Application of Learning Theory in the 5-1-2 Pattern MBKM Curriculum at the Al-Fatimah Islamic Institute of Bojonegoro

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ABSTRACT: The preparation and implementation of the MBKM Curriculum in Higher Education will be clearer, more systematic and structured if it is based on appropriate learning theories. Furthermore, MBKM at IAI Al-Fatimah Bojonegoro uses a 5-1-2 pattern, with 5 semesters of study within the study program, 1 semester of study outside the study program both on and off campus, and two semesters outside the campus (community). The 5-1-2 pattern is applied using different learning theories and learning models. In semesters 1 and 2 using behavioral learning theory, in semesters 3 and 4 using constructive and constructivist learning theories, in semester 5 using free form curriculum goals, in semesters 6 and 7 using social cognitive learning theory. The compatibility between learning theories in the 5-1-2 pattern MBKM curriculum is the basis for the academic policies that apply at IAI Al-Fatimah.

KEYWORDS: Learning Theory, Curriculum, MBKM, IAI Al-Fatimah

I. INTRODUCTION

The development of science and technology encourages changes in the education system so that it can adapt to world developments (Kurniawatik et al., 2021). The era of the Industrial Revolution 4.0 where communication and information technology has taken over many human tasks and jobs (Isgren Karlsson et al., 2022). In the second decade of the 21st century, human resources are no longer asked to develop manual and procedural skills, but rather critical and creative thinking, communicative, collaborative and problem solving skills. Skills in the 21st century (21st century skills) are oriented towards integrated skills between knowledge, skills and attitudes, including mastery of ICT (Reiser & Dempsey, 2011).

The Ministry of Education and Culture implements the Independent Learning policy which is actualized in higher education institutions called the Independent Campus. The essence of this series of policies is to provide students with wide choices in studying, so that they have learning experience and can develop insight, knowledge and skills that suit future needs. In accordance with Minister of Education and Culture Regulation Number 3 of 2020 concerning National Higher Education Standards, which states that "Higher education institutions are obliged to give students the right to voluntarily (can be taken or not)". Students can take credits outside of college for 2 semesters (equivalent to 40 credits). Plus, you can take credits in different study programs at the same or different universities for 1 semester (equivalent to 20 credits). This basis is the basis for the importance of developing models of cooperation either between universities, or between study programs at one university.

Higher education is greatly influenced by the dynamics of change in society, the business world and industry. The focus of higher education is an effort to produce graduates who are able to compete, which has implications for adaptation and flexibility in curriculum development. This development requires the curriculum to be more adaptive and in line with students' interests, needs and actualization of competencies. Study programs as the smallest unit of education administration must prepare governance that facilitates collaboration between study programs, between universities, and also institutions outside the campus.

As a follow-up to the Independent Learning-Free Campus (MBKM) education policy, the Al-Fatimah Bojonegoro Islamic Institute, established the "MBKM Policy" and "Guidelines for the Development and Implementation of the 2023 MBKM Curriculum". 1Al-Fatimah Institute of Islamic Religion, Bojonegoro, developed the MBKM Curriculum with a 5-1-2 pattern with a block model with a total of 144-150 credits.

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The 1st semester to the 4th semester of undergraduate study program students study in their own study program. Students take lectures in the National Personality Development MK (MPK), Institutional Personality Development MK (MPK), Basic Skills MK, and Skills and Science MK (MKK) groups.

Furthermore, in the 5th semester students are facilitated to study outside their study program in higher education (PT) or can choose to study in the same study program outside PT. MBKM activities in the 5th semester are to develop additional competencies for undergraduate study program graduates. The selection of study programs outside the higher education study program, in particular, means that students choose "Course Packages" offered by other study programs in higher education based on the relevance of the study program's graduate learning outcomes (CPL). Students take study program "Course Packages" outside their study program in PT for a total of 18 credits. The implementation of lectures uses a free form approach, not a structured form, meaning that students in the 5th semester study full time for 1 semester outside their study program at PT. All study programs are required to provide course packages for other study programs. It is hoped that by providing these packages there will be symbiosis or reproducibility between study programs in implementing MBKM. Management of collaboration between study programs both inside and outside the PT is the Study Program.

In the 6th semester, undergraduate study program students take group learning activities for Community Life Courses (MKBB), namely other forms of KKN or KKNT for a total of 18 credits. In this semester, full-time students study for 1 semester outside their university. The manager of the collaboration to implement KKN/KKNT outside of higher education is the KKN Center for Research and Community Service Institute (LP3M) Al-Fatimah Bojonegoro Islamic Institute.

