Higher Education Policy: Independent Learning, Independent Campus – Innovative Learning Model in New Normal Era

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Outline

01 NEW POLICY ON HIGHER EDUCATION: INDEPENDENT CAMPUS, INDEPENDENT LEARNING

02 PROGRAM IMPLEMENTATION: INDEPENDENT CAMPUS, INDEPENDENT LEARNING

03 MAJOR ISSUES, RECOMMENDATIONS AND FUTURE DIRECTIONS
NEW POLICY ON HIGHER EDUCATION: INDEPENDENT CAMPUS, INDEPENDENT LEARNING
CHALLENGE OF CIVILIZATION

Society 5.0 & Industry 4.0

Source: Keidanren, Japan
Higher Education Challenge: Industrial Revolution 4.0, Society 5.0 & Pandemic Covid-19

“It is not the strongest of the species that survives, nor the most intelligent that survives. It is the one that is most adaptable to change.” (Charles Darwin)

Education 1.0
Teacher centered
Student as passive recipient

Education 2.0
Student active learning

Education 3.0
Student centered learning
Teacher as facilitator

Education 4.0
Student centered learning
Co-creation
Ubiquitous learning

COVID19 pandemic drives the acceleration of Education 4.0

National Policy of Higher Education:
Independent Learning, Independent Campus
Challenges: 21st Century Skills for Students

Sumber: The World Economic Forum (WEF) 2017, https://www.weforum.org/agenda/2016/03/21st-century-skills-future-jobs-students/ (What are the 21st-century skills every student needs?)
Opening of New Study Program

Higher Education Institution Accreditation System

Legal Entity States Universities

The Right to study 3 semesters outside core study program

- Permendikbud No. 7 Tahun 2020 tentang Pendirian, Perubahan, Pembubaran Perguruan Tinggi Negeri, dan Pendirian, Perubahan, Pencabutan Izin Perguruan Tinggi Swasta
- Permendikbud No. 5 Tahun 2020 tentang Akreditasi Program Studi dan Perguruan Tinggi
- Permendikbud No. 4 Tahun 2020 tentang Perubahan Perguruan Tinggi Negeri menjadi Perguruan Tinggi Negeri Badan Hukum
- Permendikbud Nomor 6 Tahun 2020 tentang Penerimaan Mahasiswa Baru Program Sarjana pada Perguruan Tinggi Negeri
- Permendikbud No. 3 Tahun 2020 tentang Standar Nasional Pendidikan Tinggi
Higher Education must provide the right for students to volunteer (can be taken or not):

- Possible to take credits outside of university for 2 semesters (equivalent to 40 credits)
- Plus, student can take credits at different study programs at the same university for one semester (equivalent to 20 credits)

In other words the credits that must be taken at the origin study program are 5 semesters of the total semester that must be run (not valid for Health study program)

Change in definition of credits:

- Each credits are defined as "hours of activity", not "hours of study".
- Definition of "activity": Classroom learning, internship (internship), student exchange, village projects, entrepreneurship, research, independent study, and teaching activities in remote areas. All types of selected activities must be guided by a lecturer (lecturer is determined by PT)
- The list of "activities" that can be taken by students (in the 3 semesters above) can be selected from: (a) a program determined by the government, (b) a program approved by the chancellor

**Independent Learning, Independent Campus**

**Independent LEARNING**

**Lecturers as Activator (Penggerak)**

Lecturers facilitate the learning of their students independently.

