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Lecturers' Perceptions of the Implementation of MBKM in Improving Hard Skills, Soft Skills, and Fulfilling Graduate Learning Outcomes

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Abstract

The purpose of this study was to identify lecturers' perceptions of the implementation of MBKM in improving hard-skills, soft-skills, and fulfillment of graduate learning outcomes (CPL) based on gender, tenure, and lecturer's functional position. This study uses an online survey approach. The sample of this study consisted of 308 lecturers at the Islamic University of Malang. The data collected in this study were the results of filling out a questionnaire. The results of filling out the questionnaire were analyzed based on gender, years of service, and functional positions of lecturers. The results showed that the percentage of the results of filling out the hard-skills and soft-skills questionnaire was 75.19%, which means that the lecturers' perceptions of the implementation of MBKM were in the good category in improving hard-skills and soft-skills. While the results of filling out the CPL fulfillment questionnaire showed 92.34%, which means that the lecturers' perception of the implementation of MBKM is very good in increasing the fulfillment of CPL. Based on gender, it was found that male lecturers had a higher perception of the implementation of MBKM in improving hard-skills and soft-skills. Meanwhile, female lecturers have a higher perception of the implementation of MBMK in fulfilling the CPL. Based on the years of service; it is found that all lecturers with different tenures have the same perception that the implementation of MBKM is more beneficial for CPL than improving hard-skills and soft-skills. Based on the functional positions of the lecturers, it was found that lecturers who do not have functional positions and are expert assistants have the perception that the implementation of MBKM is in a good category for improving hard-skills and soft-skills, while lecturers who are lectors, head lectors, and professors have the perception that implementation MBKM is quite good at improving hard-skills and soft-skills. Based on functional positions, it is also found that all lecturers have the same perception, namely that the implementation of MBKM is very useful for fulfilling CPL. In general, it is concluded that the implementation of MBKM is more beneficial for fulfilling CPL than increasing hard-skills and soft-skills.

Keywords: *CPL; Hard-Skill; MBKM; Persepsi; Soft-Skill*

Introduction

One of the policies of the ministry of education, culture, research, and technology (Kemendikbudristek) that is being implemented is Merdeka Learning – Merdeka Campus or better known as MBKM. The MBKM program currently offered consists of activities: 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 Community Service Programs (KKN). Ministry of Education and Culture, 2020). The purpose of this MBKM policy is to provide opportunities for students to gain wider learning experiences and new competencies through several learning activities outside of their study program, with the hope that in the future they will be able to produce graduates who are ready to win the increasingly complex challenges of life in the 20th century. 21 (Junaidi, 2020). As well as to improve the competence of graduates, both soft skills and hard skills, to be more prepared and relevant to the needs of the times, to prepare graduates as future leaders of the nation with superior and personality (Junaidi, 2020). In addition, MBKM aims to encourage students to master various sciences and skills through experiential learning that is useful for entering the world of work and character development (Prijambada et al., 2020). So in general, the objectives of the MBKM policy is to improve the hard-skills and soft-skills of students needed by students in facing the world of work and increase the fulfillment of graduate learning outcomes or often referred to as CPL.

Hard-skills are defined as skills that produce something directly visible (Asbari et al., 2020). For example, the skill of making paintings. In essence, these hard-skills are related to the technical skills that must be possessed by a person in carrying out certain jobs. For example, the hard skills for a teacher's job are the skills to open lessons, manage classes, write well, and others. Meanwhile, soft skills are knowledge that is still in the human mind and is very personal (Asbari et al., 2020). For example, someone who is always honest. These hard-skills and soft-skills are really needed by students in facing the world of work. This can be seen from various research results. For example, the results of the study show that there is 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; Patacsil & Tablatin, 2017; Prihatiningsih, 2018; Rachmawati et al., 2019; Setiana et al., 2019). Therefore, students need soft-skills and hard-skills when they enter the world of work.