In the 7th semester, study program students take group learning activities in the Creative Skills Course (MKKB), namely PLP 4 credits and 14 credits embedded study program courses totaling 18 credits. In this semester, full-time students study for 1 semester outside their universities, namely at Training Schools, SMP/MTs, SMA/SMK/MA which have become IAI Al-Fatimah Bojonegoro partners. The collaboration manager for implementing the PLP is the Learning Development and Quality Assurance Institute (LP3M) Al-Fatimah Bojonegoro Islamic Institute. After 3 semesters of study program students taking learning activities outside their study program, in the 8th semester students return to study in their study program. In this semester students complete their thesis.

Based on the policies of the Al-Fatimah Bojonegoro Islamic Institute, and the 2023 IAI Al-Fatimah Bojonegoro MBKM Curriculum Development and Implementation Guidelines, IAI Al-Fatimah developed the 5-1-2 MBKM Curriculum pattern with a block model and free form approach. The total credits for graduating from the S-1 study program is 150 credits..
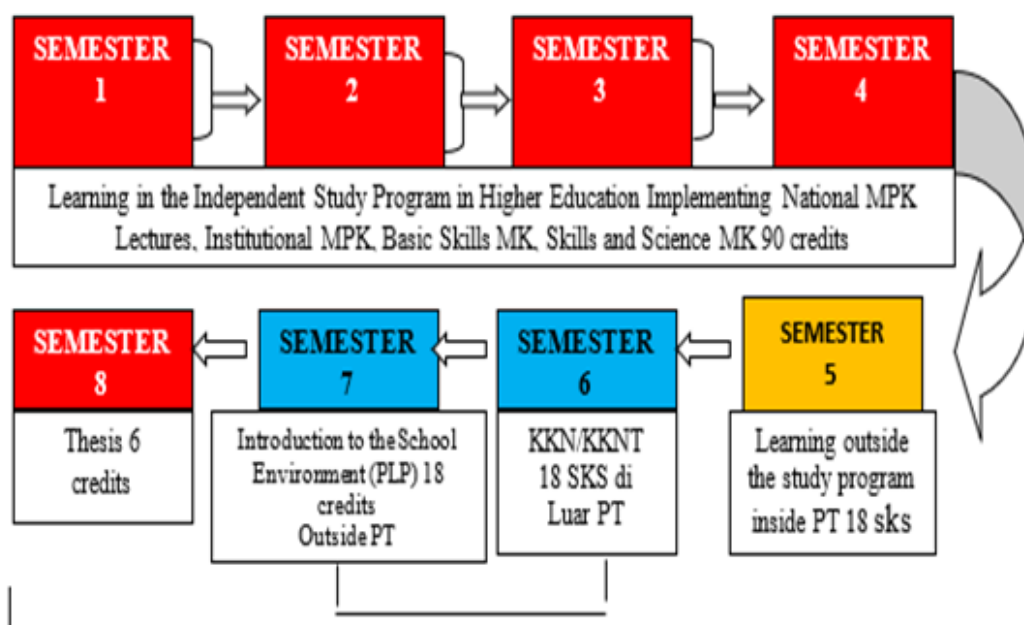

Figure 1. Learning Process for the 5-1-2 Pattern MBKM Curriculum at IAI Al-Fatimah Bojonegoro.

II. METHOD

(This article was written using a qualitative descriptive method, where data collection was sourced from the MBKM curriculum documentation which had been prepared by the Al-Fatimah Islamic Institute (IAI). The MBKM curriculum that has been prepared is then interpreted and analyzed through literacy studies in the form of learning theories that have been put forward by previous

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researchers. Learning theories are an important basis for IAI Al-Fatimah to implement learning models that are applied to courses every semester.

III. RESULTS AND DISCUSSION

Application of Learning Theory in the MBKM Pattern 5-1-2 Curriculum at IAI Al-Fatimah Bojonegoro will be implemented starting in the 2023/2024 academic year. Undergraduate students in the 1st to 4th semester study in their study program with a total of 90 credits plus 1 more semester, namely in the 8th semester, taking 6 thesis credits. So, undergraduate students study in their study program for 5 semesters with a total of 96 credits. Next, in the 6th semester, undergraduate students study outside their study program outside the PT, namely taking part in KKN/KKNT with a total of 18 credits. Continue in the 7th semester for students Undergraduate students study outside their study program outside the PT with a total of 18 credits. So undergraduate students study for 3 semesters outside their study program with a total of 54 credits. The total number of credits to pass the Bachelor's level in the study program is 150 credits.

