



The Influence of Lecturer Involvement on the Implementation of the New Curriculum in Improving Hard-Skills, Soft-Skills, and Fulfillment of Graduate Learning Outcomes

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Abstract

The purpose of this study was to determine the effect of lecturer involvement on lecturers' perceptions of the implementation of the new curriculum in improving hard-skills, soft-skills, and fulfillment of CPL. This type of research is in the form of quantitative research. The population of this study consisted of 470 lecturers at the Islamic University of Malang. The sample of this research is 309 lecturers at the Islamic University of Malang. The data collected in this study were the results of a questionnaire conducted online. The results of the questionnaire were analyzed using multiple linear regression. The results of this study indicate that the involvement of lecturers has a significant influence on lecturers' perceptions that the implementation of MBKM can improve hard-skills, soft-skills, and fulfillment of CPL. Lecturer involvement variables that significantly affect lecturers' perceptions of the implementation of MBKM are the involvement of lecturers in preparing the implementation of MBKM, having participated in socialization as a driving lecturer, and being willing to become MBKM supervisors. While the variables that did not have a significant effect were having been a field supervisor, had helped study programs in preparing CPL, had studied the MBKM guide book, and had an active role in encouraging students to take part in the MBKM. This significance is due to the active role of lecturers in participating in the preparation, socialization, and awareness in participating in the implementation of MBKM.

Keywords: *University Readiness; New Curriculum; Lecturer Involvement; Lecturer Knowledge; Survey*

Introduction

Currently, various university curricula in the world have been prepared to equip students with the competencies needed in the 21st century and so that students can win the competition in the world of work. This is in accordance with the opinion (Khan & Law, 2015) which says that the role of the curriculum in higher education aims to provide quality and relevant programs and services for today's students. The same thing was stated by (Decuir, 2017) who said that curriculum design must be able to facilitate global competencies that students must possess in the future. In addition, research results show

that the integration of career development learning into the curriculum is a significant effort in facilitating learning experiences (Bridgstock et al., 2019). Therefore, the internationalization of the curriculum in higher education is an unavoidable process (Sá & Serpa, 2020). Thus, the design of the higher education curriculum must be able to equip students with the competencies needed when entering the world of work.

Competencies needed by students in entering the world of work are hard-skills and soft-skills. The results showed that there was a significant effect of soft-skill and hard-skill competencies on the intention to become an entrepreneur (Riyanti et al., 2016). The results also show that soft skills and hard skills are significantly and positively related to individual innovation (Hendarman & Cantner, 2018). The results also show that only soft skills have a positive effect on non-technical innovation and only hard skills have a positive effect on technical innovation (Hendarman & Tjakraatmadja, 2012). With hard skills and soft skills, a teacher will be able to change his mind to become an outstanding teacher (Maheasy, 2016). The results also show that hard-skills and soft-skills have a positive effect on work motivation (Nugraha et al., 2021). Hard-skills and soft-skills also affect one's professionalism at work (Nurhasanah & Suparjono, 2020). So these hard-skills and soft-skills are really needed by students to be successful in entering the world of work.

The importance of equipping students with hard-skills and soft-skills makes Indonesia have to design a new curriculum. The new curriculum designed in Indonesia is called Merdeka Learning – Merdeka Campus or what is known as MBKM. The MBKM policy consists of various programs, namely internships/work practices, student exchanges, campus teaching or teaching assistance in educational units, independent studies/projects, research/research, humanitarian projects, entrepreneurial activities, and village building/thematic KKN (Kemendikbudristek, 2020). The implementation of this new curriculum aims to prepare students to face the challenges of the 21st century by improving students' hard-skills and soft-skills as well as increasing the achievement of graduate competencies in order to succeed in becoming future leaders who excel and have good personalities (Junaidi, 2020). In addition, the application of this new curriculum is also useful for students entering the world of work (Priambada et al., 2020). For example, internships/work practices that send students directly to work practicums. Thus, the new curriculum is very much in line with the world curriculum which equips students with hard-skills and soft-skills so that students are ready to enter the world of work.

One of the factors that influence the implementation of this curriculum is the involvement of lecturers. The results showed that one of the factors that hindered the curriculum implementation process was the unavailability of initial training for lecturers on curriculum implementation (Tom-Lawyer, 2015). Research conducted by (Tom-Lawyer, 2015) only analyzes the inhibiting factors and steps to overcome them. As a follow-up study, (Tom-Lawyer, 2015) recommends conducting a review of the broad involvement of lecturers in implementing a curriculum. Researchers suspect that the involvement of lecturers in participating in various MBKM activities has an influence on the implementation of MBKM in improving students' hard-skills and soft-skills as well as fulfilling graduate learning outcomes. Therefore, the purpose of this study was to determine the effect of lecturer involvement on the implementation of MBKM in improving hard-skills, soft-skills, and fulfillment of CPL. Thus the hypothesis of this research are:

H_0 = there is no significant effect between the involvement of lecturers on the implementation of MBKM in improving hard-skills, soft-skills, and fulfillment of CPL.