*Use non-lecture forms: internships, KKN, presenting practitioners (lecturers from industry; if necessary in RPL), projects involving students.*
<table>
<thead>
<tr>
<th>Activity</th>
<th>Explanation</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internship / work practice</td>
<td>Internship activities at a company, non-profit foundation, multilateral organization, government institution, or start-up company</td>
<td>Must be guided by a lecturer / teacher</td>
</tr>
<tr>
<td>Project in the village</td>
<td>Social projects to help people in rural or remote areas develop the people’s economy, infrastructure, and others</td>
<td>Can be done together with the village apparatus (village head), BUMDes, Cooperatives, or other village organizations</td>
</tr>
<tr>
<td>Teaching in schools</td>
<td>Teaching activities in elementary, middle and high schools for several months. Schools can be located in city or remote locations</td>
<td>This program will be facilitated by the Ministry of Education and Culture</td>
</tr>
<tr>
<td>Student exchange</td>
<td>Take classes or semesters in foreign and domestic tertiary institutions, based on cooperation agreements entered into by the Government</td>
<td>Values and credits taken at outside universities will be equalized by each PT</td>
</tr>
<tr>
<td>Research</td>
<td>Academic research activities, both scientific and social humanities, which are carried out under the supervision of a lecturer or researcher</td>
<td>Can be done for research institutions such as LIPI / BRIN</td>
</tr>
<tr>
<td>Entrepreneurial activities</td>
<td>Students develop entrepreneurial activities independently - evidenced by explanations / proposals of entrepreneurial activities and evidence of consumer transactions or employee salary slips</td>
<td>Must be guided by a lecturer / teacher</td>
</tr>
<tr>
<td>Independent studies / projects</td>
<td>Students can develop a project based on specific social topics and can be done together with other students</td>
<td>Must be guided by a lecturer / teacher</td>
</tr>
<tr>
<td>Humanitarian project</td>
<td>Social activities for a foundation or humanitarian organization approved by the University, both at home and abroad</td>
<td>Examples of formal organizations that can be approved by the Chancellor: Indonesian Red Cross, Mercy Corps, and others</td>
</tr>
</tbody>
</table>
Sistem Pembelajaran Daring Indonesia (SPADA)

*Indonesian Online Learning System*

- **Services (2019)**
  - SPADA:
    - Open Content: 293
    - Open Courses: 441
    - Online Courses: 342
  - Online Courses:
    - 7in1: 102
    - Student Exchange: 29

- **Student Exchange**
  - Batch I: 6775
  - Batch II: 10596
  - Additional: 732
  - Total: 18103

- **Passed**: 16567
- **No passed**: 804

- **HEI Providers**: 179
- **HEI Partners**: 210
- **Students**: 23,093
- **Content Sharing**: >252
WHY SPADA

First Indonesian Higher Education MOOC’s

All Contents and Material has passed Quality Test from DGHE

Fasilitating Credit Transfer Activity between universities and Integrated with Independent Campus Program

LMS that can be used by all lecturers and students in Indonesia
ROAD MAP SPADA

PILOTING
CREDIT TRANSFER
30 Courses (240 modul)
6 Universities

2014

IMPLEMENTATION
CREDIT TRANSFER
68 Courses (544 modul),
8 Universities

2016

DISSEMINATION
CREDIT TRANSFER
130 MK (1.040 modul),
48 Universitas

2018 - 2019

EXSPANSION
1. ALIH KREDIT
26 Courses (208 module), 18 Universities
2. HYBRID LEARNING PPG DALJAB
53 MK (424 module)

2020-2024

INITIAL TRIAL
CREDIT TRANSFER
25 MK (200 modul),
6 Universitas,

2015

FURTHER EXPANSION
1. CREDIT TRANSFER
2. HYBRID LEARNING
3. LMS SPADA
Model of ICE-Institute

1. Apply and submit e-learning course for verification and curation
2. Verify and curate e-learning/digital courses
3. Search and select e-learning course
4. Enroll in a course and do the study
5. Reporting
6. Issue certificate of accomplishment

- HEIs
- Industry/Private sectors
- MOOCs
- Institution/organization
- Individual/Community
ICE Institute – Online Courses

Marketplace

A **gallery** of all online courses being offered in Indonesia (national e-learning registry) through a process of verification and curation.

Flexible learning – freedom of learning – anytime, anywhere, anybody – access, equity, and quality across time and space

Microcredentialing/digital badges → certificate of accomplishment per online course

Transferrable for credit earning/transfer scheme
**Student Mobility Program (HE)**

**Programs:** ASEAN International Mobility for Students (AIMS), Joint Degree/Double Degree, Joint Curriculum, Credit Transfer, Credit Earning, Fast-track, ODL (Online/Blended Learning)

- Improve the competitiveness of Indonesian students at international level in the 21st century.
- Enrich and equip students with the experience of scientific exposure, culture, environment and different systems.
- Prepare and increase student competence in the global/international integration.
- Expand and strengthen cooperation with a network of higher education and community partners.
- Continuous self-development for students.

