Merdeka Learning Campus Merdeka (MBKM)

University of North Sumatra in
2021

GUIDE MODULE
INDEPENDENT LEARNING INDEPENDENT CAMPUS

1. RESEARCH GUIDE INDEPENDENT LEARNING INDEPENDENT CAMPUS
2. PANDUA INDEPENDENT ENTREPRENEUR PROGRAM LEARN INDEPENDENT CAMPUS
3. INDEPENDENT HUMANITARIAN PROJECT PROGRAM GUIDE LEARN INDEPENDENT CAMPUS
4. INDEPENDENT PROJECT GUIDE INDEPENDENT CAMPUS LEARNING
5. FREE CAMPUS TEACHING PROGRAM GUIDE FREE CAMPUS LEARNING
6. INTERNSHIP GUIDE / WORK PRACTICE INDEPENDENT LEARNING INDEPENDENT CAMPUS
7. INDEPENDENT THEMATIC REAL WORK LECTURE GUIDE LEARN INDEPENDENT CAMPUS
8. INDEPENDENT CREDIT TRANSFER SYSTEM GUIDE LEARN INDEPENDENT CAMPUS
9. GUIDELINES FOR DECONSTRUCTING AND PREPARING THE HIGHER EDUCATION CURRICULUM AT THE UNIVERSITY OF NORTH SUMATRA WITH AN OUTCOME-BASED EDUCATION (OBE) APPROACH AND IMPLEMENTING INDEPENDENT LEARNING ON INDEPENDENT CAMPUSES
10. E-LEARNING USAGE GUIDE (LECTURER, STUDENT, AND OPERATOR GUIDE)

PRAKATA REKTOR
UNIVERSITY OF NORTH SUMATRA

Assalamu'alaikum wr. wb.
Best wishes and good health.

The publication of the Merdeka Belajar-Kampus Merdeka (MBKM) Guidebook at the University of North Sumatra is part of an effort to provide the best service for students and other stakeholders. We should be grateful that God Almighty gives us the strength to carry out our duties as educators. The MBKM guide is presented so that the implementation of the classroom teaching process blends with the reality that requires a quick solution to overcome problems. As the spirit written in the Regulation of the Minister of Education and Culture Number 3 of 2020 on National Higher Education Standards and other legal foundations that regulate the Independent Campus Program and provide opportunities for students to study outside their study program for 3 semesters.

Opportunities for demographic bonuses and economic growth that occur in Indonesia must be utilized appropriately and responded to through changes in the Tridarma policies of education, research, and community service. Prepare changes in learning materials and models along with the evaluation system so that students and lecturers actively develop their passions. Campus interaction with communities such as industry, government, associations, and other communities is very important, namely providing solutions to problems that are happening. The campus has a very important role in minimizing the gap (lack of opportunity) between the qualifications of graduates and the needs of workers and professionals for the industrial world.

The University of North Sumatra Merdeka Belajar-Kampus Merdeka (MBKM) Guidebook is adaptively designed so that the learning process is not hampered by old regulations and habits. In addition, it inspires lecturers, students, and education personnel to develop their capacity as needed. This book is a reference for lecturers, students, and education personnel to implement MBKM in the implementation of the Tridarma of higher education at the University of North Sumatra. Gratitude and appreciation to the team that wrote the Free Learning - Independent Campus (MBKM) Guidebook for the University of North Sumatra who worked to complete their assignments. Hopefully this book will provide benefits and inspiration for lecturers, students, and education personnel to carry out MBKM activities.

Wassalamu'alaikum Wr.Wb.
Medan, June 2021
Rector

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OPENING REMARKS OF VICE CHANCELLOR I, UNIVERSITY OF NORTH SUMATRA

Assalamu'alaikum Wr.Wb.

Praise be to Allah SWT for all His blessings, mercy, guidance and guidance so that we can continue to carry out our duties and obligations as academic people. May we always receive His protection in carrying out our daily activities.

I would like to express my appreciation to the drafting team involved for successfully completing the guidebook entitled Guidebook for Deconstruction and Preparation of the University of North Sumatra Higher Education Curriculum with an Outcome-Based Education (OBE) Approach and Implementation of Independent Campus Learning. This book is considered very good and useful because it can be a guideline for all study programs and lecturers at the University of North Sumatra in carrying out Curriculum Deconstruction as a form of actualization of the Tri Dharma of Higher Education, especially in the field of education and teaching and as an effort to improve the quality and competence of North Sumatra University graduates and the competitiveness of education at the global level.

As Vice Rector I of the University of North Sumatra, I am very grateful to the team that has compiled this guidebook. Hopefully in the future all parties involved can contribute to improving the quality of education at the University of North Sumatra. Finally, I hope this book is useful for lecturers at the University of North Sumatra and the wider community, thank you.

Wassalamu'alaikum Wr.Wb.
Medan, April 2021
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OPENING REMARKS OF THE CHAIRMAN OF THE DRAFTING TEAM

Assalamu'alaikum Wr.Wb.

Praise our gratitude to the Almighty God who has provided an outpouring of knowledge and opportunities to the entire drafting team involved so as to successfully complete this guidebook. This book contains guidelines for all study programs and lecturers at the University of North Sumatra in conducting Merdeka Campus Learning (Research/Research, Entrepreneurship Programs, Humanitarian Projects, Independent Studies/Projects, Teaching Campus, Internship Practices, KKNT, E-Learning, Credit Transfer and Teaching Assistance) in an effort to realize a quality education and teaching process to create complete graduates who are useful in society and have global competitiveness. The material in this book is compiled based on an analysis of the needs and obligations that must be carried out by study programs and lecturers in designing an educational curriculum that can meet the demands of the World of Business and Industry (DUDI) and technological developments.

Through this opportunity, we would like to thank the Rector of the University of North Sumatra and all his staff, who have facilitated and always provided direction and motivation for all activities that become the work program of the University of North Sumatra, especially to the Vice Rector I who oversees the field of education and student affairs and various parties who have helped the completion of this material which I cannot mention one by one. We realize that there are still many shortcomings and limitations in the preparation of this material. Therefore, we really hope for input and suggestions for the improvement and perfection of this book in the future. Hopefully this material will be useful for all of us, especially in terms of improving the quality of higher education in the field of teaching. Thank you.

Wassalamu'alaikum Wr.Wb.
Medan, April 2021
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MBKM RESEARCH STUDY

University of North Sumatra
in 2021

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CHAPTER I
INTRODUCTION

1.1 Background

One of the requirements in completing studies in the Bachelor program (S-1) in Higher Education is to compile a final project in the form of a thesis based on science and social humanities research. Thesis is a student's written work that shows the comprehensiveness of the scientific thinking process, creative, integrative, and in accordance with the discipline they are engaged in. Students with their scientific thinking skills will explore, understand, and be able to do research methods better. The paper is prepared by students and accounted for in front of the board of examiners as one of the efforts of the requirements to obtain a bachelor's degree in the form of a thesis which has a very important position, especially at the University of North Sumatra. Thesis is part of the research/research activities carried out by students under the guidance of a supervisor. Research / research can be carried out at universities both inside and outside USU, research institutes / government / private institutions in the country and abroad.

Along with technological advances, in completing studies students can choose various ways so that study objectives can be met according to predetermined learning outcomes. There are many ways that students can do in order to carry out research including:
a) conducting research / research in research laboratories at research institutions / universities / other agencies such as thesis research, research / research internships, as research assistants in research / research projects, b) conducting field research / research organized by private or government institutions both domestically and abroad, c) other activities equivalent to thesis research.

1.2 Legal Basis

The implementation of the University of North Sumatra student research program is based on the following rules and regulations:

1. Constitution of the Republic of Indonesia Year 1945.
2. Law of the Republic of Indonesia Number 20 Year 2003 on the National Education System.
3. Law of the Republic of Indonesia Number 12 Year 2012 on Higher Education.
4. Government Regulation Number 04 of 2014 concerning the Implementation of Higher Education and Management of Higher Education.
5. Government Regulation Number 16 of 2014 concerning the Statute of the University of North Sumatra.
6. Presidential Regulation No. 8 of 2012 on the Indonesian National Qualifications Framework.
7. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards.
8. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 4 of 2020 concerning the Conversion of State Universities into Legal Entity State Universities.
9. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 5 of 2020 concerning Accreditation of Study Programs and Higher Education.
10. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 6 of 2020 concerning Admission of New Undergraduate Students at State Universities.

11. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 22 of 2020 concerning the Strategic Plan of the Ministry of Education and Culture for 2020-2024.
12. USU Board of Trustees Regulation Number 17 of 2016 concerning USU General Policy for the 2016-2021 Period.
13. Regulation of the Board of Trustees of the University of North Sumatra Number 02 of 2019 concerning the First Amendment to the Regulation of the Board of Trustees Number 16 of 2016 concerning the Organization and Governance of the University of North Sumatra.
14. Regulation of the Board of Trustees of the University of North Sumatra Number 01 of 2020 concerning the Second Amendment to the Regulation of the Board of Trustees Number 16 of 2016 concerning the Organization and Governance of the University of North Sumatra.
15. Decree of the USU Board of Trustees Number 1/SK/MWA/I/2020 concerning the Strategic Plan of the University of North Sumatra 2020-2024.

1.3 Program Objective

1. Improving the quality of student research and student experience in large research projects will strengthen the pool of research talent.
2. Improving student research competence through direct mentoring by researchers at research institutes/study centers.
3. Improve the ecosystem and quality of research/research in domestic and foreign laboratories and research institutions by generating research resources and regenerating researchers early on.
4. Improving the quality of higher education through strengthening the comparative advantages and competitive advantages of higher education,
5. Evaluate the quality of education and research through benchmarking with workforce needs in research institutions, government and private agencies.

CHAPTER II
PROGRAM IMPLEMENTATION

2.1 Program Implementation Requirements

2.1.1 University

1. Make agreements in the form of cooperation documents (MoU) with partners from research institutions / research laboratories, government agencies / private institutions or other domestic and foreign universities.
2. Give students the right to participate in the selection and evaluation of research programs in research institutions/laboratories at government institutions/private institutions or other universities in the country or abroad.
3. Develop technical guidelines for learning activities through research.
4. Conduct monitoring and final evaluation and equalization of research/research activities in institutions/laboratories, government agencies/private institutions or other universities in the country or abroad into relevant courses (credits) and sustainable programs.
5. Report the results of learning activities to the Directorate General of Higher Education through the Higher Education Database.

2.1.2 Faculty

1. Make an agreement in the form of a cooperation document (MoA) with partners from research institutions / research laboratories, government agencies / private institutions or other domestic and foreign universities.
2. Develop technical guidelines for learning activities through research/research to be carried out by supervisors and students in accordance with the learning outcomes of each study program;
3. Determine the supervisor, assistant lecturers from partners, and thesis examiners according to the proposal of the Study Program.

2.1.3 Study Program

1. Develop Standard Operational Procedure (SOP)/Manual Procedure (MP) for learning activities through research/research to be carried out by supervisors and students in accordance with the learning outcomes of each study program;
2. Propose supervisors to conduct guidance, supervision, and together with researchers at research institutions / laboratories, government agencies / private institutions or other universities to provide grades.
3. Organizing proposal seminars and research/research results seminars which can be held online or offline, attended by representatives of partners carried out in the independent learning research/research program;
4. Conduct monitoring and evaluation as well as equalization / recognition of research / research activities in institutions / laboratories, government agencies / private institutions or other universities into relevant courses (credits) and sustainable programs.
5. Propose examiners in conducting result seminars and thesis trials or examinations.
6. Propose a co-supervisor as an examiner in the results seminar and thesis trial or examination.
7. Entering the results of learning activities into the USU SIA.

2.1.4 Partner

1. Make agreements and ensure a quality research/research process according to the cooperation document (MoU) with the University which contains the learning process, semester credit recognition and assessment.
2. Develop programs and ensure the implementation of student research/research activities at partner institutions together with the Study Program in accordance with the agreement offered to USU students who will carry out the research/research process.
3. Appoint a research supervisor for students in carrying out research.
4. Co-mentors must have at least a Master's degree and master the field being studied.
5. The mentor together with the supervisor conducts monitoring and evaluation as well as assessment of research activities carried out by students.

2.1.5 Academic Advisor (PA)

1. Provide input to students in selecting research institutions to be addressed in the implementation of research/research programs in accordance with the agreed MoA;
2. Provide consideration to students to choose courses that support the implementation of research/research programs;
3. Approve courses that support the implementation of research/research programs in students' KRS;

2.1.6 Supervisor

1. Provide direction and guidance to students while carrying out research/research so that research/research activities run effectively according to the field chosen by students;
2. Develop the logbook form together with the research assistant;
3. Checking the completeness of documents and assessing the results of research reports;
4. Conduct monitoring and evaluation and assessment of research results with research assistants;
5. Approve the Proposal Seminar, Results Seminar and Thesis Session;
6. Motivate and guide student publications and IPR acquisition;
7. Determining the value of the proposal seminar, if any, Results Seminar and thesis trial/exam.

2.1.7 Research Assistance Supervisor

1. Provide guidance and direction to students which includes the preparation of activity schedules, job descriptions, and activities carried out by students while carrying out research;
2. Develop the logbook form together with the research supervisor;
3. Conduct monitoring and evaluation as well as assessment of the results of research/research.
4. Motivate and guide student publications and IPR acquisition;
5. Participate in determining the final grade of the research during the Results Seminar and thesis trial/exam.

2.1.8 Student

1. Students who are eligible to participate in the research program are students in semesters VI - VIII;
2. Not currently participating in other independent learning programs or face-to-face lectures in class / online or student institution activities during the research process at other institutions / agencies / universities.
3. Have passed 70% of the courses stipulated in the study program curriculum or the equivalent of 100 credits;
4. Have a GPA ≥ 2.75; able to communicate actively in international languages especially for international research activities.
5. With the approval of the Academic Supervisor (DPA), students register to take part in research/research programs organized or offered jointly by the Study Program and Partners.
6. Obtain the allocation of a research supervisor.
7. Develop a research proposal and present the research proposal in the study program;
8. Carry out research activities in accordance with the direction of the supervisor and research co-supervisor;
9. Fill in the logbook according to the activities performed;
10. Compile activity reports and submit reports in the form of theses and scientific articles for publication to supervisors and research assistants.
11. The report is written in Indonesian and/or International Language. The procedure and systematics of writing refer to the guidelines for writing a thesis/scientific work of each faculty;
12. Present the results of research/research in the Results Seminar.
13. Carry out a thesis trial before the examining lecturer who has been appointed by the Study Program.

2.1.9 Process Flow of Research/Research Program Implementation

1. Students consult with their Academic Advisor (PA) to select partners and research schemes in accordance with the MoU and MoA;
2. Pass the selection to join the Research Program.
3. Students are allocated a research site;
4. Prodi proposes research/research supervisors to be determined by the Faculty;
5. Students conduct a Proposal Seminar (if there is a proposal seminar course);
6. Supervisors and co-supervisors determine the schedule and types of activities during research/research that can be recognized in Prodi courses;
7. Supervisors and co-supervisors carry out monitoring and evaluation and assessment during the implementation of research/research;
8. Students conduct Research Seminar and Thesis Session;
9. Supervisors, co-supervisors, and examiners provide final judgment in the Research Seminar and Thesis Session;
10. Partners issue competency certificates after students have completed all research activities.
11. Publish the results of research/research in the form of International Seminars or reputable Journals or apply for IPR or other forms of publication if the research results meet the intended criteria;

12. Prodi validates the recognition of grades and credits;
13. The results of value recognition and credits from research/research activities that have been authorized by the Study Program are uploaded to the USU SIA;
14. The university reports the recognition of grades and credits to PDDikti.

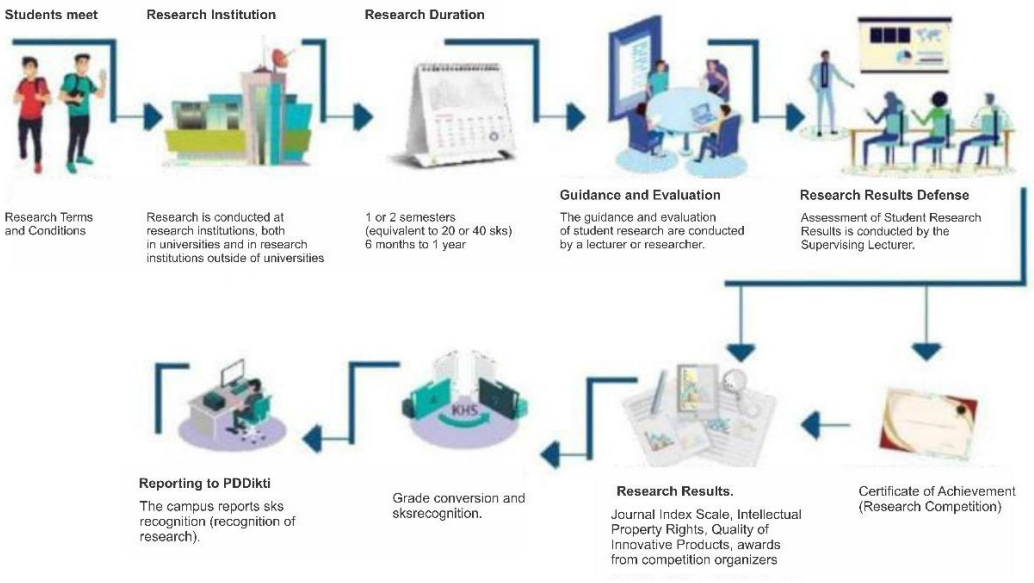

Figure 1: Process Flow of Student Research Program Implementation

2.1.10 Time Relevance of Research/Research

1. The results of student activities participating in the research/research program are calculated using the Semester Credit System (SKS).
2. Each course has a certain weight of semester credit units (credits) as a function of time and activities per week in one semester.
3. Independent campus research activities One credit is equivalent to 170 (one hundred seventy) minutes of learning activities per week per semester.

2.1.11 Program Financing

The source of funding comes from USU and research partners. Financing of research activities for each student is regulated in accordance with the agreement in the Cooperation Agreement (MoU), including:

- Living Expenses (if available)
- Transportation Fee (if available)
- Accommodation
- Health Check
- Health Insurance
- Academic Fees
- Other costs associated with extracurricular activities

2.2 Evaluation and Assessment

The research/research program at USU requires an evaluation of the achievement of competencies that have been determined in accordance with the cooperation agreement. Evaluation and assessment is one of a series of inseparable activities to improve quality, performance, and productivity in carrying out research/research programs.

2.2.1 Program Monitoring and Evaluation

Monitoring and evaluation of the program is intended to determine the level of success of the implementation of the program that is being and will be implemented. Evaluation of the implementation of this program is carried out through a monitoring system by filling out questionnaires by students, supervisors and mentors about the experience and performance of students during research/research. Evaluation is also carried out on the conditions of the research site, the work atmosphere and the quality of guidance provided both by the supervisor and by the mentor.

2.2.2 Research Assessment

Assessment in the implementation of the research program follows the principles in the Merdeka Belajar - Kampus Merdeka policy, referring to 5 (five) principles according to the National Higher Education Standards (SNPT), namely educational, authentic, objective, accountable, and transparent which are carried out in an integrated manner. In line with the above assessment principles, the assessment of the implementation of research / research programs for recognition into relevant courses (credits) is based on the following aspects:

a) Attendance at debriefing and implementation;
b) Discipline and responsibility in carrying out tasks;
c) Attitude;
d) Ability to perform tasks;
e) Ability to make reports.