The government pays attention to the importance of hard-skills and soft-skills, namely through the implementation of the MBKM policy. The implementation of this MBKM policy cannot be separated from the role of lecturers to support the success of MBKM in equipping students with hard-skill and soft-skill competencies. This is because the lecturer in this MBKM activity acts as a Field Supervisor (DPL). Where the task of DPL is to guide and provide solutions to students if they experience problems when carrying out these MBKM activities. The success of this DPL task starts from the lecturer's perception of MBKM activities in improving hard-skills, soft-skills, and fulfilling CPL. This is in accordance with the results of research showing that perception will influence a person to act (Almerino et al., 2019; Clark et al., 2014; Setiawan, 2020; Setiawan et al., 2020a, 2020b; Setiawan & Ayuningtyas, 2021). Therefore, it is important to further analyze the lecturer's perception of the implementation of MBKM in improving hard-skills, soft-skills, and fulfilling CPL.

Thus, the purpose of this research is to describe lecturers' perceptions of the implementation of MBKM in improving hard-skills, soft-skills, and fulfillment of CPL based on gender, tenure, and functional position. This is because one's perception is influenced by background experience (Kalyuga, 2009) and gender. Where the background experience can be known from the tenure and functional positions held by the lecturer. The results of this study can be used by the government in increasing lecturers' perceptions of the importance of MBKM for improving students' hard-skills and soft-skills as well as for fulfilling CPL.

Method

This research method is a descriptive quantitative research with a survey approach conducted online. Survey research is the most suitable research to find out the opinions, behaviors, or characteristics of a population (Creswell, 2012). The survey approach in this study was used to identify lecturers' perceptions of the implementation of MBKM in improving hard-skills, soft-skills, and fulfilling CPL.

The population of this research is lecturers at the Islamic University of Malang. While the sample of this study were lecturers who voluntarily participated in filling out the questionnaire for this research. The sample selection technique for this study used a random sampling technique. The sample of this study consisted of 308 lecturers from various study programs. This research design uses a cross-sectional design, where the researcher collects data at one time (Creswell, 2012) to collect lecturers' perceptions about the implementation of MBKM in improving hard-skills, soft-skills, and fulfilling CPL.

The research data is in the form of a questionnaire. This questionnaire consists of two questions that are part of the MBKM implementation evaluation questionnaire developed by the Ministry of Education and Culture (Spadadikti). The first question is, in your opinion, does the implementation of the MBKM program improve students' hard-skills and soft-skills? The second question is, in your opinion, how useful is the implementation of MBKM for the purpose of fulfilling graduate learning outcomes? The answer to this question consists of 5 categories, namely: there is no improvement at all, there is an improvement but not good enough, there is an improvement quite well, there is an improvement well, and there is an improvement very well. Each of these choices was given a score of 1, 2, 3, 4, and 5. There were 308 lecturers who participated in filling out the questionnaire, so the minimum score was 308×2×1=616 and the maximum score was 308×2×5= 3080. From this maximum score and minimum score, the category of lecturer's perception of the implementation of MBKM in improving hard-skills, soft-skills, and fulfillment of CPL will be determined which can be seen in Table 1.

Table 1. Categories of Lecturers' Perceptions of the Implementation of MBKM

Score Percentage	Perception Category	Description
$x \leq 20\%$	Not good	MBKM is not very good at improving hard-skills, soft skills, and fulfilling CPL
$20\% < x \leq 40\%$	less good	MBKM is not good at improving hard-skills, soft skills, and fulfilling CPL
$40\% < x \leq 60\%$	Pretty good	MBKM is quite good at improving hard-skills, soft skills, and fulfilling CPL
$60\% < x \leq 80\%$	Good	MBKM is good at improving hard-skills, soft skills, and fulfilling CPL
$80\% < x \leq 100\%$	Very good	MBKM is very good at improving hard-skills, soft skills, and fulfilling CPL

The category limits for lecturers' perceptions of the implementation of MBKM in improving hard-skills, soft-skills, and fulfilling CPL are in the good category. If it is under the good category, the

lecturer's perception of the implementation of MBKM in improving hard-skills, soft-skills, and fulfilling CPL is still low or still lacking.

Result

In general, the results of filling out questionnaires on lecturers' perceptions about the implementation of MBKM in improving soft-skills and hard-skills of 308 lecturers can be seen in Figure 1. While the results of filling out the questionnaire on the benefits of MBKM implementation in fulfilling Graduate Learning Outcomes (CPL) can be seen in Figure 2.