Because there is Al-Fatimah Bojonegoro's policy regarding MBKM management, namely in the 5th semester students can study outside their study program in the PT or outside the PT. The collaboration manager is the study program, in the 6th semester students can study outside the PT, namely in the community following KKN/ KKNT whose collaboration is managed by the LP3M IAI Al-Fatimah KKN Center, and in the 7th semester students study outside the PT, namely at training schools whose collaboration is managed by LP3M IAI Al-Fatimah Bojonegoro, then the Undergraduate Study Program implements collaboration between study programs in PT.
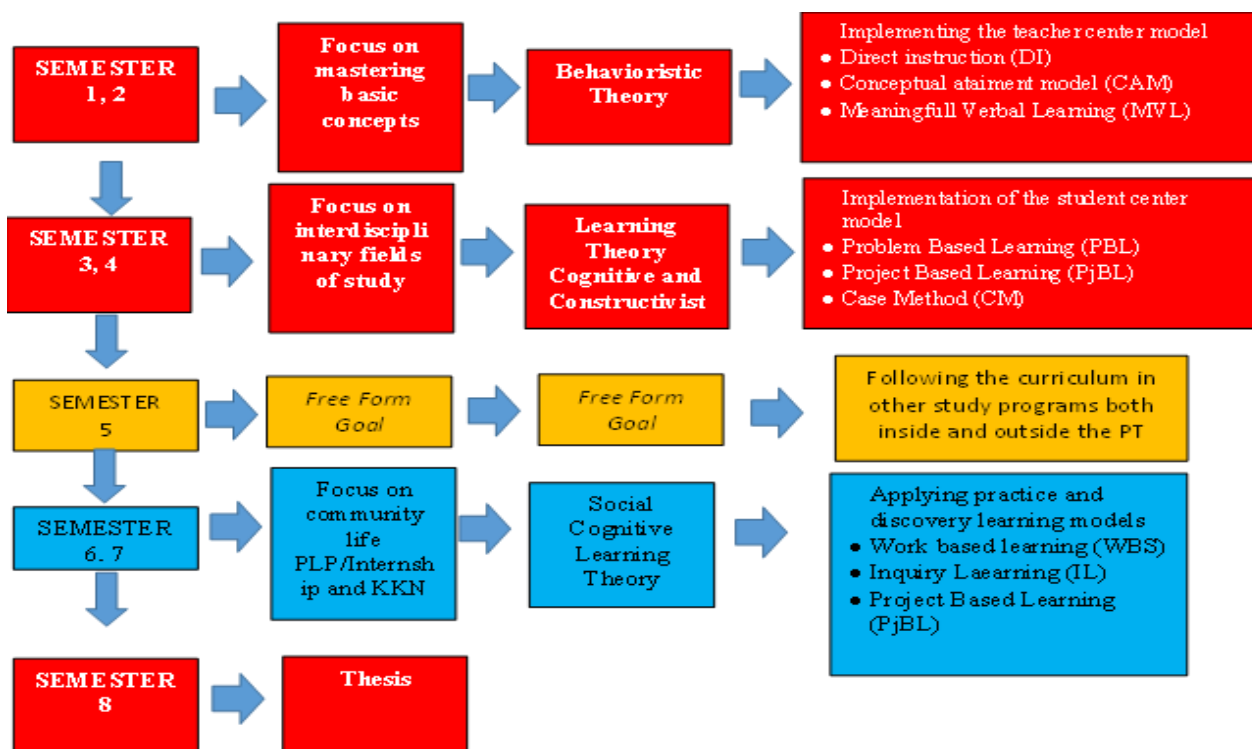

Figure 2. Application of Learning Theory in the 5-1-2 Pattern MBKM Curriculum at IAI Al-Fatimah Bojonegoro

In the first semester (1 and 2) at IAI Al-Fatimah Bojonegoro, many courses were presented that focused on mastering basic concepts. For example, in the Tadris IPS Undergraduate Study Program, it presents basic courses and theories of social sciences (geography, sociology, economics, history), in the Tadris IPA Undergraduate Study Program it presents basic courses and theories in science (physics, biology, chemistry, science mathematics). Considering that Learning Outcomes focus on basic material and concepts, it is very important for students to master these basic concepts before they carry out further material analysis. For this reason, the learning theory applied in the first two semesters is behavioral learning theory. According to Jacobsen et al., (2009), behavioristic learning theory is very suitable for teaching basic concepts. Likewise, Welerubun et al., (2022); Singhato et al., (2017), stated that students must master concepts through teacher intervention before they are able to carry out various analyzes (relationships between concepts).Several learning models that can be applied to support behavioral