Research Assessment Form

Assessment of research/research activities can be carried out with two approaches, namely structured form (structured form) or free form (free form) or a mixture of both (blended). The choice of assessment form is determined in accordance with the learning outcomes in each study program.

Assessment of research/research that follows a structured form is recognized as 16 - 20 credits in accordance with the curriculum being pursued by students in their respective study programs. A total of 16-20 credits are expressed in the form of equivalence with courses offered whose competencies are in line with research/research activities. The composition of the courses to be recognized first gets approval from the supervisor and study program. Furthermore, the supervisor and study program prepare the necessary assessment tools.

In addition to structured forms, recognition of activities during research/research can also be done in a free form. Independent learning activities for 4 - 6 months are equivalent to 16 - 20 credits. As many as
The 16-20 credits are expressed in the form of competencies obtained by students during the program, both in hard skills and soft skills in accordance with the desired learning outcomes. For example for the fields of biology and forestry as in Table 1. Examples of hard skills as part of learning outcomes are: proficiency

Examples of soft skills are: the ability to communicate in a professional work environment, the ability to work in teams, the ability to carry out professional ethics, leadership skills in implementing work programs, etc. Learning outcomes and their assessment can be expressed in these competencies.

Table. 1 Learning Outcomes of the Research / Research Program Merdeka Learning Campus Merdeka

Course Content	*Hard skills*	credits
Biodiversity conservation	Formulate biodiversity conservation problems	3 credits
Problem analysis	ability to analyze biodiversity conservation problems based on scientific knowledge and field techniques	3 credits
Conservation modeling	Able to solve biodiversity conservation problems based on knowledge science and field engineering	4 credits

In addition to the two forms of assessment above, the assessment system can also be carried out collaboratively between free form and structured form (blended). The decision to choose the assessment method will be agreed upon by the Study Program, supervisors, and co-supervisors based on relevance or need. In principle, research program activities not only emphasize student academic performance, but also the actualization of attitudes and behavioral values during the research program process.

Assessment Stages

The assessment method, both for structured, free and mixed forms of assessment, is carried out in two stages, namely a) during the activity (process assessment) and b) the end of the activity in the form of a learning activity report (outcome assessment). The assessment was given by the supervisor and research assistant. The assessment process by the supervisor is carried out based on observations during the implementation of research/research, activity reports made by students, and research/research results seminars. The assessment carried out by the research supervisor is based on the activity report, results seminar and trial or final exam held at the study program / research site. The scoring procedure given to students who have completed carrying out research/research program activities follows the assessment scoring guidelines listed in the USU Academic Regulations.

Research Result Seminar

Seminar on the results of research/research carried out by students must be held in accordance with the study program policy with the following provisions:

a) To be able to attend seminars and / or examinations, students must register with the study program by showing a report that has received approval from the supervisor and study program;
b) Seminars can only be held if students have registered the Results Seminar and Thesis courses in the Study Plan Card (KRS).
c) The seminar is led by the supervisor and held at the study program/research site.
d) The technical implementation of the seminar is regulated by each study program.

Assessment Weight

The assessment weight for each assessor is as follows:

a) Co-mentor with assessment weight ≤ 40%.
b) Supervisor with a weight of ≤ 40%.
c) Lecturer Examiner (appointed by Prodi) with a weight of ≤ 20%.

Furthermore, the study program weights and adds up all the numerical values from the assessors to get an average numerical value. This average number value is converted into a letter grade using the criteria applicable at USU.

CHAPTER III
CLOSURE

This guideline is prepared as a reference for all faculties and study programs within USU related to the research/research program of the Merdeka Campus - Merdeka Belajar. If there are things that have not been described in this guide, they will be determined through separate regulations. This program is expected to produce Indonesian people who have cultural values, who are civilized, knowledgeable, professional and competitive and at the same time become a unifier to strengthen the national values of the Republic of Indonesia between students throughout Indonesia. Therefore, the leaders of faculties and study programs must provide full support in accordance with their respective situations and conditions.

GUIDE
MBKM ENTREPRENEURSHIP PROGRAM

University of North Sumatra in
2021

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CHAPTER I
INTRODUCTION

1.1 BACKGROUND

Students are part of the human resources that can become the backbone of development through the nation's economic independence. Students are also part of Indonesia's millennial generation. Based on the Merdeka Belajar - Kampus Merdeka 2020 guide (Ministry of Education and Culture, 2020), which cites research from the IDN Research Institute in 2019, 69.1% of millennials in Indonesia have an interest in entrepreneurship. This great interest and entrepreneurial potential of the millennial generation needs to be supported and facilitated through higher education governance that supports the USU MBKM Entrepreneurship Program for students in higher education. The importance of student entrepreneurship programs in higher education has been recognized by the government and realized through the Merdeka Belajar - Kampus Merdeka Policy which encourages the development of students' entrepreneurial interests with appropriate learning activity programs. Further programs and actions are needed so that this policy can be implemented as part of learning activities in higher education.

The Independent Campus Learning Policy (MBKM) encourages the University of North Sumatra (USU) to increase creativity and innovation in the learning process, especially in undergraduate academic education at the Faculty and Study Program levels at the University of North Sumatra. In line with the Work Program in the University of North Sumatra Strategic Plan 2020-2024 regarding activity / work program P.26 (Innovation Products that are utilized by the community / industry).
P.63 (Curriculum in accordance with the needs of the Industrial Revolution 4.0), P.69 (Students involved in National PKM), P.89 (Number of students who succeeded in becoming entrepreneurs) and P.88 (Undergraduate students with entrepreneurship) and in accordance with the KPI PTNBH.

The USU MBKM Entrepreneurial Program is one of the Independent Campus Learning Policies which opens opportunities for Study Programs to develop the potential for creativity and innovation of students in creating new products or businesses in accordance with their scientific fields to achieve the learning outcomes of each Study Program. The MBKM USU Entrepreneurial Program will be the favorite choice for students in developing creations and innovations in creating new businesses that characterize the superior products of the University of North Sumatra, besides that this Entrepreneurial Program will help the government in creating jobs in our country.

The MBKM USU Entrepreneurship Program is part of the Independent Campus Learning Policy which can be implemented by students of the University of North Sumatra at the Undergraduate Program Education level both in small groups and individually. This entrepreneurial activity can combine students across study programs in order to achieve better learning outcomes.

The USU MBKM Entrepreneurship Program can be implemented in a span of 1 (one) semester equivalent to 20 credits converted or 2 (two) semesters equivalent to 40 credits which will be adjusted to each Study Program. The MBKM USU Entrepreneurship Program will be facilitated from the University, Faculty, Study Program to Partner level (in this case Practitioners or Business Companies as Mentors). In the process, students who take the MBKM USU Entrepreneurship Program are given

assistance from supervisors and mentors from DUDI partners who position themselves as Business Coaches who aim to increase the entrepreneurial capacity of students participating in the USU MBKM Entrepreneurial Program. Through this MBKM USU Entrepreneurial Program, students will later get challenges in creating superior products that can provide benefits and be creative in creating products in accordance with a multidisciplinary approach from various study programs at USU, and the use of Information Technology can help in creating business ideas and marketing their products so that their products have a broad market.

In addition, the USU MBKM Entrepreneurial Program is ready to encourage USU students to participate in the Indonesian Student Entrepreneurship Program (PKMI), Indonesian Student Start Up Acceleration (ASMI), Indonesian Student Business Competition (KBMI), Student Business Innovation Competition (KIBM), Entrepreneurship Student Creativity Program (PKM-K) which is held annually by the Director of Learning and Student Affairs of the Republic of Indonesia, USU Student Entrepreneur Program (PMW), Young Mandiri Entrepreneur Program (WMM) organized by PT. Bank Mandiri (Perseo) Tbk every year. The existence of the USU MBKM Entrepreneurial Program will increase the interest of USU students in achieving in the field of entrepreneurship. The USU MBKM Entrepreneurial Program is divided into 2 (two) special programs for USU students, namely:

a. Pre Start Up, which is for USU students who want to realize their business ideas.
b. Start Up Business is for USU students who are already running a Business and want to develop their business and have their products commercialized.

The MBKM USU Entrepreneurship Program was formed so that students can position themselves when preparing business proposals and make it easier for the Study Program to appoint supervisors and business mentors. The MBKM USU Entrepreneurial Program, which will involve many parties, can be guaranteed of good quality, so the MBKM USU Entrepreneurial Program Guidebook was compiled. The provisions related to the MBKM USU Entrepreneurial Program are in this Guidebook.

1.2 LEGAL BASIS

The implementation of the University of Sumatera Utar Entrepreneurial Activity program is based on the following rules and r e g u l a t i o n s :

1. Constitution of the Republic of Indonesia Year 1945;
2. Law of the Republic of Indonesia Number 20 Year 2003 on the National Education System;
3. Law of the Republic of Indonesia Number 12 of 2012 concerning Higher Education;.
4. Government Regulation Number 04 of 2014 concerning the Implementation of Higher Education and Management of Higher Education;
5. Government Regulation Number 16 of 2014 concerning the Statute of the University of North Sumatra;
6. Presidential Regulation No. 8/2012 on the Indonesian National Qualifications Framework;
7. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards;
8. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 4 of 2020 concerning the Conversion of State Universities into Legal Entity State Universities;
9. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 5 of 2020 concerning Accreditation of Study Programs and Higher Education.

10. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 6 of 2020 concerning Admission of New Undergraduate Students at State Universities;
11. Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 22/2020 on the Ministry of Education and Culture's Strategic Plan 2020-2024;
12. Decree of the Director General of Higher Education 2021
13. USU Board of Trustees Regulation Number 17 of 2016 concerning USU General Policy for the 2016-2021 Period;
14. Regulation of the Board of Trustees of the University of North Sumatra Number 02 of 2019 concerning the First Amendment to the Regulation of the Board of Trustees Number 16 of 2016 concerning the Organization and Governance of the University of North Sumatra;
15. Regulation of the Board of Trustees of the University of North Sumatra Number 01 of 2020 concerning the Second Amendment to the Regulation of the Board of Trustees Number 16 of 2016 concerning the Organization and Governance of the University of North Sumatra;
16. Decree of the USU Board of Trustees Number 1/SK/MWA/I/2020 concerning the Strategic Plan of the University of North Sumatra 2020-2024.
17. Decree of the USU Chancellor Number 1767/UN5.1.R/SK/SPB/2021 concerning the Establishment of a Team for the Development of a Guidebook for Entrepreneurial Activities for the Implementation of the Merdeka Campus of the University of North Sumatra in 2021.

1.3 PROGRAM OBJECTIVES

The objectives of the USU MBKM Entrepreneurial Program include:

1. Provide opportunities for students who have an interest in entrepreneurship to develop their business early and guided.
2. Provide students with experience in developing creative ideas from each discipline (Knowledge Based Entrepreneur) that have been learned in class.
3. Creating USU superior products based on local potential.
4. Help address the problem of intellectual unemployment among graduates.
5. Prepare USU students who are ready to compete in the field of Entrepreneurship at the National and International Level.

1.4 BENEFITS

This guidebook for the MBKM USU Entrepreneurial Program was prepared with the intention of serving as a guide for the parties involved in the implementation of the USU Entrepreneurial Program, starting from the University, Faculty, Study Program, Partner, and student levels.

1.5 MBKM USU ENTREPRENEURSHIP PROGRAM FLOW

The flow of the MBKM USU Entrepreneurial Program begins with doing:

1. Kick Off this program by socializing the MBKM USU Entrepreneurial Program to all Vice Deans I and Heads of S1 Study Programs at USU.
2. The University collaborates as stated in the MoU and MoA between SEC USU as the Student Business Incubator Center and Partners for business assistance to students participating in the MBKM USU Entrepreneurial Program in the form of Coaching and Mentoring with Supervisors from Study Programs and collaborating with investors, financing institutions, CSR BUMN related to business capital assistance to students participating in the MBKM USU Entrepreneurial Program.

3. Strengthening infrastructure such as strengthening the USU SEC Student Business Incubator Center (Entrepreneur Laboratory and Training Center) as a place for students to conduct Entrepreneurial Programs at USU.
4. Prepare the Graduate Profile of each Study Program, Semester Learning Plan (RPS) of the USU MBKM Entrepreneurship Program, Learning Outcomes, Course Learning Outcomes (CPMK) and Assessment Rubrics for Supervisors and Mentors from Partners.
5. The implementation of the MBKM USU Entrepreneurial Program begins with students registering in their respective study programs, preparing a Business Plan to run their business guided by supervisors from the Study Program and Mentors from Partners (Start-Up).
6. After the implementation of the Program, periodic Monitoring and Evaluation of the Program is carried out by Supervisors from Prodi together with Mentors from Partners and assessing students through the existing assessment rubric.
7. Program recognition of the curriculum is carried out by the Study Program based on the assessment results of the Supervisor and Mentor.
8. At the end of this program, there will be an increase in the number of entrepreneurial students, the number of businesses and the number of marketable products so that this will achieve the IKU PTNBH and an increase in the number of patents and brand rights from the MBKM USU Entrepreneurial Program products where this will show the achievement of the IKU PTNBH. All of these achievements are reported to the Bureau of Student Affairs and Alumni Affairs through the Vice Dean 1 of the Faculty at USU.

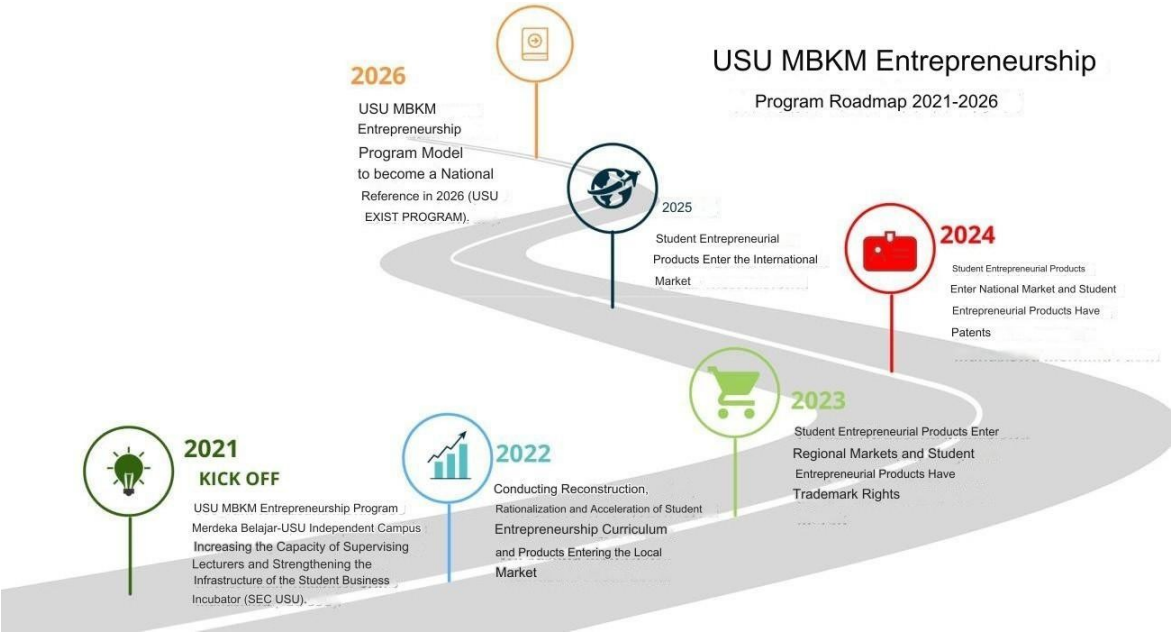
Flow of the MBKM USU Entrepreneurial Program

1.6 USU MBKM ENTREPRENEURSHIP PROGRAM ROADMAP

The roadmap of the USU MBKM Entrepreneurship Program is as follows:

1. Kick Off of MBKM USU Entrepreneurial Program, Capacity Building of Supervisors and Strengthening of Student Business Incubator Infrastructure (SEC USU) in the First Year.
2. Reconstructing, Rationalizing and Accelerating the Curriculum and Student Entrepreneurial Products to Enter the Local Market in the Second Year.
3. Student Entrepreneurial Products Enter the Regional Market and Student Entrepreneurial Products Have Brand Rights in the Third Year.
4. Student Entrepreneurial Products Enter the National Market and Student Entrepreneurial Products Have Simple Patents in the Fourth Year.
5. Student Entrepreneurial Products Enter the International Market in Year Five.
6. USU's MBKM Entrepreneurship Program Model becomes a National Reference. (USU EXIST PROGRAM)

The roadmap of the USU MBKM Entrepreneurship Program 2021-2026 can be seen in Figure 2 below:



USU MBKM Entrepreneurship Program Roadmap 2021-2026

CHAPTER II
PROGRAM IMPLEMENTATION

2.1 COMPETENCY STANDARDS

The competency standards expected of participants in the USU MBKM Entrepreneurship Program are measured by the Learning Outcomes (ELOs) that will be achieved and contained in the Semester Learning Plan (RPS).

The expected learning outcomes of the USU MBKM Entrepreneurship Program are:

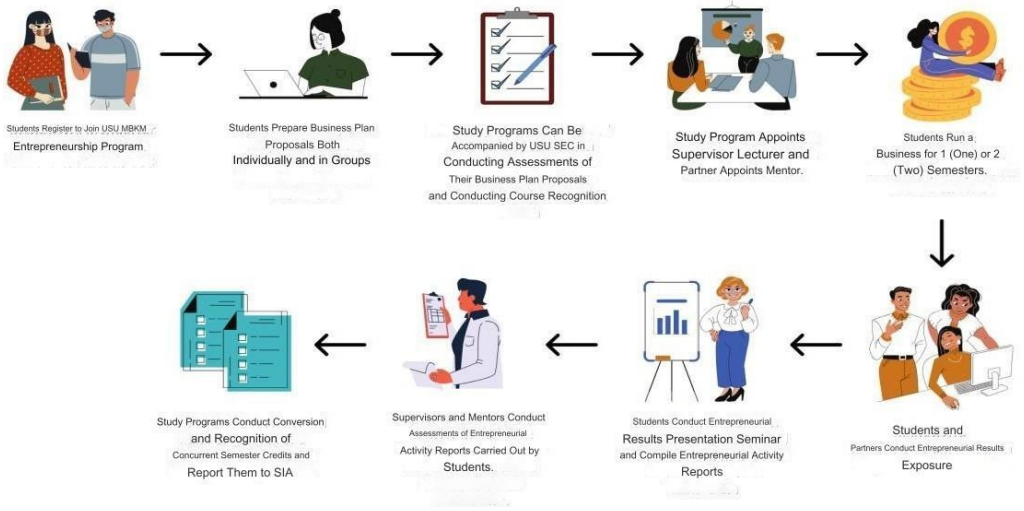
1. Able to design integrated entrepreneurial systems by considering the level of performance and reliability to be achieved as well as sustainability factors (economic, social and environmental).
2. Ability to communicate effectively both orally and in writing.
3. Able to plan, complete and evaluate the business being run by considering limited resources.
4. Able to apply entrepreneurial skills based on science and technology and natural resources.
5. Able to develop business plans.
6. Able to evaluate business feasibility.
7. Able to develop themselves in entrepreneurship.