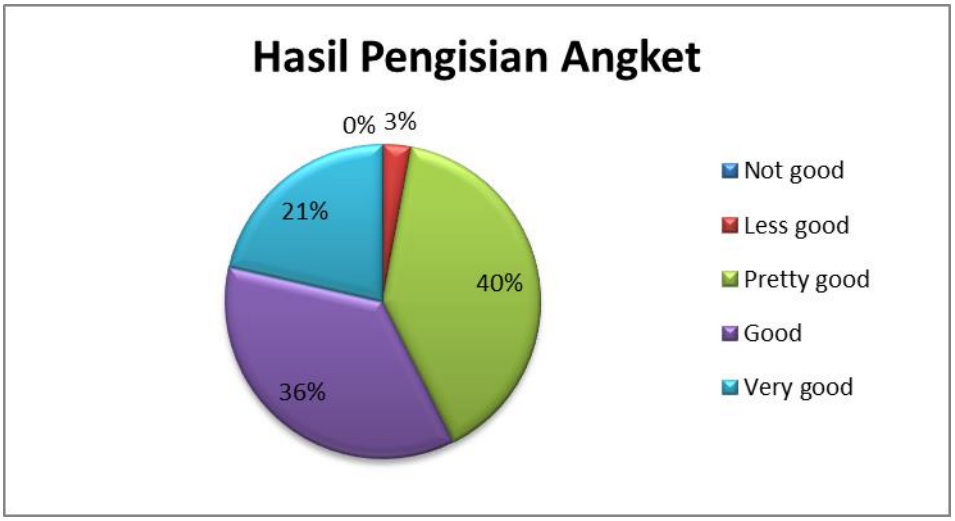

Figure 1. Results of Completing Lecturer Perception Questionnaires on MBKM Implementation

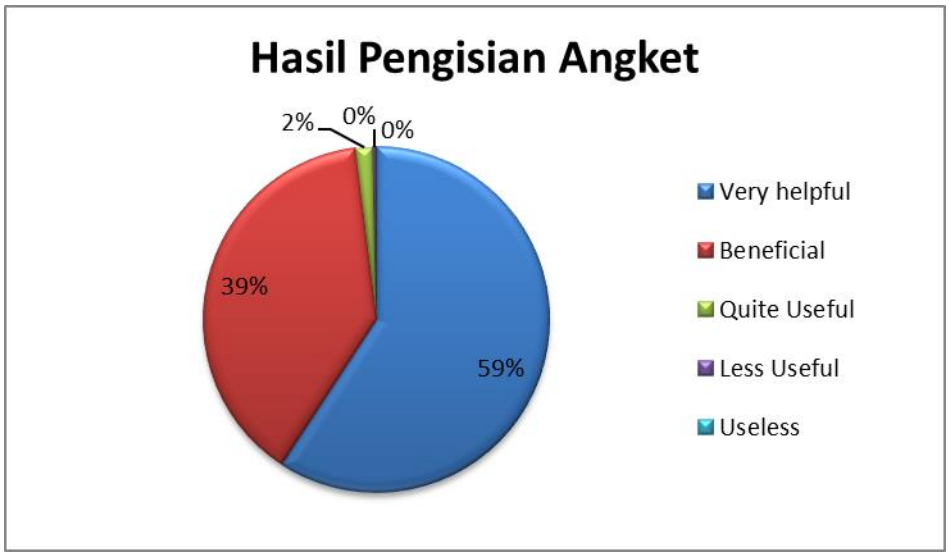

Figure 1. Results of Completing Lecturer Perception Questionnaires on MBKM Implementation

From Figure 1 and Figure 2, the total score of the results of filling out the questionnaire can be seen in Table 2.

