning Campus concept is manifested in eight examples of learning activities as stipulated in the Minister of Education and Culture Regulation Number 3 of 2020 Article 15, namely (1) student exchanges, (2) internships/work practices, (3) teaching assistance in academic units, (4) research/research, (5) humanitarian projects, (6) entrepreneurial activities, (7) independent studies/projects, and (8) building a thematic real work village/college.

The Guidance and Counseling Study Program FKIP ULM started the initial step of the independent campus learning program by offering a form of learning activity with an emphasis on insight into the wetland environment. This refers to the campus vision and mission, and study program. The Guidance and Counseling study program accommodates students to have competencies outside the field of guidance and counseling. They collaborate as a form of elaboration with partners, including partners in SMP/MTs, SMA/SMK/MA educational units in the Banjarmasin City, and Barito Kuala Regency. In other institutions besides the education unit, they have also fostered cooperation with the BKKBN of the South Kalimantan Province. BNN South Kalimantan Province. Office of Women's Empowerment and Child Protection (DP3A) Banjarmasin City. South Kalimantan Provincial Social Service and Banjarmasin City Health Office. For universities, collaboration with various study programs within the ULM campus has also been held such as the Citizenship Education Study Program, Elementary School Teacher Education Study Program, Early Childhood Teacher Education Study Program, Sociology Education Study Program, Computer Science Education Study Program, Education Technology Study Program, Special Education Study Program. Cooperation with university partners outside FKIP ULM is also carried out, including the Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University, Banjarmasin, Ushuluddin Faculty and Humanities, Antasari State Islamic University, Faculty of Psychology, Muhammadiyah University Banjarmasin, FKIP UAD Yogyakarta, FIP UNNES Semarang, FIP Unesa Surabaya, FIP UM Malang and the Faculty of Psychology, State University of Malang.

The Guidance and Counseling Study Program FKIP ULM strives as optimally as possible to facilitate the freedom of student learning rights following the program of learning activities developed. The application of activities is, of course, with the hope of developing competence, personality, creativity, innovation, social interaction, performance demands, self-management, and achieving performance targets. The Guidance and Counseling study program develops the curriculum to align with the independent campus learning program. Curriculum preparation should be based on a strong foundation, both philosophically, sociologically, psychologically, historically, and juridically (Junaidi, 2020). The Guidance and Counseling program curriculum has adapted the concept of independent learning on a separate campus, which is documented in the Decree of the Chancellor of Lambung Mangkurat University No

1512/UN8/K/2020. In semesters 1, 2, and 3, students take part in learning in the study program. Semester 4 students take part in knowing outside the study program within the ULM campus. 5th Semester learning outside the PT-Internship. Semester 6 of learning as a teaching assistant in schools. 7th semester of learning in the study program.

The application of the independent campus learning program in the Guidance and Counseling Study Program of FKIP ULM. Among the eight forms of learning activities, there are three activities that can be carried out by the Guidance and Counseling Study Program FKIP ULM learning activities, namely teaching assistance in education units, internships/work practices, and student exchanges. Among the three programs that have been running, namely the student/student exchange program, where the Guidance and Counseling Study Program students study outside universities, namely to the State University of Semarang for the same study program, then the Guidance and Counseling Study Program also accepts students from universities. External high, namely from the State University of Jakarta for different study programs. This follows the independent campus learning guide book issued by the Ministry of Education and Culture in 2020, namely student exchanges between study programs at different universities and student exchanges in the same study program at various universities. However, teaching assistance and internships/work practices have not been implemented because students participating in this program have not entered a semester that can participate in both forms of learning activities.

Discussion

The concept of independent learning as a government policy in the field of education will certainly be appropriately implemented if the basis for the formation of the policy can be understood. Furthermore, the application of government policies in education will automatically affect the curriculum management and assessment system at each level of education. (Uswatiyah et al., 2021). The existence of an independent campus can give students the flexibility to choose aspects of their development following the partner cooperation that the student's home program has designed. This program is expected to provide new experiences for students to choose programs according to their characteristics and interests, encourage student motivation, and make them alumni who are helpful for life and the surrounding community (Simatupang & Yuhertiana, 2021). In the implementation of the independent learning program for independent campuses, of course, there are still obstacles faced, including the guidance and counseling study program. Still, with enthusiasm for change so that students have competencies that are ready to face era 4.0 and the era of society 5.0, of course, it must be done so that students have the skills to deal with the challenge. The concept of an independent learning campus has shown great concern for universities in Indonesia, namely so that universities can still exist in producing a generation of intelligent, faithful, and devoted to facing the challenges of a changing era (Siregar et al., 2020).