2.2 PROGRAM IMPLEMENTATION

The implementation of the MBKM USU Entrepreneurship Program begins with:

1. Students register to join the MBKM USU Entrepreneurship Program.
2. Students prepare their Business Plan Proposals either individually or in groups.
3. Prodi can be assisted by SEC USU in assessing its Business Plan Proposal and conducting course recognition.
4. The study program appoints a supervisor and the partner appoints a mentor.
5. Students run the business for 1 (one) or 2 (two) semesters.
6. Students and partners expose the results of entrepreneurship.
7. Students conduct a seminar on entrepreneurial results and compile a report on entrepreneurial activities.
8. Supervisors and Mentors assess the entrepreneurial activity reports conducted by students.
9. Prodi converts and acknowledges the current semester's SKS and reports it to SIA.

The process of the MBKM USU Entrepreneurial Program can be seen from Figure 3 below:



Flow of the MBKM USU Entrepreneurial Program

2.3 LEARNING SCHEME OF MBKM USU ENTREPRENEURSHIP PROGRAM

The MBKM USU Entrepreneurship Program is part of a form of independent learning carried out by USU Undergraduate Program students who have taken a learning load of 100 credits (semester 5), individually or in groups of a maximum of 3 people, over a span of 1 semester or 2 semesters, with a learning load of ≤ 20 - 40 credits and choosing a business field of interest.

There are 4 (four) learning schemes for the USU MBKM Entrepreneurial Program, namely:

1) Scheme; 8-0-0, 2) Scheme: 5-1-2, 3). Scheme; 5-2-1, and 4). Scheme; 6-0-2. Illustrations of the three schemes and their comparison with conventional learning schemes are presented in the Figure below.

Conventional Scheme: 8 - 0 - 0

Students do not take 1 semester study rights outside USU. The final project is in the form of research and thesis preparation. The implementation of the Entrepreneurship Program is carried out for 2-3 credits in each study program and to realize students' interest in entrepreneurship can be implemented through the USU Student Entrepreneurship Program (PMW) which is carried out by the Student Business Incubator Center (SEC USU).

1st semester	2nd semester	3rd semester	4th semester	5th semester	6th semester	7th semester	8th semester Research & Thesis

Self-Employment Program Scheme: 5 - 1 - 2

Students take the right to study 1 semester outside USU in the form of the USU MBKM Entrepreneurship Program which will be implemented in semester 6. The focus of the learning outcomes of the courses in this scheme of the USU MBKM Entrepreneurship Program is that students have the ability to design integrated entrepreneurial systems by considering the level of performance and reliability to be achieved as well as sustainability factors (economic, social and environmental), the ability to communicate effectively both orally and in writing, the ability to plan, complete and evaluate the business being run by considering limited resources, the ability to apply entrepreneurial skills based on science and technology and natural resources, the ability to compile business plans, the ability to evaluate business feasibility, the ability to develop themselves in entrepreneurship.

The courses studied in the MBKM USU Entrepreneurial Student Program scheme are courses whose study materials are closely related to entrepreneurial activities. Students who take this scheme, still have the obligation to fulfill the course requirements in their study program in semester 7 and the final task of the undergraduate program, namely completing research and preparing a thesis in semester 8.

1st semester	2nd semester	3rd semester	4th semester	5th semester	6th semester Entrepreneurship Program	7th semester	8th semester

Self-Employment Program Scheme: 5 - 2 - 1

Students take the right to study 2 semesters outside USU in the form of the USU MBKM Entrepreneurship Program which will be carried out in semesters 6 and 7. The focus of the learning outcomes of the courses in this scheme of the USU MBKM Entrepreneurship Program is that students have the ability to design integrated entrepreneurial systems by considering the level of performance and reliability to be achieved as well as sustainability factors (economic, social and environmental), the ability to communicate effectively both orally and in writing, the ability to plan, complete and evaluate businesses that are run by considering limited resources, the ability to apply entrepreneurial skills based on science and technology and natural resources, the ability to compile business plans, the ability to evaluate business feasibility, the ability to develop themselves in entrepreneurship.

The courses studied in the MBKM USU Entrepreneurial Student Program scheme are courses whose study materials are closely related to entrepreneurial activities. Students who take this scheme, still have the obligation to fulfill the requirements of lectures in their study program in semester 8 and the final task of the undergraduate program, namely completing research and preparing a thesis.

1st sem este r	2nd sem ester	3rd sem ester	4th sem ester	5th sem ester	6th semester Entrepren eurship Program	7th semester Entrepren eurship Program	8th sem ester

Self-Employment Program Scheme: 6 - 0 - 2

Students take the right to study 2 semesters outside USU in the form of the USU MBKM Entrepreneurship Program which will be carried out in semesters 7 and 8. The focus of the learning outcomes of the courses in this scheme of the USU MBKM Entrepreneurship Program is that students have the ability to design integrated entrepreneurial systems by considering the level of performance and reliability to be achieved as well as sustainability factors (economic, social and environmental), the ability to communicate effectively both orally and in writing, the ability to plan, complete and evaluate businesses that are run by considering limited resources, the ability to apply entrepreneurial skills based on science and technology and natural resources, the ability to compile business plans, the ability to evaluate business feasibility, the ability to develop themselves in entrepreneurship.

The courses studied in the MBKM USU Entrepreneurial Student Program scheme are courses whose study materials are closely related to entrepreneurial activities. The data and information obtained from the USU MBKM Entrepreneurial Student Program can be used by students for the preparation of the final project of the undergraduate program in the form of a thesis. Students who take this scheme, the MBKM USU Entrepreneurial Program report is recognized as a Final Project / Thesis.

1st sem este r	2nd sem ester	3rd sem ester	4th sem ester	5th sem ester	6th sem ester	7th semester Entreprene urship Program	8th semester Entrepren eurship Program

2.4 UNIVERSITY STANDARD

1. Prepare a guidebook for the USU MBKM Entrepreneurship Program.
2. Cooperate in the form of a Memorandum of Understanding (MoU) with Partners in terms of preparing mentors to provide assistance in the form of Business Coaching and Mentoring.
3. Cooperate in the form of a Memorandum of Understanding (MoU) with Investors, Institutions / Financing Institutions / CSR BUMN as parties who will participate in providing business capital for students participating in the MBKM USU Entrepreneurial Program.
4. Prepare an Academic Information System that is integrated with the Higher Education Database (PD-Dikti) to recognize Student Credits and Supervisor Workload to support the implementation of the USU MBKM Entrepreneurship Program at USU.
5. Providing debriefing for students participating in the MBKM USU Entrepreneurial Program.
6. Strengthening the Infrastructure of the Student Business Incubator Center and Entrepreneur Laboratory (E-Lab) and Training Center SEC USU as a place for business assistance for students participating in the MBKM USU Entrepreneurial Program.
7. Facilitate student business products to enter the market through Entrepreneurship Expo/Bazaar activities.
8. Facilitating the improvement of the competence of MBKM USU Entrepreneurial Program Supervisors through Training/Workshops.
9. Facilitating students participating in the MBKM USU Entrepreneurial Program to obtain business licenses such as business licenses with OSS, PIR-T, halal certification, patents for science and technology products, brand rights and so on.

2.5 FACULTY STANDARDS

1. Make an agreement in the form of a memorandum of cooperation (MoA) with Partners that contains the process of implementing assistance in the form of Business Coching and Mentoring, learning outcomes, program duration, program remuneration, semester credit recognition, and graduation assessment of MBKM USU Entrepreneurial Program participants;
2. Assign and issue a letter of assignment for MBKM USU Entrepreneurial Program supervisors who will guide students during t h e MBKM USU Entrepreneurial Program.
3. Facilitate the financing of field visits and honorarium for MBKM USU Entrepreneurial Program supervisors.
4. Issuing a decision letter for students participating in the MBKM USU Entrepreneurial Program based on the Prodi proposal to be forwarded to the University.
5. Administer USU MBKM Entrepreneurial Program grades into the grade transcript.

2.6 PRODI STANDARDS

1. Have a Graduate Profile to become an Entrepreneur, Learning Outcomes and Learning Outcomes of Entrepreneurship-related Courses.
2. Prepare SOPs for the Implementation of the USU MBKM Entrepreneurship Program in Prodi referring to the MBKM Guidebook for the USU MBKM Entrepreneurship Program.
3. Develop the MBKM USU Entrepreneurial Program with Partners, both from the content of the MBKM USU Entrepreneurial Program, the competencies that will be obtained by students, the assessment system and the rights and obligations of both parties during the implementation of the MBKM USU Entrepreneurial Program.

4. Organizing the selection process of MBKM USU Entrepreneurial Program participants by selecting Business Plan Proposals for MBKM USU Entrepreneurial Program candidates and can be assisted by SEC USU.
5. Propose a supervisor for the MBKM USU Entrepreneurship Program to the Faculty Leader.
6. Facilitate supervisors together with Mentors from MBKM USU Entrepreneurial Program Partners to monitor, evaluate and assess student competency achievements during the MBKM USU Entrepreneurial Program.
7. Determine students who pass the selection of the USU MBKM Entrepreneurial Program and submit them to the Faculty leadership to issue a Decree on Participants in the USU MBKM Entrepreneurial Program.
8. Perform value conversion and recognition of SKS for students participating in the MBKM USU Entrepreneurial Program.

2.7 PARTNER ROLE

1. Provide coaching, mentoring and/or business capital support for students who run businesses in the MBKM USU Entrepreneurial Program.
2. Make an agreement in the form of a cooperation document (MoA) with the Faculty which contains the process and learning outcomes, program duration, program remuneration, semester credit recognition, and graduation assessment in the MBKM USU Entrepreneurial Program activities.
3. Assign mentors who will guide students during the MBKM USU Entrepreneurship Program;
4. Organizing the selection process of prospective students for the MBKM USU Entrepreneurship Program together with the study program.
5. Issuing a letter of willingness to partner with the MBKM USU Entrepreneurial Program for students who pass the selection.
6. Develop an entrepreneurial mentoring program with the study program, both the format of the entrepreneurial proposal, the content of the MBKM USU Entrepreneurial Program, the competencies that students will acquire, as well as the rights and obligations of both parties during the MBKM USU Entrepreneurial Program mentoring process.
7. Ensure a quality mentoring process in accordance with the cooperation documents (MoU / MoA / SPK).
8. Facilitate supervisors with mentors to develop business development indicators and monitor, evaluate and assess the achievements of MBKM USU Entrepreneurial Program students.
9. Provide business coaching mentoring to students in running the proposed entrepreneurship.
10. Connecting student businesses with the market.
11. Organizing business assessment activities for students participating in the MBKM USU Entrepreneurial Program.

2.8 STANDARD OF SUPERVISORS AND MENTORS

Supervisors have requirements, namely as permanent USU lecturers who have the following qualifications:

1. Status as a permanent civil servant lecturer or permanent non-civil servant lecturer of USU
2. Has NIDN
3. Have a minimum academic functional position of Expert Assistant

4. Physically and mentally healthy
5. Coming from one of the study programs that has a Graduate Profile as an entrepreneur.
6. Lecturer of Entrepreneurship courses and/or experience running a business is preferred.
7. Have attended debriefing in the form of socialization of the USU MBKM Entrepreneurship Program for accompanying lecturers and received a certificate.

Mentors in the MBKM USU Entrepreneurship Program have qualifications:

1. Start-Up Entrepreneur or person assigned by Partner
2. Have at least 3 (three) years of business experience.
3. Have a reputable business.

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2.9 STUDENT STANDARDS

1. Have passed the courses stipulated in the study program curriculum for 5 (five) semesters or the equivalent of 100 credits;
2. Not currently participating in other independent learning programs or face-to-face lectures in class / online or student institution activities during the MBKM USU Entrepreneurial Program process of 16-20 credits;
3. With the approval of the Academic Advisor (PA) lecturer, students register and make a Business Proposal which is submitted to the Study Program and Partner.
4. Participated in the debriefing of the USU MBKM Entrepreneurial Program.
5. Get an allocation of MBKM USU Entrepreneurial Program supervisors appointed by Prodi and Mentors from Partners.
6. Carry out business activities in accordance with the direction of mentors and supervisors of the MBKM USU Entrepreneurial Program.
7. Fill in the indicator book (log book) of business development in accordance with the activities carried out during the MBKM USU Entrepreneurship Program.
8. Play an active role in the implementation of activities that connect their business with the market facilitated by Mentor/Partner.
9. Conduct entrepreneurial results presentation seminars, compile and submit the final report of the MBKM USU Entrepreneurial Program to mentors and supervisors.
10. Participate in business assessment activities at the end of the program.

2.10 TIME RELEVANCE OF USU'S MBKM ENTREPRENEURSHIP PROGRAM

1. The MBKM USU Entrepreneurship Program is held for 1 (one)/2 (two) semesters.
2. MBKM USU Entrepreneurship Program 1 (one) semester is equivalent to 16-20 credits and 2 (two) semesters are equivalent to 32-40 credits.
3. The results of student activities participating in the MBKM USU Entrepreneurship Program are recognized according to the Semester Credit System (SKS).

2.11 PROGRAM FINANCING

The source of financing for the USU MBKM Entrepreneurial Program comes from USU, the Directorate General of Higher Education of the Ministry of Education and Culture, Partners (start-up businesses, investors, financing institutions and BUMN CSR) and other non-binding sources of funds and student self-funding. Financing of the USU MBKM Entrepreneurial Program for each student is regulated in accordance with applicable regulations.

or as agreed in the MoA, including:

1. Academic Processing Fee
2. Business Capital Assistance

2.12 TYPES OF MBKM USU ENTREPRENEURSHIP PROGRAM FIELDS

The types of business fields that students can do in the MBKM USU Entrepreneurial Program include:

1. Creative Entrepreneurship
2. Industrial, Trade and Service Entrepreneurship
3. Social and Cultural Entrepreneurship
4. Science and Technology Entrepreneurship
5. Food Entrepreneurship (Culinary)
6. Fashion Entrepreneurship
7. Agriculture, Livestock, Fisheries, Forestry Entrepreneurship
8. Health Entrepreneurship

CHAPTER III
MBKM USU ENTREPRENEUR PROGRAM ASSESSMENT

3.1 CREDIT EXPENSE RECOGNITION

Credit Load Recognition of MBKM USU Entrepreneurial Program activities consists of 3 forms, namely: Structured Form, Free Form, and Blended Form.

Structured Form

Independent learning activities can also be structured according to the curriculum taken by students. The weight of 16-20 credits is expressed in the form of equivalence with the courses offered whose competencies are in line with entrepreneurial activities.

For example, a 6-month FEB Management Program student entrepreneurship in the field of Creative Industries will be equivalent to learning the course can be seen in Table 1 below:

Table 1. Structure Form

Course Content	Number of credits
Entrepreneurship practice	2 CREDITS
Entrepreneurship	3 CREDITS
Entrepreneurship Seminar	3 CREDITS
Starting a new venture	3 CREDITS
Growth and entrepreneurship strategy	3 CREDITS
Digital Business	2 CREDITS
Final report as a substitute for thesis	4 CREDITS

Free Form

Independent learning activities for 6 months are equal to 20 (twenty) credits without equalization with courses. The weight of 16-20 credits is expressed in the form of competencies obtained by students during the program, both in technical skills competencies (hard skills), as well as non-technical skills competencies (soft skills) in accordance with the desired learning outcomes. For example, for the field of management, examples of hard skills as part of learning outcomes are: able to use management work tools to analyze and interpret in the field of management studies, have leadership skills and creativity, able to think critically and systematically. able to make the right managerial decisions in various types of organizations at the operational level based on data analysis and information on organizational functions, able to apply/analyze knowledge of marketing, finance, human resources, information technology in solving problems. While examples of soft skills are: able to communicate effectively across functions and organizational levels, manage learning independently, develop and maintain work networks, be responsible for the achievement of group work results, and so on. Learning outcomes and assessment can be expressed in these competencies.

For example: MBKM USU Entrepreneurial Program students for 6 months can be seen in Table 2 below:

Table 2. Free Form

Hard skills:	
Ability to design entrepreneurial systems	3 CREDITS
Management capabilities in resource management	2 CREDITS
Ability to apply information technology	2 CREDITS
Able to apply business model	4 CREDITS

Soft skills:	
Effective communication skills	2 CREDITS
Ability to work independently	2 CREDITS
Develop and maintain a network	2 CREDITS
Leadership and creativity	3 CREDITS

In addition to the assessment of achievements, the experience/competence gained during the internship can also be written in the form of a portfolio as an SKPI (certificate accompanying the diploma).

Blended Form

Blended Form is a combination of free-form and structured.

The following is an example of a mixed form for 1 semester equivalent to 20 credits, consisting of 16 credits of structured form and 4 credits of free form can be seen in Table 3 below:

Table 3. Blended Form

SLOs of MBKM USU Entrepreneurship Program	**Course Equivalency**		**Number of credits**	**Course Learning Outcomes**
	Structured* form courses *(structuredd			
	***Free-form* courses**			

3.2 EVALUATION AND ASSESSMENT

The MBKM USU entrepreneurship program requires an evaluation of the achievement of competencies that have been determined in accordance with the cooperation agreement. Evaluation and assessment is one of a series of inseparable activities to improve quality, performance, and productivity in implementing this entrepreneurship program. The evaluation is carried out by the University of North Sumatra together with the Partner Company in the form agreed upon in the MoU and MoA.

3.3 PROGRAM MONITORING AND EVALUATION

Program evaluation is carried out through an online monitoring system by filling out questionnaires by students, supervisors, and mentors about the experience and performance of students and businesses built during the MBKM USU Entrepreneurial Program. Evaluation is also carried out on the conditions of the MBKM USU Entrepreneurial Program assistance site, the work atmosphere, and the quality of guidance provided by both supervisors and mentors.

3.4 ASSESSMENT FOCUS

The focus of the assessment is the individual student, namely the achievements made in the implementation of the USU MBKM Entrepreneurship Program and indicators of business development carried out through process assessment and outcome assessment, which will obtain the competencies that have been achieved and those that have not been achieved by students during the activity. Assessment can provide information related to the abilities / competencies that have been achieved by students during the program.

Students who have completed the MBKM USU Entrepreneurship Program must conduct a seminar on entrepreneurial results and report the activities they participated in in writing in the form of an Entrepreneurial report. The report is written in Indonesian. The procedure and systematics of writing refer to the technical guidelines for writing each faculty. Basically, the MBKM USU Entrepreneurial Program Report contains all activities that are actually carried out by students while participating in the entrepreneurial program according to the SOP made by each study program. The report does not only contain business conditions and indicators of business development.

3.5 STAGES OF ASSESSMENT

For structured, free-form and mixed-form assessment methods, assessment is carried out in two stages: during the activity (process assessment) and at the end of the activity in the form of a learning activity report (outcome assessment). Process assessment is carried out by means of observation as the main technique. The assessment of results is carried out at the end of the program implementation using reports and achievements of business development indicators made by students and submitted in the assessment activities of the USU MBKM Entrepreneurial Program.