H_a = there is a significant influence between the involvement of lecturers on the implementation of MBKM in improving hard-skills, soft-skills, and fulfillment of CPL.

Method

This type of research uses quantitative research. This research was conducted at the Islamic University of Malang in December 2021. The number of samples in this study were 309 lecturers who participated voluntarily in filling out a lecturer involvement questionnaire. The sample selection was done by using random sampling, where there were no certain criteria in determining the sample.

Measuring variables in this study using a Likert scale which is used to measure lecturers' perceptions of lecturer involvement and lecturers' perceptions of MBKM implementation can improve students' hard-skills and soft-skills as well as fulfillment of CPL. The Likert scale is used to measure the variables of lecturer involvement and lecturers' opinions regarding the implementation of MBKM can improve hard-skills and soft-skills as well as the fulfillment of CPL. The indicator of the predictor variable in the form of lecturer involvement and the dependent variable indicator in this study used the indicators contained in the MBKM evaluation in spadadikti (see Table 1).

Table 1. Indicators of predictor variables and indicators of independent variables

Variable	Indicator
Predictor variable: Lecturer involvement	Participate in preparing curriculum implementation Become a field supervisor Assist study programs in compiling CPL Have you ever studied the MBKM manual? Following the socialization of the driving lecturer Take an active role in encouraging students to join MBKM
Dependent variable: MBKM implementation	Improve hard-skills and soft-skills Fulfilling Graduate Learning Outcomes (CPL)

This research instrument is part of the MBKM evaluation instrument developed by the Ministry of Education and Culture. Therefore, this research instrument is assumed to be valid and reliable. Each indicator in table 1 is developed into a single question. Thus obtained 7 questions for predictor variables and 2 questions for independent variables. These questions can be seen in Table 2.

Table 2. Research Instruments

No.	Table 2. Research Instruments
1	How is your involvement in activities to prepare for the implementation of MBKM in study programs or universities?
2	Have you ever been a KKN field supervisor or student entrepreneur activity supervisor or internship supervisor or student exchange supervisor before the MBKM program?
3	Have you ever helped study programs in compiling CPL or doing SKS calculations/equivalent?
4	Have you ever studied the MBKM manual?
5	Have you ever participated in the socialization of driving lecturers either directly or through the Directorate General of Higher Education's YouTube?
6	Are you willing to be a supervisor in MBKM activities?
7	Will you take an active role in suggesting/encouraging students to take MBKM activities?
8	In your opinion, does the implementation of the MBKM program improve students' hard-skills and soft-skills?
9	In your opinion, how useful is the implementation of MBKM for the purpose of fulfilling graduate learning outcomes?

Furthermore, the results of filling out the questionnaire were analyzed using multiple regression and processed using SPSS analysis. The level of significance of the results of regression testing in this study is 5%. Therefore the criteria for the results of this test, namely H_{α} is accepted if the value of sig. <

alpha (0.05), so that there is an effect of lecturer involvement on the implementation of MBKM in improving students' hard-skills and soft-skills as well as influencing the fulfillment of CPL.

Result

The results of the overall regression test of the indicators of lecturer involvement can be seen in Table 3. While the results of the regression test for each predictor variable can be seen in Table 4.

Table 3. Regression Test Results of All Independent Variables

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	37.810	1	37.810	28.323	.000 ^a
	Residual	409.828	307	1.335		
	Total	447.638	308			

a. Predictors: (Constant), Total Keterlibatan Dosen Dalam MBKM

b. Dependent Variable: Hard skill soft skill CPL

From Table 3 it is obtained that the value of sig. is $0.000 < 0.05$ which means that H_0 is rejected and H_a is accepted. This means that there is a significant effect of lecturer involvement in MBKM on lecturers' perceptions that the implementation of MBKM can improve students' hard-skills and soft-skills as well as to fulfill CPL.

Tabel 2. Hasil Uji Regresi dari Masing-Masing Variabel Bebas

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.448	.482		7.151	.000
	Keterlibatan penyiapan implementasi MBKM	.298	.114	.159	2.614	.009
	Pernah menjadi Pembimbing Lapangan	-.142	.152	-.052	-.935	.350
	Pernah membantu Program Studi menyusun CPL	-.102	.162	-.037	-.628	.530
	Pernah Belajar Buku Panduan MBKM	.359	.214	.105	1.681	.094
	Pernah Ikut Sosialisasi Dosen Penggerak	.564	.148	.216	3.821	.000
	Bersedia Menjadi Pembimbing MBKM	.580	.129	.246	4.516	.000
	Berperan Aktif Mendorong Mahasiswa di MBKM	.051	.083	.032	.608	.543

a. Dependent Variable: Hard skill soft skill CPL

From Table 4, it is found that there are several variables that significantly affect the perception of lecturers that the implementation of MBKM can improve hard-skills, soft-skills, and fulfillment of CPL, namely the involvement of lecturers in preparing the implementation of MBKM, having participated in socialization as a driving lecturer, and willing to be a mentor. MBKM. This is because the value of sig. < 0.05. While the variables that did not have a significant effect were having been a field supervisor, had helped study programs in preparing CPL, had studied the MBKM guide book, and had an active role in encouraging students at MBKM. This is because the value of sig. > 0.05.