The implementation of learning independence that occurs in the learning process that lecturers and students are still accustomed to conventional learning that positions the lecturer as the main actor while students are considered the object of learning (Lao & Hendrik, 2020). The involvement of the academic community is significant for the smooth running of this program so that it can run well so that various obstacles in its implementation can be overcome. In its application, the independent learning program at the independent campus cannot be separated from multiple barriers, as also experienced by the Guidance and Counseling study program FKIP ULM. (Susetyo, 2020) Stated that several problems can occur, including: (1) Educational Goals, (2) Rules or Guidelines for Implementation of the Independent Learning Curriculum and Learning Campus, (3) Mindset, (4) Curriculum Preparation in Study Programs, (5) Work Cooperation with Other Universities (6) Cooperation with other Institutions, Industries or Companies, (7) Taking Courses in Other Study Programs at Own Higher Education or Other Universities, (8) Implementation of Practices in Industry or Companies, (9) Funds Required for Practice or Internships for Students, (10) Academic Administration System (11) Funds Required for Practice or Internships for Students, (12) Pandemic Covid 19, and (13) Preparation of Human Resources. The Guidance and Counseling Study Program FKIP ULM, in the application of independent learning activities at the independent campus, has prepared three forms of learning activities: student exchanges, internships/work practices, and teaching assistance in academic units.

The form of student exchange activities is an activity that the Guidance and Counseling study program has carried out. There are three subforms of student exchange activities carried out by the Guidance and

Counseling Study Program: the exchange of students of different study programs in the same university, student exchange of the same study program in different universities, and student exchange of different study programs in different universities. For student exchange activities at other universities in the same study program, the Semarang State University has been running. This activity is carried out in semesters 4 and 5. For various study programs in other universities that are already running with the State University of Jakarta. The purpose of student exchange carried out by the Guidance and Counseling study program FKIP ULM as stated by (A. Muhammad et al., 2020) :

1. Studying across the Guidance and Counseling Study Program of Lambung Mangkurat University (inside and outside Lambung Mangkurat University), living with the family at the destination campus, students' insight into *Bhinneka Tunggal Ika* (Unity in Diversity) will develop cross-cultural and ethnic brotherhood will be stronger.
2. Building friendships among students of the Guidance and Counseling Study Program at Lambung Mangkurat University across regions, ethnicities, cultures, and religions, thereby increasing the spirit of national unity and integrity.
3. Organizing the transfer of knowledge to cover educational disparities between universities, as well as with the conditions of Lambung Mangkurat University.
4. Improving student capabilities through in-depth lectures or may not be available in the Guidance and Counseling Study program at Lambung Mangkurat University.

The form of learning activities is Internship/Work Practice. Internships/work practices are activities to provide students with the knowledge and practical experience in the actual actions of the Guidance and Counseling service program. Thus, students have theoretical and practical/applicable skills in guidance and counseling services with an environmental perspective on wetlands. This activity will be carried out by students in semester 5. Recognition of learning is based on the Decree of the Minister of Education and Culture of the Republic of Indonesia No. 74/P/2021 concerning the Recognition of Semester Credit Units for the Independent Campus Program. Furthermore, the independent learning activity of the independent campus in the Guidance and Counseling study program refers to the Regulation of the Chancellor of the Lambung Mangkurat University No. 3 of 2021 concerning Guidelines for Independent Learning-Independent Campus at the University of Lambung Mangkurat.

The form of teaching assistance learning activities in schools. Teaching assistance in schools at the Guidance and Counseling Study program at the University of Lambung Mangkurat is different from other study programs because teaching assistance to students in the guidance and counseling study program emphasizes providing guidance and counseling services, not in the realm of learning. The form of learning activities in schools is contained in the School Field Practice (PLP) course, which is presented in two courses, PLP I and PLP II in 6th semester.

Conclusion

Based on the description of the background, results, and discussion, two conclusions were obtained, namely. First, the concept of Independent Learning-Independent Campus, which is a policy of the Ministry of Education and Culture, can be realized in the form of learning activities, following Permendikbud Number 3 of 2020 Article 15 paragraph (1) covering: (1) student exchanges, (2) internships/work practices, (3) teaching assistance in education units, (4) research/research, (5) humanitarian projects, (6) entrepreneurial activities, (7) independent studies/projects, and (8) building a thematic real work village/college. Second, applying the concept of Independent Learning-Independent Campus in the Guidance and Counseling Study Program of FKIP ULM is realized through three forms of learning activities, namely teaching assistance in education units, internships/work practices, and student exchanges. Programs that are already running in student exchanges where Guidance and Counseling study program students attend lectures in the same study program at different universities and accept students from various study programs from other universities. The learning process is carried out online, considering the COVID-19 pandemic is still going on 19.

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