The assessment is carried out by the MBKM USU Entrepreneurial Program supervisor from USU and by the mentor or one of the leaders appointed to represent the partner. The procedure for giving scores to students who have completed carrying out entrepreneurial activities follows the assessment scoring guidelines listed in the USU Academic Regulations. Process Assessment in the implementation of the USU MBKM Entrepreneurial Program follows the principles of the Merdeka Belajar - Kampus Merdeka policy which refers to 5 (five) principles according to SNPT, namely educational, authentic, objective, accountable, and transparent which are carried out integratively. In line with the above assessment principles, the aspects assessed in the implementation of the entrepreneurial program at least include:

3.5.1 Business Plan Proposal Assessment

The assessment of the Business Plan Proposal is carried out when students register to join the USU MBKM Entrepreneurship Program in their Prodinya with the Assessment Rubric as can be seen in Table 4 below:

Table 4. Rubric for Evaluating Business Plan Proposals of Candidates for the MBKM USU Entrepreneurial Program

No.	Assessment Criteria	Assessment Weight	Assessment Results
1	Business Idea	10	
2	Product Creativity and Innovation	20	
3	Market Aspects and Marketing Strategies and Business competitors	20	
4	HR and Infrastructure Aspects	10	
5	Technology/Production and Information Technology Aspects	10	
6	Financial and Business Feasibility Aspects	20	
7	Aspects of business risk	10	
	TOTAL	100	

3.5.2 Competency Assessment of MBKM USU Entrepreneurial Program Participants

Assessment of the competence of MBKM USU Entrepreneurial Program participants refers to the assessment form carried out in the form of an Assessment Rubric as shown in Table 5 below:

Table 5. USU MBKM Entrepreneurial Program Competency Assessment Rubric

No.	Assessment Criteria	Assessment Weight	Assessment Results
1	Ability to design integrated Entrepreneurial systems considering the level of performance and reliability to be achieved as well as sustainability factors (economic, social and environmental).	10	
2	Ability to communicate effectively both orally and in writing.	10	
3	Ability to apply entrepreneurial skills based on technology and natural resources	10	
4	Ability to develop business plans for business development	10	
5	Ability to evaluate business feasibility	10	
6	Ability to develop oneself in entrepreneurship (leadership, creativity, innovation, business risk)	20	
7	Ability to work independently	10	
8	Develop and maintain a network	10	
9	Presentation skills and final report	10	
	TOTAL	100	

3.5.3 Assessment of Business Achievements of MBKM USU Entrepreneurial Program Participants

Assessment of the Business Achievements of Participants in the USU MBKM Entrepreneurial Program Refers to the Ministry of Education and Culture's Merdeka Campus Learning Handbook as can be seen in the Assessment Rubric Table 6 below:

Table 6. Rubric for Assessment of Business Achievement Indicators of the USU MBKM Entrepreneurship Program

No.	Assessment Criteria	Assessment Weight	Assessment Results
1	The amount of profit	20	
2	Social benefits	20	
3	Number of employees	20	
4	Capital amount	20	
5	Market Reach	20	
	Total	100	

3.6 ASSESSMENT WEIGHT

The weight of the assessment of the USU MBKM Entrepreneurial Program Competency Assessment Rubric and the USU MBKM Entrepreneurial Program Business Achievement Indicator Assessment Rubric is 50% each.

The assessment weight for each assessor is as follows:

1. The assessment of the MBKM USU Entrepreneurship Program is given by the supervisor with an assessment weight of 40%.
2. The assessment of the MBKM Business Entrepreneurship Program is given by the mentor with an assessment weight of 60%.

Furthermore, the MBKM Entrepreneurial Program Coordinator at the Study Program, will weight and add up all numerical values (in the range of 1-100) from the assessors to get an average numerical value. The average number value is converted into a letter grade according to USU criteria.

CHAPTER IV
CLOSING

The USU MBKM Entrepreneurial Program Guidebook was prepared to serve as a guide for Faculties and Study Programs within the University of North Sumatra in implementing the Independent Campus Learning Program to develop the potential for creativity and innovation of students in creating new products or businesses in accordance with their scientific fields to achieve the learning outcomes of each Study Program.

The MBKMUSU Entrepreneurial Program will be the favorite choice of students in developing their creations and innovations in creating new businesses that characterize the superior products of the University of North Sumatra, besides that this Entrepreneurial Program will help the government in creating jobs in our country.

PROJECT PROGRAM GUIDE HUMANITY MBKM

University of North Sumatra in
2021

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CHAPTER I
INTRODUCTION

1.1 Background

Natural disasters such as earthquakes, tsunamis, volcanic eruptions, floods, and various other natural disasters often hit several regions in Indonesia. In such situations, humanitarian assistance is very meaningful to the affected communities. Universities have actually been involved in overcoming disasters through humanitarian projects, by involving students voluntarily in a short period of time. Student involvement in humanitarian projects can be channeled by universities through the Humanitarian Project Program. The Humanitarian Project Program (PPK) in Merdeka Belajar Kampus Merdeka (MBKM) is one of the learning rights outside the study program (Prodi) for USU students. PPK-MBKM USU runs for a minimum of 1 (one) semester and a maximum of 2 (two) semesters and is expected to provide USU students with sufficient experience through direct learning at humanitarian project sites.

PPK-MBKM is held in collaboration with partners including government institutions, non-profit foundations, multilateral organizations, non-governmental organizations, and companies. During PPK-MBKM, students will gain hard skills (complex problem solving and analytical skills), as well as soft skills (ethics, communication, and cooperation). On the other hand, partners get resources from students who have talents that can help the implementation of PPK-MBKM effectively and efficiently. Students involved in PPK will be more adaptive and have relevant skills and expertise when they want to serve in other humanitarian projects.

Through this PPK-MBKM, community problems will receive solutions and assistance from students as agents of social change. This also correlates with the Tri Dharma of Higher Education, especially in terms of community service, where the USU academic community can play a role in providing solutions to humanitarian problems. Another advantage is that USU becomes a humanist university and cares about humanitarian issues by directly deploying its academic community.

1.2 Legal Basis

The implementation of PPK-MBKM at the University of North Sumatra is based on the following rules and regulations:

1. Constitution of the Republic of Indonesia Year 1945;
2. Law of the Republic of Indonesia Number 20 Year 2003 on the National Education System;
3. Law of the Republic of Indonesia Number 12 Year 2012 on Higher Education;
4. Government Regulation Number 04 of 2014 concerning the Implementation of Higher Education and Management of Higher Education;
5. Government Regulation Number 16 of 2014 concerning the Statute of the University of North Sumatra;
6. Presidential Regulation No. 8/2012 on the Indonesian National Qualifications Framework;
7. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards;
8. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 4 of 2020 concerning the Conversion of State Universities into Legal Entity State Universities;
9. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 5 of 2020 concerning Accreditation of Study Programs and Higher Education.

10. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 6 of 2020 concerning Admission of New Undergraduate Students at State Universities;
11. Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 22/2020 on the Ministry of Education and Culture's Strategic Plan 2020-2024;
12. USU Board of Trustees Regulation Number 17 of 2016 concerning USU General Policy for the 2016-2021 Period;
13. Regulation of the Board of Trustees of the University of North Sumatra Number 02 of 2019 concerning the First Amendment to the Regulation of the Board of Trustees Number 16 of 2016 concerning the Organization and Governance of the University of North Sumatra;
14. Regulation of the Board of Trustees of the University of North Sumatra Number 01 of 2020 concerning the Second Amendment to the Regulation of the Board of Trustees Number 16 of 2016 concerning the Organization and Governance of the University of North Sumatra;
15. Decree of the USU Board of Trustees Number 1/SK/MWA/I/2020 concerning the Strategic Plan of the University of North Sumatra 2020-2024.

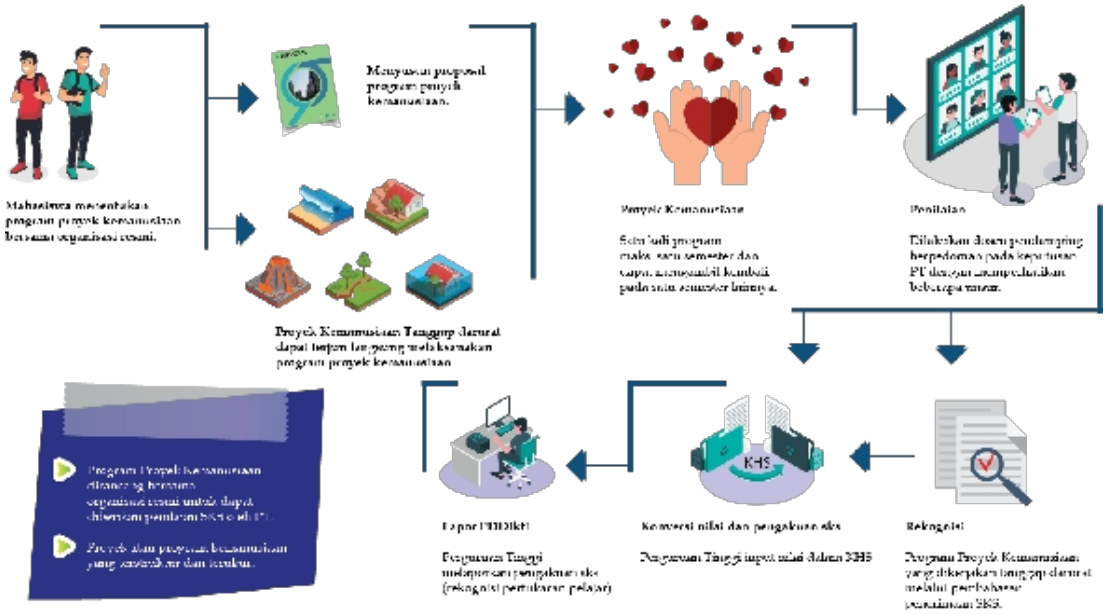
1.3 Program Objective

PPK-MBKM is organized with the following objectives:

1. Prepare excellent students who uphold human values in carrying out tasks based on religion, morals and ethics.
2. Train students to have social sensitivity to explore and dive into existing problems and participate in providing solutions according to their respective interests and expertise.
3. Give USU students the right to study and serve outside USU to gain experience and share knowledge.
4. Increase student capacity through harmonization of competencies according to humanitarian project learning needs.
5. Expand and strengthen cooperation networks between USU and humanitarian partners.
6. Implementing the understanding of BINTANG values in diversity and social solidarity.

1.4 Program Flow

The mechanism for the learning form of the humanitarian project program in the Merdeka Learning Campus Merdeka program is presented in Figure 1 below.



Implementation Mechanism of MBKM Humanitarian Project Program

CHAPTER II
PROGRAM IMPLEMENTATION

2.1 Implementation Requirements

This humanitarian project program can be carried out well through the components of the University, Faculty, Study Program, Partners, Students, Supervisors and Assistants from Partners who play a role according to their respective roles and functions.

2.1.1 University

1. Make a memorandum of understanding (MoU) of Tridharma cooperation with related partners;
2. Complete the Academic Information System (SIA) for the recognition of semester credit units of PPK-MBKM activities in the USU environment;
3. Equipping the Academic Information System (AIS) with a monitoring and evaluation (M&E) system for the humanitarian project learning process;
4. Facilitate and finance field visits for PPK-MBKM supervisors who are part of a collaborative program with state ministries/agencies;
5. Issuing cover letters required in the administration of PPK-MBKM which is part of a cooperation program with government institutions, non-profit foundations, multilateral organizations, non-governmental organizations, and companies.

2.1.2 Faculty

1. Make an agreement in the form of a cooperation document (MoA) with partners that contains processes and learning outcomes, program duration, semester credit recognition, and graduation assessment in PPK-MBKM;
2. Organizing the PPK-MBKM selection process with study programs and partners;
3. Assign PPK-MBKM supervisors who will guide students during the program;
4. Issuing a Dean's decree on PPK-MBKM student participants and supervisors who are part of a collaborative program with government institutions, non-profit foundations, multilateral organizations, non-governmental organizations, and companies;
5. Issuing cover letters required in PPK-MBKM administration.
6. Establish a Lecturer Workload (BKD) system for PPK-MBKM Supervisors.

2.1.3 Study Program

1. Develop an SOP/MP for the implementation of PPK-MBKM which includes learning training, learning load, competencies that will be obtained by students as well as the rights and obligations of both parties during the learning process of humanitarian projects with a credit load of 16-20 credits.
2. Mapping practical and strategic PPK-MBKM issues in disaster conditions and humanitarian assistance.
3. Organizing the PPK-MBKM learning selection process with faculty and partners.
4. Determining students who pass the PPK-MBKM selection.
5. Propose PPK-MBKM supervisors to the faculty.
6. Facilitate PPK-MBKM supervisors to compile logbooks and conduct monitoring, evaluation and assessment of student achievements during PPK-MBKM.
7. Provide debriefing for PPK-MBKM student participants.

2.1.4 Partner

1. Make an agreement in the form of a cooperation document (MoA) with the Faculty that contains processes and learning outcomes, program duration, semester credit recognition, and graduation assessment in PPK-MBKM activities;
2. Assign PPK-MBKM assistants who will guide students during the program;
3. Organizing the PPK-MBKM selection process with faculties and study programs;
4. Issuing a PPK-MBKM partner willingness letter for students who pass the selection;
5. Arrange PPK-MBKM learning activities offered to USU students participating in PPK-MBKM in accordance with the SOP / MP with the study program;
6. Provide debriefing on the implementation of humanitarian projects for students in partner locations;
7. Facilitate supervisors together with partner facilitators to monitor, evaluate and assess student achievements during PPK-MBKM;
8. Organizing a PPK-MBKM seminar at the partner location or at the study program in the context of the final assessment of the program.

2.1.5 Student

1. The PPK-MBKM program can be taken in Semester V - Semester VII. Preference is given to Semester VII students;
2. Have passed the courses set out in the study program curriculum by at least 60% or the equivalent of at least 86 credits;
3. Not currently participating in other learning independence programs or face-to-face lectures in class / online or student institution activities during the PPK- MBKM process;
4. With the approval of the Academic Supervisor (PA), students register / apply and take part in the PPK-MBKM selection which is jointly organized by the Study Program and partners;
5. Participated in PPK-MBKM debriefing;
6. Obtain allocation of PPK-MBKM supervisors;
7. Carry out PPK-MBKM activities according to the direction of partners and PPK-MBKM supervisors;
8. Fill in the logbook according to the activities carried out during PPK-MBKM;
9. Compile and submit activity reports to mentors from partners and supervisors;
10. Conduct a PPK-MBKM seminar at the end of the program;
11. Experience/track record of humanitarian activities is recommended.

2.1.6 Supervisor

1. Providing briefings, directions and tasks for students while carrying out PPK- MBKM with assistants from partners;
2. Evaluate the results of PPK- MBKM together with the facilitator from the partner and provide an assessment of the results;
3. Check the completeness of PPK-MBKM documents;
4. Attend seminars and assess PPK-MBKM report results;
5. Submit the final score list to the study program.

2.1.7 Assistance from Partners

1. Assistance from partners also evaluates and assesses the results of PPK-MBKM;
2. Provide guidance and direction to students which includes the preparation of activity schedules, job descriptions, and activities carried out by students while carrying out PPK- MBKM with the supervisor;
3. Supervise, check daily records, and evaluate and certify the implementation of PPK-MBKM activities;
4. Attend the seminar and give the final assessment.

2.2 Relevance of Work Learning Time

1. The implementation of PPK-MBKM is held during 1 and/or 2 semesters of lectures;
2. Implementation of PPK-MBKM 1 semester is equivalent to 16-20 credits and 2 semesters are equivalent to 36-40 credits;
3. The results of student activities that take part in PPK-MBKM are recognized as Semester Credit System units (SKS);
4. PPK-MBKM activities for one credit are equivalent to 170 (one hundred seventy) minutes of learning activities per week per semester.

2.3 Program Financing

Sources of financing come from USU, partners and other non-binding sources of funds. Financing of PPK-MBKM activities for each student is regulated in accordance with the agreement in the Cooperation Agreement (MoA), including:

- Living expenses (if available)
- Transportation costs (if available)
- Accommodation
- Health check
- Health insurance
- Academic fees
- Other costs associated with extracurricular activities

2.4 Ppk-Mbkm Process Flow

The USU PPK-MBKM procedure is carried out in the following stages:

1. Students consult with their Academic Advisor (PA) before choosing the type of activity and place of PPK-MBKM that has been recommended by USU based on the MoA with partners;
2. The Head of Prodi proposes a PPK-MBKM supervisor to be determined by the Faculty;
3. Supervisors and assistants from partners identify and determine activities in PPK-MBKM that can be recognized as credit load for Prodi courses;
4. Students are required to make a proposal for the implementation of PPK-MBKM in accordance with the format set by the Study Program;
5. Supervisors and mentors from PPK-MBKM partners review, provide input for improvement and approve the proposal;
6. Students implement PPK-MBKM;
7. Students compile a progress report and final report that is approved by the supervisor and mentor from the partner;

8. Supervisors conduct monev PPK-MBKM together with assistants from partners;
9. Supervisors and assistants from partners provide a final assessment through a seminar held at the partner location or at the study program;
10. Partners are required to issue competency certificates after students have completed the entire PPK-MBKM process;
11. The Head of Prodi certifies the recognition of credits and grades;
12. The results of credit recognition and grades from PPK-MBKM activities that have been authorized are then entered into the USU academic portal by Prodi and reported to PDDikti by the university (academic bureau);

Notes: 1) The topic of PPK-MBKM carried out by students does not have to be in accordance with the study program,
2) PPK-MBKM that runs for 1 semester must earn 16-20 credits.

2.5 Credit Expense Recognition

Credit Expense Recognition of PPK-MBKM activities consists of 3 forms, namely:

2.5.1 Structured form

PPK-MBKM assessment will follow a structured form and be converted into 16-20 credits according to the curriculum being taken by students in the Study Program. The 16-20 credits are expressed in the form of equivalence with the courses offered whose competencies are in line with PPK-MBKM activities.

2.5.2 Free Form

Independent learning activities for 1 academic semester are equivalent to 16-20 credits without equivalence to courses. The weight of 16-20 credits is expressed in the form of competencies obtained by students during the program, both in hard skills, and soft skills in accordance with the desired learning outcomes. Learning outcomes and their assessment can be expressed in competencies such as t h e example below:

Table. 1 PPK-MBKM Learning Outcomes

Course Content	*Hard skills*	SKS
Humanitarian Issues	Able to formulate humanitarian problems	3
Humanitarian Problem Solving	Able to solve technical problems of humanitarian projects in the field	3
Synthesis of Humanitarian Issues	Able to synthesize in the form of humanitarian project design	4

Course Content	*Soft skills*	SKS
Communication	Communication skills	2
Team work	Ability to cooperate	2
Implementation	Hard work	2
Leadership	Leadership	2
Creativity	Creativity	2

2.5.3 Blended Form

Blended Form is a combination of free-form and structured where some of the competencies obtained are equivalent to Prodi courses and some are in accordance with hard competencies (hard skills), as well as soft competencies (soft skills) in accordance with the learning outcomes obtained by students during PPK-MBKM. Learning outcomes and their assessment can be expressed in competencies as stated in the table above. The allocation of the number of credit loads (SKS) of PPK-MBKM competencies both in the form of course conversions and in the form of recognition of hard skills competencies and soft skills competencies in a mixed form will be determined by the relevant Study Program in accordance with the alignment of the curriculum being managed.

Recognition of PPK-MBKM credit load using structured, free and mixed forms is the authority of each study program which is further regulated in the PPK-MBKM SOP / MP. Apart from being in the form of value achievements, the experience / competencies gained during PPK-MBKM activities can also be written in the form of a portfolio as a Certificate of Diploma Companion (SKPI).