Discussion

From the results of the study, it was found that the involvement of lecturers had a significant influence on the implementation of MBKM in improving hard-skills, soft-skills, and fulfillment of CPL. There are 3 variables of lecturer involvement that significantly affect lecturer involvement. The first variable of lecturer involvement that has a significant effect is the involvement of lecturers in preparing the implementation of MBKM. The results of this study are consistent with the results of previous studies which showed that the main findings of teacher preparation, namely: (a) teacher preparation helps students develop knowledge and skills, and (b) well-prepared teachers will produce outstanding students (Tom-Lawyer, 2015). Therefore, adequate preparation of teachers in higher education is very important to do (Tom-Lawyer, 2015). The results of this study extend the results of previous studies by showing that in addition to having to be involved in MBKM activities, lecturers must also be involved in preparing for MBKM implementation. For example, forming an MBKM team at the study program, faculty, and university levels that involves the active role of lecturers. In fact, what is important from the results of this research is that the variable involvement of lecturers in the form of having been a field supervisor and having helped study programs in preparing CPL does not significantly affect the implementation of MBKM in improving hard-skills, soft-skills, and fulfillment of CPL. This is because the lecturers do not understand the purpose of implementing this MBKM.

The second variable from the involvement of lecturers that has a significant effect is having participated in socialization as a driving lecturer. The results of previous research showed that socialization activities in the form of seminars could increase participants' knowledge (Setiawan, 2021; Setiawan & Ayuningtyas, 2021b, 2021a). In addition to socialization activities, training should also be provided. For example, training as a driving lecturer, training as a field supervisor. This is in accordance with the results of research showing that this training can significantly make participants understand better what will be done or what will be done (Setiawan, 2020; Setiawan & Syaifuddin, 2020). The results of this study extend the results of previous studies by showing that socialization as a driving lecturer can significantly influence the implementation of MBKM in improving hard-skills, soft-skills, and fulfillment of CPL. The interesting thing from the results of this study is that the variable having studied the MBKM guidebook has no significant effect on the implementation of MBKM. This is because just reading the MBKM manual does not necessarily mean that someone will understand the contents of the MBKM manual. Therefore, socialization is needed.

The third variable from the involvement of lecturers that has a significant effect is the willingness to become MBKM supervisors. A person's willingness to do something is an intrinsic motivation. Where the results of this study are in accordance with the results of previous studies which showed that intrinsic motivation in the form of awareness is one of the components forming effective learning behavior (Crow & Castello, 2016). The results of this study develop the results of previous studies by showing that willingness to become a supervisor has a significant influence than having been a field supervisor and has an active role in encouraging students at MBKM. This is because having been a field supervisor is not necessarily willing to become an MBKM supervisor (for example due to assignments or requests from leaders). Therefore, awareness of lecturers is needed to become MBKM supervisors.

Recommendation

The results of this study have implications for increasing the involvement of lecturers in the implementation of the MBKM curriculum with the aim that the implementation of MBKM can improve hard-skills, soft-skills, and increase the fulfillment of CPL. Based on the results of this study, the authors recommend to universities and also the Ministry of Education and Technology to: (1) involve lecturers not only in MBKM activities, but also involve the preparation of MBKM implementation. This is because lecturers will understand better that the purpose of MBKM is to improve hard-skills, soft-skills, and fulfillment of CPL. (2) conduct socialization about the driving lecturer. This socialization is not only carried out by the Ministry of Education and Culture, but also by universities. This is because based on the results of this study, it shows that socialization is significantly more influential than just reading the MBKM implementation guide book. (3) willing to become MBKM supervisor. This willingness to provide awareness to lecturers that the implementation of this MBKM requires the role of the lecturer to optimize the achievement of this MBKM implementation, namely to improve hard-skills, soft-skills, and fulfillment of CPL. Thus, through these three activities, it is hoped that the implementation of MBKM in improving hard-skills, soft-skills, and fulfilling CPL can be achieved well.

Conclusion

The results showed that the value of sig. of $0.000 < 0.05$ which means that there is a significant influence between the involvement of lecturers on the implementation of MBKM in improving hard-skills, soft-skills, and fulfillment of CPL. Variables that significantly affect the involvement of lecturers in the implementation of MBKM in improving hard-skills, soft-skills, and fulfillment of CPL, among others: involvement of lecturers in preparing the implementation of MBKM, having participated in socialization as driving lecturers, and willing to become MBKM mentors. While the variables that did not significantly affect the implementation of MBKM in improving hard-skills, soft-skills, and fulfillments of CPL were: had been a field supervisor, had helped study programs in preparing CPL, had studied MBKM guidebooks, and played an active role in encouraging students at MBKM.

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