**Student Mobility:**
**Target of Credit Transfer Program**
(National & International)

- **2016:** 1,500 students
- **2017:** 2,000
- **2018:** 3,000
- **2019:** 5,000

Approach in collaborations:
- Quality enhancement
- Social responsibility
Recognition of Qualifications

**Potential benefits:**
- Facilitate mobility
- Strengthening of human resource development and capacity building
- Better transparency for individuals and employers
- Exchange information and enhance cooperation
- Promote adoption of best practices on standards and qualifications

Referencing

Harmonization on Qualification

Recognition of Qualifications

Mobility of Professionals

IQF → AQRF

ASEAN MRAs

ASEAN Mutual Recognition Arrangements
PROGRAM IMPLEMENTATION:
INDEPENDENT CAMPUS,
INDEPENDENT LEARNING
DGHE Policy: Student Affairs Program

01 Student Creativity Program (PKM)
02 Entrepreneurship
03 Community Services Program
04 Indonesian Student Exchange Program (PERMATA)
Student Creativity Program (PKM)

PKM on Entrepreneurship
Developing Sci-tech Product as student business commodity.

PKM on Research
➢ Science Research
➢ Social and Humaniores Research

PKM on Community Services
➢ Community Services – Sci-tech Solution (Technology & management) for Non Profit Partner
➢ Karsa Cipta (Creation Eagerness)—developed student creativity and innovation based on sci-tech
➢ Technology Implementation—– Sci-tech Solution (Technology & management) for Profit Partner
➢ Scientific Article – Contain all students academic activity (i.e.: community services, internship, case studies, field practice)
➢ Written Ideas—cultivate student writing habit based on common sense and guide it with change strategy

PKM on Futuristic Constructive Ideas
Based on Social Medea
Student Community Services Activity

- Thematical Student Community Services (i.e. RECON, Kampus Mengajar Perintis)
- Program Holistic Pembinaan dan Pemberdayaan Desa – Village Holistic Coaching and Empowerment Program
- Latihan Ketrampilan Manajemen Mahasiswa – Student Management and Skill Training
- Empowerment Student organization
PERMATA Program

01 Developing **COOPERATION** pattern between Indonesian Universities to strengthening Indonesian Higher Education competitiveness globally

02 Have an impact on broadening **NATIONAL INSIGHT (WAWASAN KEBANGSAAN)** for higher education civitas academia, resources effectivity for learning and research.

03 Build a **CENTER OF EXCELLENT**, increasing quality standard between Indonesian Universities, build a common capacity to increasing nation competitiveness and strengthening university role as the **national adhesive**.

04 Increasing students **NATIONAL INSIGHT** through Indonesian student exchange program

05 Increasing integrity, solidarity and national adhesive between Indonesian students.
PERMATA Program in 2021

As priority program to support Independent Campus, Independent Learning Policy

Participant number will be scaled up by involving more student

Learning activity done through distance learning or online learning and/or hybrid system

Involve more universities, either State or Private universities, which the number reach almost 4000 HEI

Each campus presenting courses based on it excellence or it academic excellence

Involve LPDP for fund support
Best Practices of Independent Learning Policy in Pandemic:
Relawan Covid-19 Nasional / National Volunteer for Covid-19 (RECON)

Students’ Contribution as National Volunteer

“The involvement of students as volunteer is part of “gotong-royong” or collaboration and voluntary movement to overcome covid-19 pandemic. Indonesia needs medical heroes, who will fight together for society”

Volunteer Contributions
• ~ 1000 coass volunteer for > 3000 society in all regions (online)
• ~ 3500 student volunteers (multidisciplines) through movement “31 Days - Ready for New Normal” to family and society, and also social media campaign (online & offline)