2.6 Evaluation and Assessment

PPK-MBKM requires an evaluation of the achievement of competencies that have been determined in accordance with the cooperation agreement. Evaluation and assessment is one of a series of inseparable activities to improve quality, performance, and productivity in implementing this PPK-MBKM program.

2.6.1 Program Monitoring and Evaluation

Evaluation of implementation is carried out through a monitoring system by filling out questionnaires by students, supervisors, and mentors about the experience and performance of students during PPK-MBKM. Evaluation is also carried out on the conditions of the PPK-MBKM learning site, the work atmosphere, and the quality of guidance provided both by the supervisor and by the mentor.

2.6.2 Assessment Stages

Assessment is carried out in two stages of the assessment method, namely during the activity (process assessment) and at the end of the activity in the form of a learning activity report (outcome assessment). Process assessment is carried out by means of observation as the main technique. Outcome assessment is carried out at the end of the program implementation using reports made by students and submitted in the PPK-MBKM seminar.

The assessment is carried out by supervisors and assistants from partners. The procedure for giving grades to students who have completed carrying out PPK-MBKM activities follows the assessment guidelines according to USU Academic Regulations.

2.6.3 Assessment Focus

The focus of assessment is the individual student, namely the performance achieved in the implementation of PPK-MBKM. Process assessment and outcome assessment can be used to see competency achievement. Students who have completed PPK-MBKM must report the activities they participated in in writing in the form of a report. The report is written in Indonesian. The procedure and systematics of writing refer to the PPK-MBKM report writing guidelines from each study program. Basically, the PPK-MBKM report contains all activities that are actually carried out by students while participating in PPK-MBKM according to the guidelines made by each study program.

Process Assessment in the implementation of the humanitarian project program follows the principles in the Merdeka Belajar-Kampus Merdeka policy which refers to 5 (five) principles according to SNPT, namely educational, authentic, objective, accountable, and transparent which are carried out integratively. In line with the above assessment principles, the aspects assessed in the implementation of PPK-MBKM at least include:

a) Attendance at debriefing and implementation;
b) Discipline and responsibility in carrying out tasks;
c) Attitude;
d) Ability to perform tasks;
e) Ability to make reports.

2.6.4 PPK-MBKM Seminar

PPK-MBKM seminars conducted by students must be held in accordance with the policies of the Study Program with the following provisions:

a) Students must register with the Study Program by showing the report that has been approved by the supervisor.
b) Seminar procedures are in accordance with the provisions of the Study Program.
c) Seminars can be held at partner sites or at USU.

2.6.5 Assessment

The assessment for each assessor is the field value given by the companion with an assessment weight of 60% and the supervisor with an assessment weight of 40%.

CHAPTER III
CLOSURE

This guideline is prepared as a reference for all Faculties and Undergraduate Study Programs within USU in collaborating with partner government institutions, non-profit foundations, multilateral organizations, non-governmental organizations, and companies, especially those related to PPK-MBKM. Matters that have not been described in this guide will be determined later operationally by the relevant Work Unit. This program is expected to be a means of learning cultural values and at the same time become a unifier to strengthen the NKRI national values among students throughout Indonesia. Therefore, Faculty and Study Program leaders are expected to provide full support in accordance with their respective situations and conditions.

PROJECT
STUDY GUIDE
INDEPENDENT MBKM

University of North Sumatra in
2021

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CHAPTER I
INTRODUCTION

1.1 Background

In this Industrial Revolution 4.0 era where there has been a big leap in the industrial sector with the full utilization of information and communication technology to achieve the highest efficiency in a new digital-based business model, the role of students in society as agents of change is becoming increasingly important. This is because students who are prepared to become the nation's intellectual generation through their knowledge, ideas and skills can become locomotives of progress and drivers of change for the better for this country. Students in Era 4.0 are required to be able to make unusual thoughts or thoughts that contain innovation, known as thinking out of the box. Therefore, the Independent Study / Project activity program in Merdeka Belajar - Kampus Merdeka is a facility provided by the University of North Sumatra (USU) for USU students who have innovative ideas or passion to realize a great work in responding to the demands of the times that continue to change faster and compete. This Independent Study / Project activity program is also one of the learning rights for USU students in creativity and innovation outside the study program (Prodi) which is expected through the guidance of lecturers to produce innovative works that can be competed at the National and International levels as proof that students with their innovative ideas are able to bring this nation as a competitive nation. Some competitions that can be participated in by USU students such as the National Student Science Week (PIMNAS).

1.2 Legal Basis

The implementation of the MBKM Independent Study/Project Activity Program at the University of North Sumatra is based on the following rules and regulations:

1. Law of the Republic of Indonesia Number 20 Year 2003 on the National Education System;
2. Law Republic of Indonesia Number 12 Year 2012 on Higher Education;
3. Government Regulation Number 04 of 2014 concerning the Implementation of Higher Education and Management of Higher Education;
4. Government Regulation Number 16 of 2014 concerning the Statute of the University of North Sumatra;
5. Presidential Regulation No. 8/2012 on the Indonesian National Qualifications Framework;
6. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards;
7. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 4 of 2020 concerning the Conversion of State Universities into Legal Entity State Universities;
8. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 5 of 2020 concerning Accreditation of Study Programs and Higher Education.
9. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 6 of 2020 concerning Admission of New Undergraduate Students at State Universities;
10. Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 22/2020 on the Ministry of Education and Culture's Strategic Plan 2020-2024;
11. USU Board of Trustees Regulation Number 17 of 2016 concerning USU General Policy for the 2016-2021 Period;

12. Regulation of the Board of Trustees of the University of North Sumatra Number 02 of 2019 concerning the First Amendment to the Regulation of the Board of Trustees Number 16 of 2016 concerning the Organization and Governance of the University of North Sumatra;
13. Regulation of the Board of Trustees of the University of North Sumatra Number 01 of 2020 concerning the Second Amendment to the Regulation of the Board of Trustees Number 16 of 2016 concerning the Organization and Governance of the University of North Sumatra;
14. Decree of the USU Board of Trustees Number 1/SK/MWA/I/2020 concerning the Strategic Plan of the University of North Sumatra 2020-2024.

1.3 Program Objective

The objectives of the Independent Study/Project Activity Program are as follows:

1. Facilitate students in realizing innovative products that become their ideas;
2. Organizing research and development (R&D) based education;
3. Improving the achievements of North Sumatra University students in scientific competitions, both at the national and international levels;
4. Realizing students of the University of North Sumatra who have the character of STARS.

CHAPTER II
PROGRAM IMPLEMENTATION

The independent study/project activity program is organized to be an integral part of the curriculum that has been taken by students or to be part of the lecture schedule, and is available in the syllabus of the study program or faculty, besides that the independent study/project activity program can be a substitute for courses that must be taken by students. Independent study/project activities can be carried out in the form of interdisciplinary group work with the aim that University of North Sumatra students can further develop the ideas they have to be able to become a large work and have innovative value. Equivalence and recognition of independent study / project activities into credits are calculated based on the contribution and role of students as evidenced in activities under the coordination of the supervisor.

2.1. Competency Standard

The competency standards expected of participants in the Independent Study / Project activity program are measured by the Learning Outcomes (ELOs) that will be achieved and contained in the Semester Learning Plan (RPS). The focus of the learning outcomes of the courses in this scheme is that students have the ability to see the problems that exist around them and provide solutions to these problems. In the process of achieving problem solutions, students are required to have logical, creative, critical, systematic, and innovative ideas. In addition, the solutions to existing problems must be applied in everyday life and have a positive impact on society. The expected learning outcomes of this independent study/project activity program are:

1. Students in teamwork are able to identify and formulate problems.
2. Students in teamwork are able to have logical, creative, critical, systematic and innovative ideas in finding solutions to solve existing problems.
3. Students in teamwork are able to demonstrate independent, quality and measurable performance.
4. Students in teamwork are able to compile a scientific description of the study results in the form of a report
5. Students are able to channel creative and innovative ideas to produce great works that can compete at the national and international levels.

2.2. Implementation of Independent Study/Project activity program

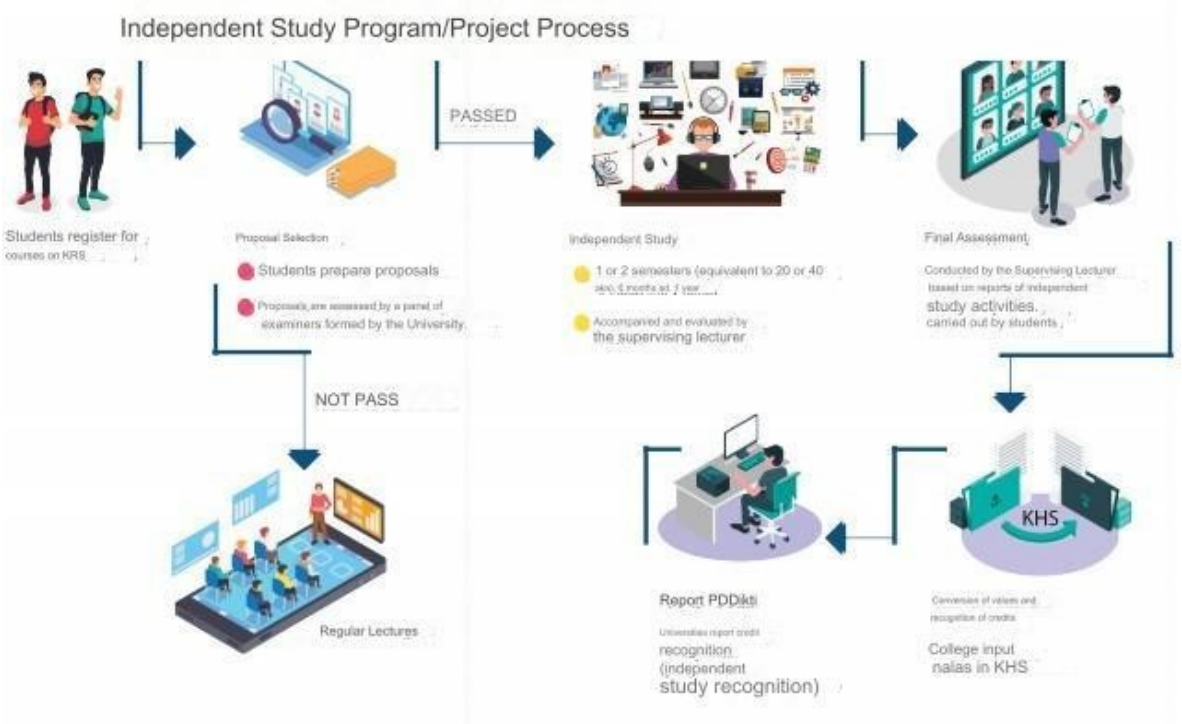
The implementation of the Independent study/project activity program starts from :

1. The University conducted program dissemination to faculties attended by study programs in faculties within the University of North Sumatra.
2. The University may enter into MoUs with partners who will finance the activities if necessary.
3. The domicile faculty of the chairperson for independent study/project programs can conduct MoAs with partners who will finance the activities.
4. Students make a proposal and discuss the independent study/project with the prospective supervisor.
5. Students propose a supervisor through the study program to make a Dean's Decree.
6. Students fill in the Independent Study / Project activity program on KRS and courses

with the guidance of academic advisors to be approved by the Head of Study Program.

7. If the assessed proposal passes, then the student conducts an independent study / project accompanied by a supervisor and if it does not pass, the student concerned follows regular lectures.
8. Students fill in their daily activities in the log book and report it at least 12 times to the supervisor.
9. Supervisors conduct mentoring at least 12 times, and periodic evaluation monitoring at least twice.
10. Students conduct proposal seminars and independent study/project activity program results seminars and submit final reports and log books attended by all supervisors from each student's study program.
11. The final report, in lieu of a thesis, is tested in the respective study program.
12. The supervisory team provides an assessment based on the process of independent study / project activities carried out, the results of the work and outputs produced and reports to their respective study programs.
13. Prodi conducts recognition and recognition of courses / credits in the current semester in accordance with the courses that were recognized at the beginning of the proposal submission and uploads to SIA.

The independent study/project activity program process can be seen in the figure below:



2.3 Independent Study/Project Program Requirements and Scheme

The USU Independent Study / Project Activity Program is part of the form of independent learning carried out by USU Undergraduate Program students. The requirements of the Independent Study / Project Activity Program are:

1. Students who have taken a learning load of 100 credits.
2. Conducted in groups of 3 to 5 students, during a span of 1 semester equivalent to 16 - 20 credits or 2 semesters equivalent to 32 - 40 credits.
3. The proposed theme must have a positive impact on solving existing problems such as; social, political, cultural, economic, legal, health, agriculture, science and technology, as well as sustainability and nature conservation in accordance with TALENTA's competitive advantages. Where independent study topics are not offered in the PT / Prodi curriculum at this time. With the output of participating in national and international competitions
4. Cross-program courses taken to fulfill the credits of the Independent Project program activities are courses that exist in the study program curriculum at USU.

2.4. Simulation of Independent Study/Project Activities

A student from the Physics study program intends to take part in an independent study / project activity program where he has an idea to make an innovative product he named Komposter 4.0, which will be used to process organic waste into compost of economic value. In order for this innovative product to meet the needs in the era of the industrial revolution 4.0, the composter is designed to work automatically and use solar power sources and all operational activities are connected to the internet network. To realize his intention, the student needs to collaborate with students from other study programs such as livestock study program students and management study program students. The animal husbandry students will be in charge of analyzing the waste materials to be used and the decomposition process, while the management students will be in charge of calculating the feasibility study of the product to be produced and the cost of production to determine the selling price. The related courses that will be converted to independent study/project activities are as follows:

No.	Course Content	Study Program	SKS
1.	Sensor System	Physics	2
2.	Digital Control System	Physics	3
3.	Sewage Treatment Technology	Livestock	3
4.	Biochemistry	Livestock	3
5.	Business Feasibility Study	Management	3
6.	Cost Management	Management	3
7.	Corporate Budgeting	Management	3
	TOTAL		**20**

2.5. Management at the University Level

1. Cooperation in the form of a Memorandum of Understanding (MoU) with Partners in terms of independent study / project activity programs.
2. Prepare an Academic Information System that is integrated with the Higher Education Database (PD-Dikti) to recognize independent study/project activity credits and Supervisor Workload to support the implementation of the independent study/project activity program at USU.

2.6. Faculty Level Management

1. The Faculty conducts cooperation in the form of Cooperation Agreements (PKS) with partners t o support the Independent Study / project activity program.
2. Issuing supervisor decrees in accordance with their expertise.
3. Propose the names of supervisors according to those proposed by the student team by looking at / paying attention to the expertise / field of expertise of the lecturer to the University level.

2.7. Management at the Prodi Level

1. Disseminate independent project activities to students.
2. Prodi has access to be able to know the number of credits that have been completed by students.
3. Recognize courses or credits according to the independent study/project proposed by t h e student concerned.
4. Promote and disseminate independent study/project activities.
5. Provide manual/SOP for independent study/project implementation.
6. Determine the project/independent study activity schedule.
7. Propose the name of a supervisor to the faculty in accordance with their field of expertise for independent study/project activities based on student team requests.
8. Review and assess independent project proposals.
9. Assess the feasibility of proposals that are suitable for independent study/project activities.
10. Inputting grades into the AIS.

2.8. Management by Supervisor of Independent Study/Project Activity Program

1. Provide guidance, mentoring, and training in the process of independent projects run by student teams.
2. Conduct monitoring and evaluation of students' independent study/project activities.
3. Assess the results of the student team's independent study/project activities based on the activity process, work results and outputs produced.

2.9. Management by Students Participating in Independent Study/Project Activity Program

1. Propose prospective supervisors through the study program to be determined by the faculty.
2. Apply and participate in the selection of independent study programs/projects by attaching :

a. Endorsement sheet from study program and faculty
b. Independent study/project proposal
c. Supervisor's willingness letter

3. Fill out the Study Plan Card (KRS) on the academic portal.
4. Students develop their own abilities to be able to solve existing problems

by using an approach from the course material that will be recognized to an independent study/project.

5. Prepare daily reports (log books) and final reports on independent studies/projects.
6. Prepare a report on the use of funds if financed.
7. Conduct dissemination and expo of independent study/project activities.

2.10. Time Relevance of USU Independent Study/Project Activity Programs

1. The independent study/project activity program is carried out for 1 (one) semester equivalent to 16-20 credits and 2 (two) semesters equivalent to 32-40 credits.
2. The results of student activities that take part in the independent study / project activity program are calculated using the Semester Credit System (credits).
3. In the implementation of this program, 1 (one) credit is equivalent to 150 (one hundred and fifty) hours of students doing independent study/project activities.
4. Program Financing

   Independent Study / Project costs are the responsibility of the student who proposes the program, or from the competition organizing committee / program maker / partner in collaboration with the University. So there are 3 alternatives, for financing independent study / project activity programs consisting of:

   a. Funding sourced from partners.
   b. Funding sourced from the University of North Sumatra.
   c. Self-Funding.

CHAPTER III
CLOSURE

This guideline is prepared as a reference for all Faculties and Undergraduate Study Programs within the University of North Sumatra in implementing the Independent Study / Project Activity Program. Matters that have not been described in this guide will be determined later. This program is expected to be a means for students to express their creative and innovative ideas to create great works, for the realization of Advanced Indonesia and can also contribute to the welfare of the nation's life. University, Faculty and Study Program leaders are expected to provide full support so that students can develop their ideas in this program.

MBKM TEACHING CAMPUS PROGRAM GUIDE

University of North Sumatra in
2021

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CHAPTER I
INTRODUCTION

1.1 Background

The Teaching Campus Program is one of the components in the Merdeka Belajar program which encourages students to carry out the learning process outside the campus. This program aims to enable students to have broader experience and insight in implementing the knowledge gained on campus in the real world. This program runs for 1 (one) semester.

In the Teaching Campus Program, students carry out the teaching process in primary and secondary education units. This program is carried out in accordance with the terms and conditions that have been agreed upon, including Universities and Education Units. By participating in this activity, participating students are expected to improve their soft skills (communication and interaction skills) in the field in accordance with the field of study owned by the student.

1.2 Legal Basis

The implementation of the University of North Sumatra Teaching Campus Program is based on the following rules and regulations:

1. Constitution of the Republic of Indonesia Year 1945;
2. Law of the Republic of Indonesia Number 20 Year 2003 on the National Education System;
3. Law of the Republic of Indonesia Number 12 Year 2012 on Higher Education;
4. Government Regulation Number 04 of 2014 concerning the Implementation of Higher Education and Management of Higher Education;
5. Government Regulation Number 16 of 2014 concerning the Statute of the University of North Sumatra;
6. Presidential Regulation No. 8/2012 on the Indonesian National Qualifications Framework;
7. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards;
8. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 4 of 2020 concerning the Conversion of State Universities into Legal Entity State Universities;
9. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 5 of 2020 concerning Accreditation of Study Programs and Higher Education.
10. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 6 of 2020 concerning Admission of New Undergraduate Students at State Universities;
11. Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 22/2020 on the Strategic Plan of the Ministry of Education and Culture 2020-2024;
12. Decree of the Director General of Higher Education 2021
13. USU Board of Trustees Regulation Number 17 of 2016 concerning USU General Policy for the 2016-2021 Period;
14. Regulation of the Board of Trustees of the University of North Sumatra Number 02 of 2019 concerning the First Amendment to the Regulation of the Board of Trustees Number 16 of 2016 concerning the Organization and Governance of the University of North Sumatra;
15. Regulation of the Board of Trustees of the University of North Sumatra Number 01 of 2020 concerning the Second Amendment to the Regulation of the Board of Trustees Number 16 of 2016 concerning the Organization and Governance of the University of North Sumatra;

16. Decree of the USU Board of Trustees Number 1/SK/MWA/I/2020 concerning the Strategic Plan of the University of North Sumatra 2020-2024.
17. Regulation of the Minister of Villages, Development of Disadvantaged Regions, and Transmigration Number 11 of 2019, on the Priority Use of Village Funds in 2020.
18. Regulation of the Minister of Villages, Development of Disadvantaged Regions, and Transmigration Number 16 of 2019, concerning Village Consultative Meetings.
19. Regulation of the Minister of Villages, Development of Disadvantaged Regions, and Transmigration Number 17 of 2019, concerning General Guidelines for Village Community Development and Empowerment.
20. Regulation of the Minister of Villages, Development of Disadvantaged Regions, and Transmigration Number 18 of 2019, concerning General Guidelines for Village Community Assistance.