Table 2. Total Score of Questionnaire Results

Category	Many lecturers choose		Weight	Score	
	Hard-skill and soft-skill	CPL Fulfillment		Hard skill and soft skill	CPL Fulfillment
Not good	66	183	5	330	925
Less good	111	120	4	444	480
Pretty good	122	5	3	366	15
Good	9	1	2	18	2
Very good	0	0	1	0	0
Total Skor				**1.158**	**1.422**

From the results of filling out the questionnaire, it was found that in general the maximum score for filling out the two questionnaires was 308×2×5=3,080. While the total score obtained is 1.158 + 1,422 = 2,580. If it is presented, then it is obtained $\frac{2.580}{3.080} \times 100\% = 83{,}8\%$. Based on Table 1, these results indicate that the implementation of MBKM is very good in improving hard-skills, soft skills, and fulfilling CPL. While the percentage of lecturers' perceptions of the implementation of MBKM in improving hard-skills and soft-skills is $\frac{1.158}{1.540} \times 100\% = 75{,}19\%$ (meaning it is in the good category in improving hard-skills and soft-skills). Furthermore, the percentage of lecturers' perceptions of the benefits of implementing MBKM in fulfilling CPL is $\frac{1.422}{1.545} \times 100\% = 92{,}34\%$ (meaning it is in the very good category in fulfilling the CPL).

By Gender

The results of filling out the questionnaire from 308 lecturers divided into 174 male lecturers and 134 female lecturers can be seen in Table 3.

Table 3. Score of Questionnaire Results Based on Gender

Category	Hard-Skill and Soft-Skill Questionnaire				CPL Fulfillment Questionnaire			
	Man		Woman		Man		Woman	
	n	%	n	%	n	%	n	%
Not good	39	22,41	27	20,15	99	56,90	84	62,68
Less good	61	35,06	50	37,31	72	41,38	48	35,82
Pretty good	66	37,93	56	41,80	3	1,72	1	0,75
Good	8	4,60	1	0,74	0	-	1	0,75
Very good	0	-	0		0	-	0	-
Total	**174**	**100**	**134**	**100**	**174**	**100**	**134**	**100**

From Table 3, it can be seen that the percentage of male lecturers who chose the very good category and the poor category for the hard-skills and soft-skills questionnaire was more than the percentage of female lecturers. Meanwhile, the percentage of female lecturers who chose the good and good enough category for the hard-skill and soft-skills questionnaire was higher than the percentage of male lecturers. Furthermore, for the CPL fulfillment questionnaire, it was found that the percentage of female lecturers who chose the very good category was more than the male lecturers. This means that male lecturers have a higher perception of the implementation of MBKM in improving hard-skills and soft-skills than female lecturers. Meanwhile, female lecturers have a higher perception of the benefits of implementing MBKM in fulfilling CPL than male lecturers.

Based on Working Period

Filling out this questionnaire is also divided based on years of service, namely: (a) < 5 years, (b) 5 to 10 years, (c) 10 to 20 years, and (d) > 20 years. Of the 308 lecturers who participated in filling out the questionnaire, 102 lecturers had tenure of < 5 years, 75 lecturers had tenure of 5 to 10 years, 27 lecturers had tenure of 10 to 20 years, and 104 lecturers had tenure of > 20 year. The results of filling out the hard-skills and soft-skills questionnaires based on years of service can be seen in Table 4, while the results of filling out the CPL fulfillment questionnaires based on years of service can be seen in Table 5.

Table 4. Results of Completing Hard-Skills and Soft-Skills Questionnaires Based on Working Period

Category	Hard-Skill and Soft-Skill Questionnaire Results Based on Service Period							
	< 5 Tahun		5 s/d 10 Tahun		10 s/d 20 Tahun		> 20 Tahun	
	n	%	n	%	n	%	n	%
Not good	18	17,64	19	25,33	8	29,63	21	20,19
Less good	42	41,18	27	36,00	6	22,22	36	34,62
Pretty good	41	40,20	25	33,33	12	44,44	44	42,31
Good	1	0,98	4	5,34	1	3,71	3	2,88
Very good	-		-		-		-	
Total	**102**	**100**	**75**	**100**	**27**	**100**	**104**	**100**

From Table 4, it can be seen that the perception of lecturers who have a working period of < 5 years, 10 to 20 years, and > 20 years is more of a view that the implementation of MBKM is good enough to improve students' hard-skills and soft-skills. Meanwhile, lecturers who have a working period of 5 to 10 years are more likely to see that the implementation of MBKM is good for improving students' soft-skills and hard-skills. Based on this tenure, it is found that not many people think that the implementation of MBKM is very good in improving students' hard-skills and soft-skills.