Online Platform for RECON:
Online Communication, Education and Information to assist society (individual, family and community) for tracing and treating Covid-19, as well as promoting new normal behavior
https://relawan.kemdikbud.go.id
Best Practices of Independent Learning Policy in Pandemic: Kuliah Kerja Nyata Tematik (KKNT)/Thematical Community Services – Covid 19 and Literation & Numeration

**Contributors:**
5693 students, 358 lecturers from 211 universities (33 provinces)

Program duration: 1 month (as pilot)
Appreciation: learning credits, e-certificate

Program Objectives:
- Empower student contributions as agent of change for society
- Strengthen collaboration competency: interprofessional dan transprofessional

**KKNT Covid 19 Program**

- Ministry of Education & Culture
- Ministry of Health
- BNPB (National board for Disaster Management)
- ISMKI (students organizations)
- AIPKI (Association of Medical Faculties)
- Forum PT Pengurangan Risiko Bencana (HEI Forum for Disaster Management)
- Stakeholders

**Synergy** with other national programs (Kampus Siaga, Kampung Siaga) as well as local program in provinces

**Program Duration:**
1 month (as pilot)

**Partnership:**
- HEI & local government (KKNT according local needs)

**Focus:** Communication, Education and Information for New Normal Behavior

**HEI Contributions to Society:** Tridharma + Actualization of Policy - Freedom of Campus, Freedom of Learning

**Personal Empowerment**
Empower capacity of society to implement new normal behavior (individuals, family and society)

**Community Empowerment**

**Institutional Empowerment**
HEI contributions to society: Tridharma + Actualization of Policy - Freedom of Campus, Freedom of Learning
Best Practices of Independent Learning Policy in Pandemic: Kampus Mengajar Perintis (Teaching Campus Program)

- Students will collaborate with local teachers (under supervision of designated lecturers) to teach elementary school students regarding literation and numeration subject.
- Online monitoring & Evaluation through online platform of Independent Campus, Independent Learning.
- Appreciation: learning credits, e-certificate, incentives.

Contributors: 2390 students from 89 universities.
MAJOR ISSUES, RECOMMENDATIONS AND FUTURE DIRECTIONS
Major **Issues and Challenges**

- Standardization of universities to implement SPADA & ICE Institute
- Proactiveness from universities to implement Independent Campus, Independent Learning Program
- Socio-cultural uniqueness
- Differences in academic calendar
- Issues related to regional and international accreditation
- Variety of grading systems
- Assessment of course equivalency
- Granting degree and diploma

**Recommendations**

- Adopting best practices for Independent Campus, Independent Learning Program implementation (according to local needs)
- Supporting readiness of several universities to adopt and implement SPADA & ICE Institute
- Improving quality assurance on each university to accelerate students and academic administrators’ participation in SPADA
- Regional policy on credit transfer is required to accelerate the adoption in broader scope.
Strengthening SPADA Implementation

01. Providing platform for universities to use and access learning resources from other universities at [https://spada.kemdikbud.go.id](https://spada.kemdikbud.go.id)

02. For universities with limited online resources, DGHE also providing [https://kuliahdaring.kemdikbud.go.id](https://kuliahdaring.kemdikbud.go.id) This platform as well as partnership and support from Google in the implementation of online learning.

03. Partnership with telecommunications provider to established free internet access for students and lecturers.

04. Sustainable training and capacity building for academic personal to increase the ability to produce material or content in e-learning.

05. The opportunity to established credit transfer/ credit earning between universities through online learning.

06. The Utilization of International MOOC’s
Future Directions:
Indonesia- International Engagement (Mutual Recognition Agreement)

Greater International Engagement in the framework of delivery quality education processes, output, outcomes based on strategic alliances.

1. Enhancing Mobility for Students
   • Students mobility
   • Credit transfer
   • Joint curricula
   • Joint degree
   • Double degree
   • Fast track

2. Enhancing Mobility for Faculties

3. Enhancing Mobility of Education Providers

4. Enhancing Existing Bilateral Cooperation
“Make a teacher out of everyone and a school out of every place”

Ki Hajar Dewantara
The Father of National Education of Indonesia

#kampusmerdeka #merdekabelajar #diktisigapmelayani