1.3 Program Objective

The Teaching Campus program is organized with the following objectives:

1. Support the implementation of the curriculum development program which is part of the implementation of the University's Strategic Plan (RENSTRA).
2. Providing opportunities for students to participate in teaching their knowledge by means of Teaching Campuses in educational units.
3. Help improve the quality of education by keeping up with technological developments, as part of strengthening literacy and numeracy learning.
4. Assisting the dissemination of the utilization of science and technology related to the student's field of study.
5. Become a teacher's partner in creativity and innovation in learning.

CHAPTER II
PROGRAM IMPLEMENTATION

2.1 Implementation of the Teaching Campus Program

The implementation of the Teaching Campus Program consists of several parties, namely the University, Faculty, Study Program (Prodi), Field Supervisors, Education Units, Pamong Teachers, and Students. The role of each party is as follows:

University

a) Make a memorandum of understanding (MoU) of cooperation on the Teaching Campus program between the University and the Provincial / Regency / City Government;
b) Develop and socialize guidelines for the implementation of the Teaching Campus Program.
c) Facilitate the Academic Information System for the recognition of semester credit units (SKS) of the Teaching Campus program at USU and its assessment;
d) Facilitate the monitoring and evaluation (M&E) system of the Teaching Campus process through the Academic Information System (AIS);
e) Establish a Lecturer Workload (BKD) system for Teaching Campus Field Supervisors
f) Verifying Student and Field Supervisor data is in accordance with PDDIKTI data
g) Facilitate funding in accordance with the MoU agreed with the Education Unit,

Faculty

a) Make an agreement in the form of a cooperation document (MoA) with the Provincial / District / City Government which includes subjects that will be assigned to students (Learning Implementation Plan and Semester Learning Plan), teaching process (schedule, class information, methods used), and expected results / outputs.
b) Assign a field supervisor who will carry out the mentoring process for students during the activity;
c) Issuing a decision letter for students participating in the Teaching Campus Program based on Prodi's proposal;
d) Facilitate administrative needs for the implementation of the Teaching Campus program (Cover Letter, Active Certificate, KHS/KRS);

Study Program

a) Develop a Manual of Procedures for the Implementation of the Teaching Campus Program that covers the registration process, implementation process, and outcomes of the Teaching Campus Program.
b) Develop Guidelines for Writing the Final Report of the Teaching Campus Program
c) Develop procedures and provisions for the process of equalization / recognition from Teaching Campus activities to courses.
d) Determining students who pass the selection of the Teaching Campus Program
e) Propose Field Supervisors for students participating in the Teaching Campus Program to the faculty.
f) Conducting the process of equalizing / recognizing the activities of the Teaching Campus Program into the following subjects

Lectures or credits.

g) Together with the Faculty and Education Unit, evaluate the implementation of Teaching Campus activities and compliance with the agreed MoA document.

Provincial/District/City Government

a) Make a memorandum of understanding (MoU) of cooperation on the Teaching Campus program between the Provincial / Regency / City Government and the University;
b) Make an agreement in the form of a cooperation document (MoA) with the Faculty which includes subjects that will be assigned to students (Learning Implementation Plan and Semester Learning Plan), teaching process (schedule, class information, methods used), and expected results/outputs;
c) Assign the intended Education Unit to carry out the Teaching Campus Program activities;
d) Providing debriefing for students participating in the Teaching Campus program;
e) Fulfilling administrative needs required by the University/Faculty/Program and Students related to the Teaching Campus Program;
f) Facilitate the smooth implementation of activities at the teaching site;
g) Ensure the safety of students during the teaching process;
h) Establish communication with the University / Faculty / Department either directly or through Field Supervisors about the implementation of the Teaching Campus Program;
i) Evaluate the implementation of the Teaching Campus Program and provide feedback to the University;
j) Assessing student activities during the Teaching Campus Program through the host teacher.

Student

a) Consult with Academic Advisors in terms of plans to participate in the Teaching Campus Program;
b) Register and follow the selection process to join the Teaching Campus Program;
c) Consult with field supervisors assigned by the Faculty;
d) Implement the Teaching Campus Program in the designated Education Unit in accordance with the applicable MoA;
e) Fill in the logbook according to the activities carried out in the Education Unit;
f) Communicating with Pamong Teachers/Education Units and Field Supervisors during the Teaching Campus process;
g) Compile a report at the end of the Teaching Campus Program and submit the final report in the form of documents, activity videos, and/or Expo to the Field Supervisor.

Field Supervisor

a) Conduct debriefing through the guidance process to students who have been allocated before the implementation of the Teaching Campus Program in the Education Unit;
b) Monitoring and evaluating the progress of the ongoing Teaching Campus implementation in the Education Unit;

c) Evaluate the implementation of the Teaching Campus and provide an assessment based on the logbook and final report that has been verified by the Pamong Teacher / Education Unit.

Teacher Pamong

a) Conduct debriefing through the guidance process to students who have been discussed before;
b) Coordinating with students and Field Supervisors regarding the Teaching Campus Program;
c) Monitoring and evaluating the implementation of the ongoing Teaching Campus Program;
d) Provide feedback on the implementation of the Teaching Campus Program;
e) Verify student activity records (log books);
f) Assessing students' final reports on the implementation of the Teaching Campus Program.

2.2 Implementation Requirements of the Teaching Campus Program

The requirements for the implementation of the Teaching Campus Program are as follows:

Student

a) Must be an active student of at least 5th semester;
b) Have a minimum Grade Point Average (GPA) of 3.0 on a scale of 4;
c) Preferably those who have organizational experience or teaching experience as evidenced by letters of recommendation, certificates, certificates, or other supporting documents;
d) Have a good record / no problems in Higher Education as evidenced by a Certificate signed by the head of the Higher Education;
e) Have a Drug Free Certificate and Health Certificate from a Government Hospital;
f) Never participated in the Teaching Campus Program.

Field Supervisor

a) Is an Active Lecturer who is registered in the Study Program where the student comes from.

Education Unit

a) Maximum C accreditation by the Ministry of Education and Culture;
b) Have active students attending active classes in the current academic year;
c) Have active teachers who can be assigned as Pamong Teachers in the Teaching Campus Program.

2.3 Implementation Time of Teaching Campus Program

a) The implementation time of the Teaching Campus Program is 1 (one) semester or at least 4 months;
b) During the implementation of the Teaching Campus Program, students conduct face-to-face teaching for a minimum of 10 hours per week;
c) The implementation of the Teaching Campus Program is equivalent to 12 credits.

2.4 Program Financing

Funding for the implementation of the Teaching Campus Program can come from the Ministry, University, Local Government, Education Unit, and/or other organizations involved in this program, in accordance with the agreement that has been prepared in the Memorandum of Understanding (MoU) and/or Cooperation Agreement (MoA).

2.5 Process Flow of the Teaching Campus Program

The USU internship program procedure is carried out in the following stages:

1. Students register themselves to join the Teaching Campus Program to the Study Program.
2. Prodi verifies the completeness of the administration and requirements of students who have registered.
3. Prodi, together with the Faculty and Education Unit, conducts the student selection process.
4. Lecturers register with the Study Program as Field Supervisor Candidates.
5. Prodi assigns Field Supervisors to all students who pass the Teaching Campus Program selection process and announces the selection results.
6. Students who pass the selection contact the Field Supervisor before the implementation of the Teaching Campus activities.
7. Students enter courses that can be equalized / recognized into KRS / PKRS while still paying attention to the maximum SKS limit rules referring to the University Academic Regulations.
8. Students, together with Field Supervisors, contact the Education Unit to discuss the implementation of Teaching Campus activities (implementation method, duration, location, Pamong Teachers, and other information related to the implementation of the Teaching Campus).
9. Students carry out Campus Teaching activities in the Education Unit.
10. Students fill in activity notes in the activity logbook and ask the Pamong Teacher for verification of the logbook notes.
11. Students conduct guidance with Field Supervisors related to the implementation of Teaching Campus activities at least once a month.
12. Field Supervisors conduct monitoring and evaluation of the ongoing Teaching Campus implementation;
13. After the entire series of teaching processes have been completed (in accordance with the MoA that has been prepared), students compile a final report on the implementation of activities.
14. Pamong teachers provide an assessment of student activities during the Teaching Campus process.
15. Students give the Final Report and grades from Pamong Teachers to Field Supervisors.
16. Field Supervisors evaluate and provide an assessment of the implementation of Teaching Campus activities that have been carried out by these students.
17. Field Supervisors provide an assessment of the implementation of activities and collect the value to the Study Program.
18. The study program equates / recognizes the value obtained by the student and enters it into the USU Academic Information System (SIA).

2.6 Equalization/Recognition of Credit Expense

Equalization of Credit Load for the Campus Teaching Program consists of 3 forms, namely: Structured Form, Free Form, and Hybrid Form. In addition to equalization / recognition of credit load in the form of grades, equalization / recognition is also given in the form of a portfolio as an SKPI (Certificate of Diploma Companion).

Structured Form

Equalization / recognition of the Teaching Campus Program will follow a structured form and be converted into 12 credits in accordance with the curriculum being taken by students in the Study Program. The number of credits is expressed in the form of equivalence according to the learning outcomes of the courses offered by the study program whose competencies are in line with the Learning Implementation Plan (RPP) of the subject in the Education Unit.

Free Form

The Teaching Campus Program for 1 (one) academic semester is equivalent to 12 credits without equalization with courses in the study program. The number of credits is expressed in the form of competencies obtained by students during the program, both in hard skills and soft skills in accordance with the desired learning outcomes. For example, for informatics, examples of hard skills as part of learning outcomes are: the ability to formulate complex computation problems, the ability to analyze and solve computational problems based on knowledge of computer science and mathematics, etc.; while examples of soft skills are: the ability to communicate in a professional work environment, the ability to work in teams, the ability to carry out professional ethics, etc.. Learning outcomes and assessment can be expressed in these competencies.

Table: Example of Equivalency/Recognition of Teaching Campus Program

Hard skills:		
Formulate computational problems	2 CREDITS	A
Solving computational problems	3 CREDITS	B
Implement computational solutions in the form of applications/software	2 CREDITS	A

Soft skills:		
Communication skills	1 CREDIT	A
Ability to cooperate	1 CREDIT	A
Leadership	1 CREDIT	A
Creativity/Innovation	2 CREDITS	B

Blended Form

Blended Form is a combination of free-form and structured. Equalization / recognition of part of the competencies obtained in accordance with Prodi courses and partly in accordance with hard competencies (hard skills), as well as soft competencies (soft skills) obtained by students during Campus Teaching. Examples of equalization / recognition and assessment for hard and soft competencies are listed in the table above. The allocation of the number of credit loads (SKS) for the Teaching Campus both in the form of course equivalence / recognition and hard competencies and soft competencies in a mixed form is determined by the Study Program.

2.7 Evaluation and Assessment

The Teaching Campus program requires an evaluation of the achievement of competencies that have been determined in accordance with the cooperation agreement. Evaluation and assessment is one of a series of inseparable activities to improve quality, performance, and productivity in implementing the Teaching Campus program.

Program Monitoring and Evaluation

Evaluation of implementation is carried out through an online monitoring system by filling out questionnaires by students, field supervisors, and host teachers/education units about the experience and performance of students during the Teaching Campus. Evaluation is also carried out on teaching activities, conditions and atmosphere of the Education Unit, and the quality of guidance provided by both field supervisors and student teachers.

Teaching Assistant Assessment

Assessment of Teaching Campus activities can be carried out using three forms, namely structured form, free form, or a mixture of both (blended). The choice of assessment form is determined by the Study Program.

Assessment Stages

Students who have completed the Teaching Campus Program are required to prepare a Final Report on Teaching Campus Activities. The report is written in Indonesian by following the procedures and systematics of scientific writing and the Guidelines for Writing Teaching Campus reports prepared by each faculty.

Process Assessment in the implementation of the Teaching Campus program follows the principles in the Merdeka Belajar - Merdeka Campus policy which refers to 5 (five) principles according to the National Higher Education Standards, namely educational, authentic, objective, accountable, and transparent which are carried out integratively. In line with the above assessment principles, the aspects assessed in the implementation of the internship / work practice program at least include:

a) Attendance at debriefing and implementation;
b) Discipline and responsibility in carrying out tasks;
c) Attitude;
d) Ability to perform tasks;
e) Ability to make reports.

Teaching Campus assessment methods in structured, free, or mixed forms are carried out in two stages, namely during the activity and at the end of the activity. Assessment during the activity is carried out by Field Supervisors by observing the student's activity logbook and its suitability for the activity.
Memorandum of Cooperation (MoA) that has been approved at the beginning. The final assessment of the activity is carried out by evaluating the final report on the implementation of the Teaching Campus activities. The grading used in this evaluation refers to the Academic Regulations applicable at the University.

Assessment Weight

The final grade of the Teaching Campus Program consists of the components of the Pamong Teacher / Teaching Unit grade (40% weight) and the Field Supervisor (60% weight). This value is given to the Study Program which will convert the value into a final grade in accordance with the University's assessment guidelines. Prodi then equalizes / recognizes the value to the specified course. Prodi will then enter the final grade into the University's Academic Information System.

CHAPTER III
CLOSURE

This guideline is prepared as a reference for all faculties and undergraduate study programs within USU to carry out the Teaching Campus program in Education Units. These guidelines can be expanded and detailed by the Faculties and Study Programs according to their respective needs in the form of a Manual of Procedures for Implementing the Teaching Campus Program.

This program is part of the Merdeka Learning Campus Merdeka activities that have been prepared by the Ministry of Education and Culture of the Republic of Indonesia. This program is expected to improve the quality of learning in Education Units throughout Indonesia as well as improve students' ability to convey the knowledge they have gained on campus.

GUIDE
MBKM WORK PRACTICE
INTERNSHIP

University of North Sumatra in
2021

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CHAPTER I
INTRODUCTION

1.1 Background

The internship / work practice program in Merdeka Belajar - Kampus Merdeka is one of the learning rights outside the study program (Prodi) for USU students. The internship / work practice program which runs for a minimum of 1 (one) academic semester and a maximum of 2 (two) academic semesters is expected to provide sufficient experience through experiential learning to USU students. The internship / work practice program is held in collaboration with partners including companies, non-profit foundations, multilateral organizations, government institutions, and startup companies. During the internship/work practice, students will gain hard skills (complex problem solving and analytical skills), as well as soft skills (professional/work ethics, communication, and cooperation). On the other hand, partners get resources that have relevant talents that can later be directly recruited so that there is an acceleration of the performance of the human resources needed. Students who are familiar with the workplace will be more adaptive and have relevant skills and expertise when entering the world of work. Through this internship/practical work program, community and industry problems will flow into universities so that the USU academic community can update their knowledge, develop expertise, skills and intuition to face the rapidly changing world of work. In addition, USU research topics will be increasingly relevant (link and match) to the needs of society and industry. With this internship / work practice program, USU will produce graduates who are ready to use and ready to work in accordance with the demands of the community and DUDI (business world industry) in order to improve the national economy.

1.2 Legal Basis

The implementation of the University of North Sumatra Internship / Practical Work Program is based on the following rules and regulations:

1. Constitution of the Republic of Indonesia Year 1945;
2. Law of the Republic of Indonesia Number 20 Year 2003 on the National Education System;
3. Law of the Republic of Indonesia Number 12 Year 2012 on Higher Education:
4. Government Regulation Number 04 of 2014 concerning the Implementation of Higher Education and Management of Higher Education;
5. Government Regulation Number 16 of 2014 concerning the Statute of the University of North Sumatra;
6. Presidential Regulation No. 8/2012 on the Indonesian National Qualifications Framework;
7. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards; Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 4 of 2020 concerning the Conversion of State Universities into Legal Entity State Universities;
8. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 5 of 2020 concerning Accreditation of Study Programs and Higher Education;
9. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 6 of 2020 concerning

Admission of New Undergraduate Students at State Universities;

10. Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 22/2020 on the Ministry of Education and Culture's Strategic Plan 2020-2024;
11. USU Board of Trustees Regulation Number 17 of 2016 concerning USU General Policy for the 2016-2021 Period;
12. Regulation of the Board of Trustees of the University of North Sumatra Number 02 of 2019 concerning the First Amendment to the Regulation of the Board of Trustees Number 16 of 2016 concerning the Organization and Governance of the University of North Sumatra;
13. Regulation of the Board of Trustees of the University of North Sumatra Number 01 of 2020 concerning the Second Amendment to the Regulation of the Board of Trustees Number 16 of 2016 concerning the Organization and Governance of the University of North Sumatra;
14. Decree of the USU Board of Trustees Number 1/SK/MWA/I/2020 concerning the Strategic Plan of the University of North Sumatra 2020-2024.

1.3 Program Objective

The internship/practice work program is organized with the following objectives:

1. Providing learning rights to students outside USU in the form of work experience (learning experience) in companies, industries, institutions, and institutions including non-profit organizations through internship / work practice programs;
2. Improving the quality of education and teaching through strengthening USU's comparative advantages and competitive advantages;
3. Evaluate the quality of education and teaching as well as research through benchmarking against labor needs in the industry;
4. Increase student capacity through harmonization between hardskill and softskill competencies according to the needs of internship / work practice partners;
5. Expand and strengthen cooperation networks between USU and partners;
6. Implementing an understanding of the value system of STARS in Indonesian Diversity.

CHAPTER II
IMPLEMENTATION OF INTERNSHIP/WORK PRACTICE PROGRAM

2.1 University Implementation Requirements

a) Make a memorandum of understanding (MoU) of Tridharma cooperation with partners;
b) Facilitate the academic information system for the recognition of semester credit units of internship/practice work activities in the USU environment and their assessment;
c) Facilitate a monitoring and evaluation (M&E) system for the internship/practice work process through the Academic Information System (AIS);
d) Establish a Lecturer Workload (BKD) system for Internship Supervisors/Discussant Lecturers;
e) Facilitate and finance field trips for internship supervisors who are part of a collaborative program with ministries / state institutions;
f) Issuing a rector's decree on the list of students participating in internships/practice work and supervisors who are part of a cooperation program with ministries/state institutions;
g) Issuing cover letters required in the administration of internship/practice work programs that are part of cooperation programs with ministries/state institutions.