learning theory are the direct instruction (DI) learning model, Concept Attaiment Model (CAM) and Meaningful Verbal Learning. According to Arend (2014), direct instruction is very suitable for achieving conceptual and procedural knowledge so that it supports fundamental learning outcomes to support higher abilities. Based on these conditions, where in the first semester students really need basic concepts and procedures, IAI Al-Fatimah Bojonegoro applies a teacher-centered learning model using behaviorist theory.After students have strong basic scientific concepts in the first semester, then in semesters 3 and 4, IAI Al-Fatimah Bojonegoro presents many courses that focus on interdisciplinary studies. For example, the Tadris IPS Undergraduate Study Program presents courses in ecopedagogical, ethnopedagogical and multicultural studies of Indonesian society. The Tadris IPA Undergraduate Study Program presents courses in Environmental Conservation Studies, Environmental Studies, Biotechnology Studies. Considering that Learning Outcomes focus on interdisciplinary studies, it is very important for students to be able to connect between concepts, carry out analysis (metacognition) so that they are able to form new knowledge (propositions). For this reason, the learning theories applied in these two semesters are constructivist and cognitive learning theories. Several learning models that can be applied to support cognitive and constructivist learning theories are the Problem Based Learning (PBL), Project Based Learning (PjBL), Case Method (CM), according to Reigeluth & Alison A., (2009); (Hudson & Whisler, 2007), student-centered learning models such as Problem Based Learning, Project Based Learning and case methods are very suitable for achieving high levels of knowledge, as well as encouraging critical and creative thinking abilities. In the 5th semester, students take part in the MBKM program with a free form goal system. In this semester, students are given the freedom to take courses outside the study program both on the IAI Al-Fatimah campus and outside the IAI Al-Fatimah campus. The courses taken by students must be approved by the Head of Study Program and support the profile of study program graduates. If there are differences in the name of the course, credits, learning methods and models applied, then the head of study program can convert to the courses programmed in the fifth semester. In this way, students' MBKM activities outside the study program can be accommodated regardless of the courses they take because they will be converted to courses available in the study program. This pattern is what is called a free form goal at MBKM at IAI Al-Fatimah Bojonegoro.In semesters 6 and 7, Al-Fatimah Bojonegoro students carry out 40 credits of social life courses. Students are required to leave campus to implement their knowledge in real practice in society. In semester 6 students undertake Thematic KKN (teaching assistance, entrepreneurship, village projects, independent projects, humanitarian projects and so on). In Semester 7, students carry out Introduction to the School Environment (PLP) for education study programs, while for non-education study programs students carry out work internships. Considering that Learning Outcomes focus on social life in society, it is very important for students to make the environment in society a wider source of learning. For this reason, the learning theory applied in these two semesters is social cognitive learning theory. According to Slavin, (2020) social cognitive theory highlights the idea that most human learning occurs in a social environment. By observing other people, humans acquire knowledge, rules, skills, strategies, beliefs, and attitudes.Learning that comes from the environment is an integrated part of learning Westley et al., (2012). The development of the environment as a learning resource is becoming a demand along with developments in learning and changes in the educational curriculum which require students to be actively involved in carrying out activities through direct practical experience (Neftyan et al., 2018). Campbell & Bohn (2008), emphasized that the existence of the environment as a learning resource must encourage activities that are centered on the development of certain skills such as the formation of scientific attitudes, motor skills, process skills, and especially the development of interest in carrying out investigations, environmental research and interest in reviewing integrated science; Learning by utilizing the environment is very important because not all of the phenomena and processes that exist in the human environment can be studied in the classroom (Hudson & Whisler, 2007).

IV. CONCLUSIONS

This form of Application of Learning Theory in the MBKM Pattern 5-1-2 Curriculum at IAI Al-Fatimah Bojonegoro can be adopted in ongoing program activities. The implementation of activities focuses on the aspect of compatibility between learning theory, the 5-1-2 MBMK curriculum learning model and the courses that have been set by each study program. The good experience gained by implementing learning theory in the 5-1-2 pattern MBKM curriculum is very beneficial for study programs at IAI AL-Fatimah Bojonegoro, because understanding of MBKM policies increases. Apart from that, there is mutual sharing of information between study programs within the institutional scope, so that each study program makes adjustments to the information obtained to perfect the 5-1-2 pattern MBKM curriculum at IAI Al Fatimah Bojonegoro.

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