Table 5. Results of Completing the CPL Fulfillment Questionnaire by Working Period

Category	CPL Fulfillment Questionnaire Results Based on Service Period							
	< 5 years		5 s/d 10 years		10 s/d 20 years		> 20 years	
	n	%	n	%	n	%	n	%
Not good	57	55,88	52	69,33	18	66,67	56	53,85
Less good	43	42,16	21	28,00	8	29,63	48	46,15
Pretty good	1	0,98	2	2,67	1	3,70	-	-
Good	1	0,98	-	-	-	-	-	-
Very good	-	-	-	-	-	-	-	-
Total	**102**	**100**	**75**	**100**	**27**	**100**	**104**	**100%**

Based on Table 5, it is found that all lecturers with different tenures have the same perception, that is, many have the view that the implementation of MBKM is very useful in fulfilling CPL.

By Functional Position

Filling out the questionnaire was also categorized based on the functional position of the lecturer, which consisted of: not having a functional position, expert assistant, lecturer, head lecturer, and professor. Of the 308 lecturers who participated in filling out the questionnaire, 66 lecturers did not have a functional position, 107 lecturers had the functional position of expert assistant, 80 lecturers had the functional position of lector, 48 lecturers had the functional position of head lector, and 7 lecturers had the functional position of professor. The results of filling out the hard-skills and soft-skills questionnaires based on functional positions can be seen in Table 6. While the results of filling out the CPL fulfillment questionnaires based on functional positions can be seen in Table 7.

Table 6. Results of Completing Hard-Skill and Soft-Skill Questionnaires by Functional Position

Category	Hard-Skill and Soft-Skill Questionnaire Results Based on Functional Position									
	No-Jafa		Expert Assistant		Lecturer		Head Lecturer		Profesor	
	n	%	n	%	n	%	n	%	n	%
Not good	12	18,18	24	22,43	15	18,75	14	29,17	1	14,28
Less good	29	43,94	40	37,38	29	36,25	10	20,83	3	42,86
Pretty good	25	37,88	39	36,45	34	42,50	21	43,75	3	42,86
Good	-	-	4	3,74	2	2,50	3	6,25	-	
Very good	-	-	-	-	-		-		-	
Total	**66**	**100**	**107**	**100**	**80**	**100**	**48**	**100**	**7**	**100**

From Table 6, it is found that the perception of lecturers who do not have functional positions, and lecturers who have functional positions of expert assistants prefers that the implementation of MBKM is good for improving hard-skills and soft-skills. Meanwhile, lecturers who have the functional positions of Lecturer, Head Lector, and Professor prefer that the implementation of MBKM is quite good in improving hard-skills and soft-skills. In general, it was found that based on the functional positions of the lecturers, it was found that no one had a very good perception of the implementation of MBKM in improving hard-skills and soft-skills. It can also be said that the perception of lecturers who have functional positions of lector, head lector, and professor is lower than lecturers who do not have functional positions and lecturers who have functional positions of expert assistant on the implementation of MBKM in improving students' hard-skills and soft-skills.

Table 7. Results of Completing CPL Fulfillment Questionnaires by Functional Position

Category	CPL Fulfillment Questionnaire Results Based on Functional Position									
	No-Jafa		Expert Assistant		Lecturer		Head Lecturer		Profesor	
	n	%	n	%	n	%	n	%	n	%
Not good	33	50,00	74	69,16	44	55,00	27	56,25	5	71,43
Less good	31	46,96	31	28,97	35	43,75	21	43,75	2	28,57
Pretty good	1	1,52	2	1,87	1	1,25	-	-	-	
Good	1	1,52	-	-	-	-	-	-	-	
Very good	-		-	-	-	-	-	-	-	
Total	**66**	**100**	**107**	**100**	**80**	**100**	**48**	**100**	**7**	**100**

From Table 7 it is known that all lecturers, both those who do not have functional positions and those who already have functional positions of expert assistants, lectors, head lectors, and professors have more perceptions that the implementation of MBKM is very good or very useful in fulfilling CPL.