Faculty

a) Make an agreement in the form of a cooperation document (MoA) with partners that contains processes and learning outcomes, program duration, program remuneration, semester credit recognition, and graduation assessment in internship/practice work activities;
b) Organizing the internship/practice work selection process with study programs and partners;
c) Assign an internship/practice supervisor who will guide students during the internship program;
d) Assign a discussant lecturer at the internship/practice work presentation/exposure seminar at the end of the internship program;
e) Facilitate and fund field trips for internship supervisors;
f) Issuing a decision letter for students participating in internships / work practices based on the proposal of the Study Program;
g) Issuing cover letters required in the administration of internship/practice work programs.

Study Program

a) Prepare a Standard Document for the Implementation of Internships / Work Practices for Independent Learning Study Programs which includes learning training, learning loads, competencies that students will obtain as well as the rights and obligations of both parties during the internship / work practice process with a minimum credit load of 16 credits and a maximum of 20 credits;
b) Organize internship/practice work selection process with faculty and partners;
c) Determine students who pass the internship/practice work program selection;
d) Propose internship/practical work supervisors and discussants to the faculty with the provision that 1 lecturer guides a maximum of 6 students;
e) Facilitate supervisors with internship/practice supervisors to develop

logbooks and conduct monitoring, evaluation and assessment systems of student achievements during the internship/practice work program;

f) Provide internship debriefing for students participating in the internship/practice work program;

g) Recognize the equivalence of internship/practice activities in free form, structured form, and blended form and the equivalence of the final report of internship/practice as a final report equivalent to a thesis report.

Partner

a) Make an agreement in the form of a cooperation document (MoA) with the Faculty that contains the process and learning outcomes, program duration, program remuneration, semester credit recognition, and graduation assessment in internship/practice work activities;

b) Assign internship/practical work supervisors/mentors who will guide students during the internship/practical work program in accordance with the qualifications set with the study program;

c) Provide rights and guarantees (health insurance, work safety, honorarium/incentives, internship/practice work employee rights) to internship/practice work students in accordance with laws and regulations;

d) Organizing the internship/practice work selection process with faculties and study programs;

e) Issuing a letter of willingness of internship partners for students who pass the selection;

f) Together with Prodi, compile internship / work practice activities offered to USU students participating in internships / work practices that are in accordance with the Standards for Implementing Internships / Work Practices of Merdeka Belajar Prodi;

g) Provide internship briefing (field orientation) for students participating in the internship / work practice program;

h) Facilitate supervisors together with internship/practice supervisors to compile logbooks and conduct monitoring, evaluation and assessment of student achievements during the internship/practice program;

i) Organizing an internship / work practice presentation / exposure seminar at the partner location or USU in the context of the final assessment of the internship program.

Student

a) Internship / work practice programs can be taken in Semester V to Semester VII, with priority for Semester VII students;

b) Have passed the courses stipulated in the study program curriculum at least or equal to 60% or the equivalent of 86 credits;

c) Have a minimum GPA of 2.75;

d) Not currently participating in other independent learning programs or face-to-face lectures in class / online or student institution activities during the internship / work practice process;

e) With the approval of the Academic Supervisor (PA), students register / apply and take part in the internship selection which is jointly organized by the Study Program and partners;

f) Participate in internship/practice work program debriefing;

g) Obtain allocation of internship/practice supervisor;

h) Carry out internship / work practice activities according to the direction of supervisors / mentors and lecturers

internship/practice supervisor;

i) Fill in the logbook according to the activities carried out during the internship/practice work;
j) Compile and submit activity reports to supervisors/mentors and supervisors;
k) Conduct an internship/practice exposure seminar at the end of the program.

Academic Advisor (PA)

a) assist students in recognizing and identifying their academic abilities;
b) motivate the spirit of learning and provide encouragement to students who have obstacles and/or academic success;
c) provide alternative solutions to students' academic or non-academic problems in helping students overcome problems, including facilitating students to consult with professionals provided by the University;
d) give students consideration in determining courses/competencies related to the internship program in independent study that will be taken per semester based on students' academic abilities, PKA, and AKK, and direct students to participate in extracurricular activities;
e) direct, determine and approve student learning loads and types of courses to be taken each semester based on the student's Semester Achievement Index (IPS), including determining options for Merdeka Belajar activity programs;
f) monitor and evaluate the progress of student studies at least 3 (three) times per semester, evidenced by academic guidance documents;
g) verify students' e-KRS and e-Change of Study Plan Card (e-PKRS).

Internship / Work Practice Supervisor

a) Provide briefings, directions and tasks for students during the internship/practice work process;
b) Assist in the preparation of internship/practice work schedules so that their implementation runs effectively with partners and students;
c) Check the completeness of internship/practice work documents;
d) Attend the internship/work practice presentation/exposure seminar and assess the results of the internship/work practice report;
e) Conduct an evaluation with the supervisor/mentor and provide an assessment of the results of the internship/work practice;
f) Submit the final score list to the study program.

Internship Supervisor/Mentor

a) Supervisors from partners mentor and guide students during the internship/practice work process;
b) Supervisors/mentors also evaluate and assess the results of the internship/practice work;
c) Provide guidance and direction to students which includes the preparation of activity schedules, job descriptions, and activities carried out by students while carrying out internships / work practices;
d) Supervise the implementation of internships/practical work;

e) Check the student's logbook, evaluate the student's performance, and sign it;
f) Attend the internship/practical work presentation/exposure seminar and give a final assessment of the student's internship/practical work achievements.

Discussant Lecturer

a) Attend internship/practice work presentation/exposure seminars organized by partners;
b) Check the completeness and substance of internship/practice work documents;
c) Examine and assess the results of internship/practice work reports.

Relevance Internship/practical work time

a) Internship/practical work is held during 1 and/or 2 semesters of study;
b) Each semester of internship is equivalent to 16 - 20 credits;
c) The results of student activities that take part in the internship / work practice program are calculated using the Semester Credit System (SKS);
d) Each course has a certain Semester Credit Unit (SKS) weight as a function of time and activities per week in one semester;
e) Internship / independent campus work practice activities learn for one credit equivalent to 170 (one hundred seventy) minutes of learning activities per week per semester.

Program Financing

Sources of financing come from USU, internship / work practice partners, and other non-binding sources of funds and student self-funding. Financing of internship / work practice activities for each student is regulated in accordance with the agreement in the Cooperation Agreement (MoA), including:

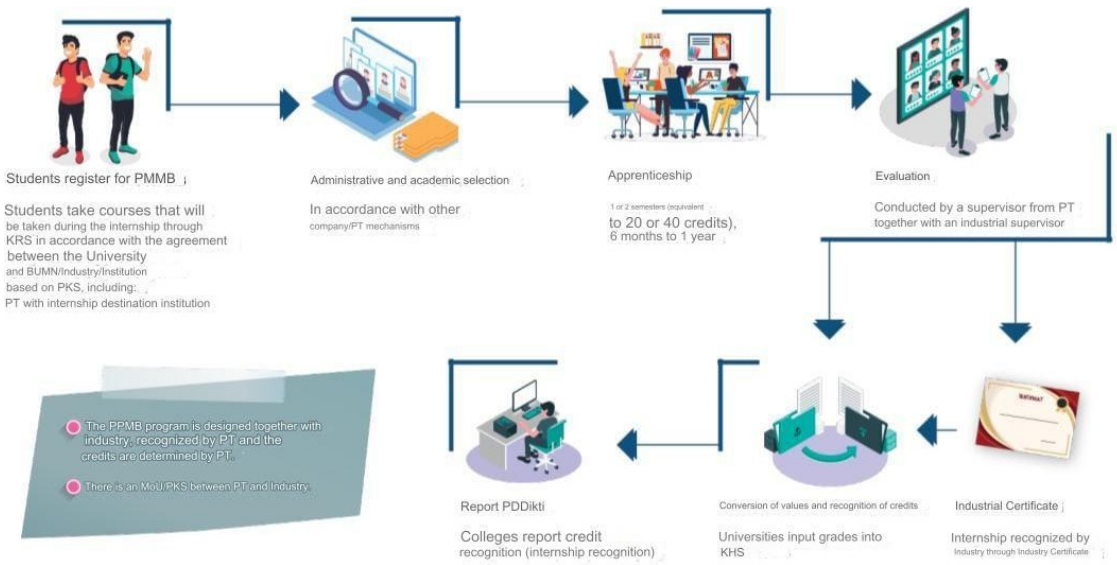
- Living Expenses (if available);
- Transportation Fee (if available);
- Accommodation;
- Health Check;
- Health Insurance; and
- Academic Fees.

2.2 Process Flow of Internship/Work Practice Program

The USU internship/practical work program procedure is carried out in the following stages:

1. The study program proposes an internship/practice supervisor to be determined by the Faculty;
2. Supervisors appointed by the study program and internship / work practice supervisors / mentors determined by the partner identify and determine activities in the internship / work practice program that can be assessed for recognition of the credit load of study program courses (for internships / work practices with structured / hybrid forms) and assessment of hardskill / softskill competencies (for internships / work practices with free / hybrid forms) after discussing with the lecturer in charge of the course and the head of the study program;
3. The results of the identification of activities are reported to the study program to be determined and then proceed to the Academic Advisor (PA);

4. Students consult with PA lecturers before deciding on the choice of internship / work practice site that has been recommended by the study program;
5. Students choose courses / competencies that have been determined by the study program in accordance with the place of internship / work practice partners to then be taken through KRS online to get PA lecturer approval;
6. Students compile a logbook, progress report and final report on the internship/practice work approved by the supervisor and supervisor/mentor of the internship/practice work;
7. Supervisors together with supervisors/mentors conduct monitoring and evaluation of student internship/practice work programs;
8. Supervisors, supervisors/mentors and discussant lecturers provide final assessment of students' internship/practice work through internship/practice work exposure seminars held at partner locations;
9. Partners are required to issue competency/industry certificates after students have completed the entire internship/practice work process;
10. Prodi ratifies the value conversion and recognition of credits that have been determined in the internship/practice work presentation/exposure seminar;
11. The results of the value conversion and recognition of credits from the approved internship / work practice program are then entered into the USU academic portal by the Study Program and reported to the Higher Education Database (PDDIKTI) by the University (Academic Bureau).



Flowchart of **the** Internship/Work Practice Program Process

Notes:

1) The topic of the internship that students do does not have to be in accordance with the study program / major
2) Internships that run for 1 semester must earn a minimum of 16 - 20 credits.

2.3 Credit Expense Recognition

Recognition of Credit Load for internship / practical work activities consists of 3 forms, namely: Structured Form, Free Form, and Blended Form.

Structured Form

The assessment of internships / work practices will follow a structured form (structured form) and be converted into 16 - 20 credits in accordance with the curriculum being pursued by students in the Study Program. The number of credits is expressed in the form of equivalence with the courses offered whose competencies are in line with internship activities.

Free Form

Independent learning activities for 1 academic semester are equivalent to 16-20 credits without equivalence to courses. The number of credits i s expressed in the form of competencies obtained by students during the program, both in hard skills and soft skills in accordance with the desired learning outcomes. For example, for the engineering field, examples of hard skills as part of learning outcomes are: the ability to formulate complex engineering problems (complex engineering problem definition), the ability to analyze and solve engineering problems based on science and mathematics knowledge, etc.; while examples of soft skills are: the ability to communicate in a professional work environment, the ability to work in teams, the ability to carry out professional ethics, etc.. Learning outcomes and assessments can be expressed in these competencies.

Table Example of Competency Recognition in Apprenticeship Program

Hard skills:	
Formulate the problem	3 CREDITS
Resolve technical problems in the field	3 CREDITS
Synthesis ability in the form of design	4 CREDITS

Soft skills:	
Communication skills	2 CREDITS
Ability to cooperate	2 CREDITS
Hard work	2 CREDITS
Leadership	2 CREDITS
Creativity	2 CREDITS

Blended Form

The blended form is a combination of free-form and structured where some of the competencies obtained are equal to Prodi courses and some are in accordance with hard competencies (hard skills), as well as soft competencies (soft skills) in accordance with the learning outcomes obtained by students during the internship. Learning outcomes and their assessment can be expressed in competencies as stated in the table above. The allocation of the number of credit loads (SKS) for internship competencies both in the form of course conversions and in the form of recognition of hard competencies and soft competencies in the form of a mixture.

will be determined by the relevant Study Program in accordance with the alignment of the managed curriculum. Recognition of internship credit load using structured, free and mixed forms is the authority of each Study Program which is further regulated in the Standard Document of the Internship / Work Practice Program at the Study Program level. Apart from being in the form of value achievements, the experience/competence gained during internship activities can also be written in the form of a portfolio as a Certificate of Diploma Companion (SKPI).

2.4 Evaluation and Assessment

The internship / work practice program requires an evaluation of the achievement of competencies that have been determined in accordance with the cooperation agreement. Evaluation and assessment is one of a series of inseparable activities to improve quality, performance, and productivity in implementing this internship / work practice program.

Program Monitoring and Evaluation

Evaluation of implementation is carried out through an online monitoring system by filling out questionnaires by students, supervisors, and supervisors/mentors about students' experiences and performance during internships/practice work. Evaluation is also carried out on the conditions of the internship / work practice site, the work atmosphere, and the quality of guidance provided both by the supervisor and by the supervisor / mentor.

Internship/Work Practice Assessment

Assessment of internship / work practice activities can be carried out based on three forms of internship programs, namely structured form (structured form), free form (free form), or a mixture of both (blended). The selection of the form of assessment is determined by the Study Program according to the most relevant conditions.

Assessment of internships/practice work that follows a structured form is converted into 16-20 credits in accordance with the curriculum being pursued by students in the Prodinya. The twenty credits are expressed in the form of equivalence with the courses offered whose competencies are in line with the internship / work practice activities.

In addition to structured forms, conversion activities can also be carried out in a free form. Independent learning activities for 6 (six) months are equal to 16-20 credits without equivalence to courses. The number of credits is expressed in the form of competencies obtained by students during the program, both technical skills (hard skills), and interpersonal skills (soft skills) in accordance with the desired learning outcomes. For example, for the engineering field, hard skills as part of learning outcomes are: the ability to formulate complex engineering problems, the ability to analyze and solve engineering problems based on science and mathematics knowledge, etc.; while examples of soft skills are: the ability to communicate in a professional work environment, the ability to work together in teams, the a b i l i t y to carry out professional ethics, etc.. Learning outcomes and their assessment can be expressed in these competencies.

In addition to the two forms of assessment above, the assessment system can also be carried out collaboratively between free form and structured form (blended). The decision on the selection of the assessment method will be agreed upon by the apprentice, supervisor, head of the study program, and supervisor/mentor of the apprenticeship/work practice.

based on relevance or need. In principle, internship / work practice activities not only emphasize student academic performance, but also the actualization of attitudes and behavioral values during the internship / work practice process.

The composition of courses and learning outcomes that will be converted are first approved by the supervising lecturer and the head of the study program. After approval, the supervisor and the head of the study program will coordinate with the person in charge/coordinator of the relevant course to prepare the necessary assessment tools.

Assessment Stages

For structured, free-form and mixed-form assessment methods, assessment is carried out in two stages: during the activity (process assessment) and at the end of the activity in the form of a learning activity report (outcome assessment). Process assessment is carried out by means of observation as the main technique. The assessment of results is carried out at the end of the program implementation using reports made by students and submitted in the internship / practical work exposure seminar.

The assessment is carried out by the internship / work practice supervisor from USU and by the supervisor / mentor or one of the appointed leaders representing the related internship / work practice partner. The procedure for giving scores to students who have completed carrying out internship / work practice activities follows the assessment scoring guidelines listed in the USU Academic Regulations.

Assessment Focus

The focus of assessment is the individual student, namely the achievements achieved in the implementation of internships / work practices. Through process assessment and outcome assessment, competencies that have been achieved and those that have not been achieved by students while participating in activities will be obtained. Assessment can provide information related to the abilities / competencies that have been achieved by students during the program.

Students who have completed an internship/practice work must report the activities they participated in in writing in the form of an internship/practice work report. The report is written in Indonesian. The procedure and systematics of writing refer to the guidelines for writing practical work reports for each faculty and / or study program. Basically, the internship/practical work report contains all activities that are actually carried out by students during the internship/practical work program according to the guidelines made by each faculty and/or study program. The report does not only contain the conditions / conditions of the agency / institution where the internship / practical work.

Internship/Work Practice Seminar

Internship / practical work seminars carried out by students must be held in accordance with the policies of the Study Program with the following conditions:

a) To be able to take the exam and / or seminar, students must register with the Study Program by showing a report that has been approved by the internship / practical work supervisor;
b) The internship/work practice exposure seminar is led by the internship/work practice supervisor;
c) The study program also appoints 1 (one) discussant lecturer in the internship / work practice presentation / exposure seminar.

Process Assessment in the implementation of the internship / work practice program follows the principles in the Merdeka Belajar - Merdeka Campus policy which refers to 5 (five) principles according to SNPT, namely educational, authentic, objective, accountable, and transparent, which are carried out in an integrated manner.

integrative. In line with the above assessment principles, the aspects assessed in the implementation of the internship/practice work program at least include:

a) Attendance at debriefing and implementation;
b) Discipline and responsibility in carrying out tasks;
c) Attitude;
d) Ability to perform tasks;
e) Ability to make reports.

Final Report Assessment Weight

The weight of the Final Report assessment for each assessor is as follows:

a) Field grades are given by supervisors/mentors with an assessment weight of 30 - 40%.
b) Internship/practical work presentation/exposure seminar grades are given by:
    - Supervisor, with a weight of 30 - 40%.
    - Discussant Lecturer (appointed by Prodi), with a weight of 20 - 30%.

Course Assessment/Competency Recognition

Course/Competency assessment recognition is carried out by the study program involving course lecturers.

CHAPTER III
CLOSURE

Thus, this guideline is prepared as a reference for all faculties and undergraduate study programs within USU in collaborating with industrial partners / companies / institutions / institutions, especially those related to internship / work practice programs. Matters that have not been described in this guide will be determined later through separate regulations. This program is expected to be a means of scientific learning, absorption of cultural values and at the same time a unifier to strengthen the national values of the Republic of Indonesia between students throughout Indonesia. Therefore, university leaders, faculties and study programs must provide full support.

GUIDE
THEMATIC REAL WORK LECTURE (KKNT) MBKM

University of North Sumatra in
2021

TABLE OF CONTENTS

I. INTRODUCTION

A. Background

Entering the age of 69 in 2021, the University of North Sumatra (USU) is challenged to increase creativity and innovation in its learning process, especially in undergraduate academic education. This responds to four important things that have a real influence on the learning process on the USU campus, namely: 1). USU Strategic Plan for the period 2020-2025, 2). Massive digitization of the lives of the academic community in the era of the industrial revolution 4.0, 3). Free policy for independent campus learning, and 4). The covid-19 pandemic which has no clear end. Creativity and innovation in the learning process are needed to provide quality assurance that the implementation, results, and outcomes of the learning process on the USU campus are able to meet the achievements or even exceed the standard targets that have been set.

Unlike the Regular Real Work Lecture, the USU Thematic Real Work Lecture (KKNT) is a form of creativity and innovation in the learning process that will provide opportunities for Undergraduate Program students (outside the health science field) to have learning experiences in the village. The selected village which is the location of KKNT USU is a very interesting learning media for USU to fulfill the learning outcomes of graduates and develop the scientific vision of the study program. This is where the village will become a field laboratory which is also a fostered village for community service activities from each study program involved.