In general, from the research results obtained a description of lecturers' perceptions of the implementation of MBKM in improving hard-skills and soft-skills as well as fulfilling CPL can be seen in Table 8.

Table 8. Description of Lecturer's Perception of MBKM Implementation

Category	Perception of Hard-Skill and Soft-Skill Enhancement	Perception of CPL Fulfillment
Gender	Many male and female lecturers have the perception that the implementation of MBKM is in a good enough category to improve students' hard-skills and soft-skills.	Most of the male lecturers have the perception that the implementation of MBKM is very beneficial for fulfilling the CPL, while female lecturers have the perception that the implementation of MBKM is beneficial for fulfilling the CPL.
Years of service	Lecturers who have a tenure of < 5 years, 10 to 20 years, and > 20 years have the perception that the implementation of MBKM is good enough to improve soft-skills and hard-skills. Meanwhile, lecturers with a working period of 5 to 10 years have the perception that the implementation of MBKM is good for improving soft-skills and hard-skills.	All lecturers with different tenures have the same perception, namely that the implementation of MBKM is very useful for fulfilling CPL.
Functional	Lecturers who do not have a functional position and have a functional position of expert assistant are more likely to have the perception that the implementation of MBKM is good for improving soft-skills and hard-skills. Meanwhile, lecturers who have the positions of Lector, Head Lecturer, and Professor have more of a perception that the implementation of MBKM is good enough to improve students' soft-skills and hard-skills.	Lecturers who do not have functional positions or who already have functional positions of expert assistant, lector, head lector, and professor have the same perception that the implementation of MBKM is very useful for fulfilling CPL.

Discussion

The results of this study generally contribute to providing an overview of lecturers' perceptions of the implementation of MBKM in improving hard-skills, soft-skills, and fulfillment of CPL based on gender, tenure, and lecturer's functional position. Based on gender, it was found that more male lecturers had the perception that the implementation of MBKM was very beneficial for fulfilling CPL rather than increasing hard-skills and soft-skills. The results of this study are in accordance with the results of previous studies which showed that male teachers were more dominant in commanding students while female teachers were more nurturing (Wood, 2012). The results of this study extend the results of previous studies by showing that more male lecturers have a perception of the benefits of implementing MBKM for achieving CPL. But what is interesting from the results of this study is that both male and female lecturers have a low perception that the implementation of MBKM can improve students' hard-skills and soft-skills.

Based on the years of service, it is found that all lecturers (both new and old lecturers) have the perception that the implementation of MBKM is very useful for fulfilling CPL rather than improving hard-skills and soft-skills. Based on functional positions, it is found that lecturers who do not have functional positions and lecturers who have functional positions of expert assistants have a higher perception than lecturers who have functional positions of lector, head lector, and professor that the implementation of MBKM can improve hard-skills and soft-skills. This difference in perception is in accordance with the theory which states that a person's perception is influenced by the knowledge he has, where someone who is more experienced or knowledgeable will perceive something based on his experience and knowledge (Sternberg & Sternberg, 2012). However, what is interesting is that all lecturers (both those who do not have functional positions and those who have functional positions) have the same perception that the implementation of MBKM is very useful for fulfilling CPL. This is because MBKM socialization so far has only focused on fulfilling CPL rather than increasing hard-skills and soft-skills. Therefore, it is also included in every socialization carried out by the Ministry of Education and Culture and includes hard skills and soft skills which will be the focus of this MBKM.

Recommendation

From the research results, the authors recommend to the government that the perception of lecturers is still low that the implementation of this MBKM can improve hard-skills and soft-skills. This means that the implementation of MBKM is only understood to fulfill the CPL. Therefore, it is important for the government to socialize about hard-skills and soft-skills that will be achieved through this MBKM. Thus, every program to be implemented has clear hard-skills and soft-skills to be achieved.

Conclusion

In general, from the results of research and discussion, it is found that the perception of lecturers in terms of gender, tenure, and functional positions in general has more perceptions that the implementation of MBKM is very useful for fulfilling CPL rather than equipping students with hard-skills and soft-skills. This is because the socialization of MBKM so far carried out by the government focuses on achieving CPL rather than hard-skills and soft-skills.

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