Through KKNT USU activities, students are motivated to contribute to providing real solutions to various problems that exist in the location village in accordance with the predetermined theme. A multidisciplinary approach based on the competitive advantage of TALENTA and the main values of BINTANG is used to find real solutions to problems in the KKNT USU location village. Armed with the science and technology that has been obtained from their study program, each student in the KKNT USU group members work together to assemble ideas and technology so that real solutions to problems in the KKNT USU location village are found. Several alternative solutions to the problems faced by the village are one of the important outputs that will be produced from KKNT USU activities.

In addition to being a medium for learning in the field, the KKNT USU program will also strengthen the partnership network between USU and various partner institutions including the central government, provincial government, district / city government, funding institutions, and related private parties. This is important to note considering that the successful implementation of the KKNT USU program requires the involvement and participation of USU partners effectively and efficiently. Through this collaboration, the presence of USU in the village will benefit many parties ranging from villagers, local government, central government, to national and international investors. Thus this will support the achievement of USU's vision for the 2020-2024 period, which is to become an international standard university characterized by local excellence.

Starting from the description above, so that the understanding, business process, roadmap, and all matters related to the KKNT USU program can be understood and implemented properly by the academic community and the USU institutional structure and its partners, this guidebook was prepared.

B. Intent

This guidebook for the implementation of Thematic Real Work Lecture (KKNT) is compiled with the intention of becoming a guide for the parties involved in the implementation of KKNT USU, starting from the University, Faculty, Study Program, and Cooperation Partner levels.

C. Destination

The purpose of the preparation of the KKNT implementation guidebook is as follows:

1. Provide an explanation of the KKNT USU learning form to relevant parties;
2. Provide an explanation of the definition, business process, stages, and implementation standards that must be met by the relevant parties so that the quality of the KKNT USU program is guaranteed.

II. LEGAL BACKGROUND

1. Law No. 20/2003 on the National Education System;
2. Law No. 12/2012 on Higher Education;
3. Law Number 6 Year 2014 on Villages;
4. Government Regulation Number 48 of 1957 concerning the Establishment of USU;
5. Government Regulation No. 19/2005 on National Education Standards;
6. Government Regulation Number 04 of 2014 concerning the Implementation of Higher Education and Management of Higher Education;
7. Presidential Regulation No. 8/2012 on the Indonesian National Qualifications Framework (KKNI);
8. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards;
9. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 4 of 2020 concerning amendments to the Regulation of the Minister of Higher Education Number 88 of 2014 concerning the Conversion of State Universities into Legal Entity State Universities;
10. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 5 of 2020 concerning Accreditation of Study Programs and Higher Education;
11. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 6 of 2020 Admission of New Undergraduate Students at State Universities;
12. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 7 of 2020 concerning Establishment, Change, Revocation of Private Higher Education Licenses;
13. Regulation of the Minister of Villages, Development of Disadvantaged Regions, and Transmigration Number 11 of 2019 concerning Priorities for the Use of Village Funds in 2020;
14. Regulation of the Minister of Villages, Development of Disadvantaged Regions, and Transmigration Number 16 of 2019 on Village Consultative Meetings;
15. Regulation of the Minister of Villages, Development of Disadvantaged Regions, and Transmigration No. IX. 17/2019 on General Guidelines for Village Community Development and Empowerment;
16. Minister of Villages, Disadvantaged Regions, and Transmigration Regulation No. 18/2019 on General Guidelines for Village Community Assistance;
17. Decree of the USU Chancellor Number 1660/UN5.1.R/SK/SPB/2020 concerning the Establishment of a Team for the Development of Village Project Guidebooks / KKNTematik for the Implementation of the University of North Sumatra Merdeka Campus in 2020.

III. DEFINITION OF KKNT USU

KKNT USU is part of an independent form of learning to build villages carried out by USU Undergraduate Program students outside the health science field who have completed their study load up to semester 5 with a minimum GPA of 2, both in groups and across study programs for 6-12 months in a span of 1-2 semesters, with a learning load equivalent to 20-40 credits and raising certain themes according to the rural conditions that are the location.

IV. COMPETENCY STANDARDS THEMATIC REAL WORK COURSE (KKNT)

KKNT USU competency standards are formulated into KKNT USU learning outcomes that include aspects of knowledge, skills, and attitudes in an integrated manner. The formulation of KKNT USU learning outcomes also includes aspects of the main value system of BINTANG with the competitive advantage of TALENTA which will be the main character of USU graduates. Some of the learning outcomes that students will get after participating in the KKNT USU program, namely:

1. Having a leadership spirit based on the main values of STAR and the competitive advantage of TALENTA;
2. Able to build constructive cooperation in order to find solutions to problems faced in the village;
3. Able to conduct Problem Identification and Situation Analysis (IMAS) in the KKNT USU location village scientifically in accordance with the predetermined theme;
4. Able to explore phenomena and problems found in the village to improve mastery of concepts, theories and special skills in certain fields of science in accordance with the scientific characteristics of the study program. This learning outcome will be the main focus of KKNT USU scheme 5-1-2 activities;
5. Able to obtain valid data and information from phenomena and problems found in the village based on mastery of concepts, theories and special skills in certain fields of science in accordance with the scientific characteristics of the study program. This learning outcome will be the main focus of KKNT USU scheme 5-2-1 activities;
6. Able to use special knowledge and skills in accordance with the scientific field of the study program to obtain alternative solutions to problems that have been identified in the KKNT USU location village. This learning outcome will be the main focus of KKNT USU 6-2-0 scheme activities.

V. USU KKNT LEARNING SCHEME

The learning outcomes of KKNT USU will be achieved through the fulfillment of course learning outcomes arranged in a structured form. This pattern was chosen so that the assessment of the learning process and outcomes can be structured, measurable, and easily synchronized with the USU Academic Information System (SIA) and involve lecturers who teach courses in each study program involved. Considering that currently the KKNI curriculum in the study program has not expired, the approach taken is to assemble the existing course structure into the KKNT USU learning package according to a predetermined theme and involving the study program. Along with the end of the KKNI curriculum validity period in 2022, the structure of the KKNT USU learning package will be adjusted.

courses for KKNT USU activities in each scheme will be summarized into one package. This will also be synchronized with the Academic Information System (SIA) and the Higher Education Database (PDDIKTI). In line with other independent learning programs, through the KKNT USU program, students can also carry out SKS credit transfer activities between different study programs within USU. The three KKNT USU learning schemes are: 1) 5-1-2 scheme, 2) 5-2-1 scheme, and 3) 6-2-0 scheme. Illustrations of the three schemes and their comparison with conventional learning schemes are presented in the description below.

Conventional scheme: 8 - 0 - 0

Students do not take the right to study 1 semester outside USU. Students have the option to do Regular KKN with a learning load of 3 credits. The final project is in the form of research and thesis preparation.

1st semester	2nd semester	3rd semester	4th semester	5th semester	6th semester	7th semester	8th semester Research & Thesis

USU KKNT Scheme: 5 - 1 - 2

Students take the right to study 1 semester outside USU in the form of KKNT USU which will be carried out in semester 6. The focus of the learning outcomes of the courses in the KKNT USU scheme is that students are able to explore phenomena and problems found in villages to improve mastery of concepts, theories and special skills in certain fields of science in accordance with the scientific characteristics of the study program. The courses studied in the KKNT USU scheme are courses whose study materials are found in rural areas. Students who take this scheme, still have the obligation to fulfill the requirements of the final assignment of the undergraduate program, namely completing research and preparing a thesis in semesters 7 and 8.

1st semester	2nd semester	3rd semester	4th semester	5th semester	6th semester KKNT USU	7th semester	8th semester

USU KKNT Theme: Village Tourism (example)		
Faculty of Forestry	**Faculty of Agriculture**	**Faculty of Economics**
Study Program: Forestry	Study Program:	Study Program: .....
Course list:	Course list:	Course list:
1. KKN Debriefing (3 credits)	1. KKN Debriefing (3 credits)	1. KKN Debriefing (3 credits)
2. Land suitability (3 credits)	2 .....(3 CREDITS)	2 .....(3 CREDITS)
3. Non-Timber Forest Products (3 credits)	3 .....(3 CREDITS)	3 .....(3 CREDITS)
4. Ecotourism Management (3 credits)	4 .....(3 CREDITS)	4 .....(3 CREDITS)
5. Social Conflict Management (3 credits)	5 .....(3 CREDITS)	5 .....(3 CREDITS)
6. Forestry business (3 credits)	6 .....(3 CREDITS)	6 .....(3 CREDITS)
7. Sample selection technique (2 credits)	7 .....(2 CREDITS)	7 .....(2 CREDITS)
Total: 20 CREDITS	Total: 20 CREDITS	Total: 20 CREDITS
Faculty of Engineering	**Faculty of Social and Political Sciences**	**Faculty of Communication & Information Technology**
Study Program:	Study Program:	Study Program: .....
Course list:	Course list:	Course list:
1. KKN Debriefing (3 credits)	1. KKN Debriefing (3 credits)	1. KKN Debriefing (3 credits)
2 .....(3 CREDITS)	2 .....(3 CREDITS)	2 .....(3 CREDITS)
3 .....(3 CREDITS)	3 .....(3 CREDITS)	3 .....(3 CREDITS)
4 .....(3 CREDITS)	4 .....(3 CREDITS)	4 .....(3 CREDITS)
5 .....(3 CREDITS)	5 .....(3 CREDITS)	5 .....(3 CREDITS)
6 .....(3 CREDITS)	6 .....(3 CREDITS)	6 .....(3 CREDITS)
7 .....(2 CREDITS)	7 .....(2 CREDITS)	7 .....(2 CREDITS)
Total: 20 CREDITS	Total: 20 CREDITS	Total: 20 CREDITS

USU KKNT Theme: Legal Awareness Village (example)		
Faculty of Law	**Faculty of Agriculture**	**Faculty of Humanities**
Study Program:	Study Program:	Study Program: .....
Course list:	Course list:	Course list:
1. KKN Debriefing (3 credits)	1. KKN Debriefing (3 credits)	1. KKN Debriefing (3 credits)
2.....(3 CREDITS)	2.....(3 CREDITS)	2.....(3 CREDITS)
3.....(3 CREDITS)	3.....(3 CREDITS)	3.....(3 CREDITS)
4.....(3 CREDITS)	4.....(3 CREDITS)	4.....(3 CREDITS)
5.....(3 CREDITS)	5.....(3 CREDITS)	5.....(3 CREDITS)
6.....(3 CREDITS)	6.....(3 CREDITS)	6.....(3 CREDITS)
7.....(2 CREDITS)	7.....(2 CREDITS)	7.....(2 CREDITS)
Total: 20 CREDITS	Total: 20 CREDITS	Total: 20 CREDITS
Faculty of Psychology	**Faculty of Social and Political Sciences**	**Faculty of Communication & Information Technology**
Study Program:	Study Program:	Study Program: .....
Course list:	Course list:	Course list:
1. KKN Debriefing (3 credits)	1. KKN Debriefing (3 credits)	1. KKN Debriefing (3 credits)
2.....(3 CREDITS)	2.....(3 CREDITS)	2.....(3 CREDITS)
3.....(3 CREDITS)	3.....(3 CREDITS)	3.....(3 CREDITS)
4.....(3 CREDITS)	4.....(3 CREDITS)	4.....(3 CREDITS)
5.....(3 CREDITS)	5.....(3 CREDITS)	5.....(3 CREDITS)
6.....(3 CREDITS)	6.....(3 CREDITS)	6.....(3 CREDITS)
7.....(2 CREDITS)	7.....(2 CREDITS)	7.....(2 CREDITS)
Total: 20 CREDITS	Total: 20 CREDITS	Total: 20 CREDITS

USU KKNT Scheme: 5 - 2 - 1

Students take the right to study 2 semesters outside USU in the form of KKNT USU which will be carried out in the 6th and 7th semesters. The focus of the learning outcomes of the courses in the KKNT USU scheme is that students are able to obtain valid data and information from phenomena and problems found in the village based on mastery of concepts, theories and special skills in certain fields of science in accordance with the scientific characteristics of their study program. The data and information obtained from KKNT USU activities will be used by students for the preparation of the final project of t h e undergraduate program in the form of a thesis. The courses studied in the KKNT USU scheme are elective courses whose study materials are found in rural areas. Students who take this scheme, still have the obligation to fulfill the requirements of the final project of the undergraduate program, namely the preparation of a thesis in semester 8.

1st semester	2nd semester	3rd semester	4th semester	5th semester	6th semester KKNT USU	7th semester KKNT USU	8th semester

USU KKNT Theme: Village Tourism (example)		
Faculty of Forestry Study Program: Forestry Course list: 1. KKN Debriefing (3 credits) 2. Land suitability (3 credits) 3. Non-Timber Forest Products (3 credits) 4. Ecotourism Management (3 credits) 5. Social Conflict Management (3 credits) 6. Forestry business (3 credits) 7. Etc..... Total: 40 CREDITS	**Faculty of Agriculture** Study Program: ..... Course list: 1. KKN Debriefing (3 credits) 2.....(3 CREDITS) 3.....(3 CREDITS) 4.....(3 CREDITS) 5.....(3 CREDITS) 6.....(3 CREDITS) 7. Etc..... Total: 40 CREDITS	**Faculty of Economics** Study Program: ..... Course list: 1. KKN Debriefing (3 credits) 2 .....(3 CREDITS) 3 .....(3 CREDITS) 4 .....(3 CREDITS) 5 .....(3 CREDITS) 6 .....(3 CREDITS) 7. Etc..... Total: 40 CREDITS
Faculty of Engineering Study Program: ..... Course list: 1. KKN Debriefing (3 credits) 2.....(3 CREDITS) 3.....(3 CREDITS) 4.....(3 CREDITS) 5.....(3 CREDITS) 6.....(3 CREDITS) 7. Etc..... Total: 40 CREDITS	**Faculty of Social and Political Sciences** Study Program: ..... Course list: 1. KKN Debriefing (3 credits) 2.....(3 CREDITS) 3.....(3 CREDITS) 4.....(3 CREDITS) 5.....(3 CREDITS) 6.....(3 CREDITS) 7. Etc..... Total: 40 CREDITS	**Faculty of Communication & Information Technology** Study Program: ..... Course list: 1. KKN Debriefing (3 credits) 2 .....(3 CREDITS) 3 .....(3 CREDITS) 4 .....(3 CREDITS) 5 .....(3 CREDITS) 6 .....(3 CREDITS) 7. Etc..... Total: 40 CREDITS

USU KKNT Theme: Legal Awareness Village (example)		
Faculty of Law Study Program: ..... Course list: 1. KKN Debriefing (3 credits) 2 .....(3 CREDITS) 3 .....(3 CREDITS) 4 .....(3 CREDITS) 5 .....(3 CREDITS) 6 .....(3 CREDITS) 7. Etc..... Total: 40 CREDITS	**Faculty of Agriculture** Study Program: ..... Course list: 1. KKN Debriefing (3 credits) 2 .....(3 CREDITS) 3 .....(3 CREDITS) 4 .....(3 CREDITS) 5 .....(3 CREDITS) 6 .....(3 CREDITS) 7. Etc..... Total: 40 CREDITS	**Faculty of Humanities** Study Program: ..... Course list: 1. KKN Debriefing (3 credits) 2.....(3 CREDITS) 3.....(3 CREDITS) 4.....(3 CREDITS) 5.....(3 CREDITS) 6.....(3 CREDITS) 7. Etc..... Total: 40 CREDITS
Faculty of Psychology Study Program: ..... Course list: 1. KKN Debriefing (3 credits) 2 .....(3 CREDITS) 3 .....(3 CREDITS) 4 .....(3 CREDITS) 5 .....(3 CREDITS) 6 .....(3 CREDITS) 7. Etc..... Total: 40 CREDITS	**Faculty of Social and Political Sciences** Study Program: ..... Course list: 1. KKN Debriefing (3 credits) 2 .....(3 CREDITS) 3 .....(3 CREDITS) 4 .....(3 CREDITS) 5 .....(3 CREDITS) 6 .....(3 CREDITS) 7. Etc..... Total: 40 CREDITS	**Faculty of Communication & Information Technology** Study Program: ..... Course list: 1. KKN Debriefing (3 credits) 2.....(3 CREDITS) 3.....(3 CREDITS) 4.....(3 CREDITS) 5.....(3 CREDITS) 6.....(3 CREDITS) 7. Etc..... Total: 40 CREDITS

USU KKNT Scheme: 6 - 2 - 0

Students take the right to study 2 semesters outside USU in the form of KKNT USU which will be carried out in semesters 7 and 8. The focus of the learning outcomes of the courses in the KKNT USU scheme is that students are able to use specific knowledge and skills in accordance with the scientific field of the study program to obtain alternative solutions to problems that have been identified in the KKNT USU location village. The results of data processing and analysis as well as the KKNT USU activity report are recognized as a substitute for the final thesis and become a requirement for graduating students from their study program. The courses studied in the KKNT USU scheme are elective courses whose study materials are found in rural areas. Students who take this scheme, no longer have the obligation to conduct research and prepare a thesis.

1st semester	2nd semester	3rd semester	4th semester	5th semester	6th semester	7th semester KKNT USU	8th semester KKNT USU

USU KKNT Theme: Village Tourism (example)

Faculty of Forestry	Faculty of Agriculture	Faculty of Economics
Study Program: Forestry	Study Program:	Study Program: .....
Course list:	Course list:	Course list:
1. KKN Debriefing (3 credits)	1. KKN Debriefing (3 credits)	1. KKN Debriefing (3 credits)
2. Proposal seminar (1 CREDIT)	2. Proposal seminar (1 CREDIT)	2. Proposal seminar (1 CREDIT)
3. Ecological analysis (3 credits)	3 .....(3 CREDITS)	3 .....(3 CREDITS)
4. Social analysis (3 credits)	4 .....(3 CREDITS)	4 .....(3 CREDITS)
5. Etc.....	5. Etc.....	5. Etc.....
6. Result Seminar (1 credit)	6. Result Seminar (1 credit)	6. Result Seminar (1 credit)
7. Final Report & Exam (4 credits)	7. Final Report & Exam (4 credits)	7. Final Report & Exam (4 credits)
Total: 40 CREDITS	Total: 40 CREDITS	Total: 40 CREDITS
Faculty of Engineering	**Faculty of Social and Political Sciences**	**Faculty of Communication & Information Technology**
Study Program:	Study Program:	Study Program: .....
Course list:	Course list:	Course list:
1. KKN Debriefing (3 credits)	1. KKN Debriefing (3 credits)	1. KKN Debriefing (3 credits)
2. Proposal seminar (1 CREDIT)	2. Proposal seminar (1 CREDIT)	2. Proposal seminar (1 CREDIT)
3 .....(3 CREDITS)	3 .....(3 CREDITS)	3 .....(3 CREDITS)
4 .....(3 CREDITS)	4 .....(3 CREDITS)	4 .....(3 CREDITS)
5. Etc.....	5. Etc.....	5. Etc.....
6. Result Seminar (1 credit)	6. Result Seminar (1 credit)	6. Result Seminar (1 credit)
7. Final Report & Exam (4 credits)	7. Final Report & Exam (4 credits)	7. Final Report & Exam (4 credits)
Total: 40 CREDITS	Total: 40 CREDITS	Total: 40 CREDITS

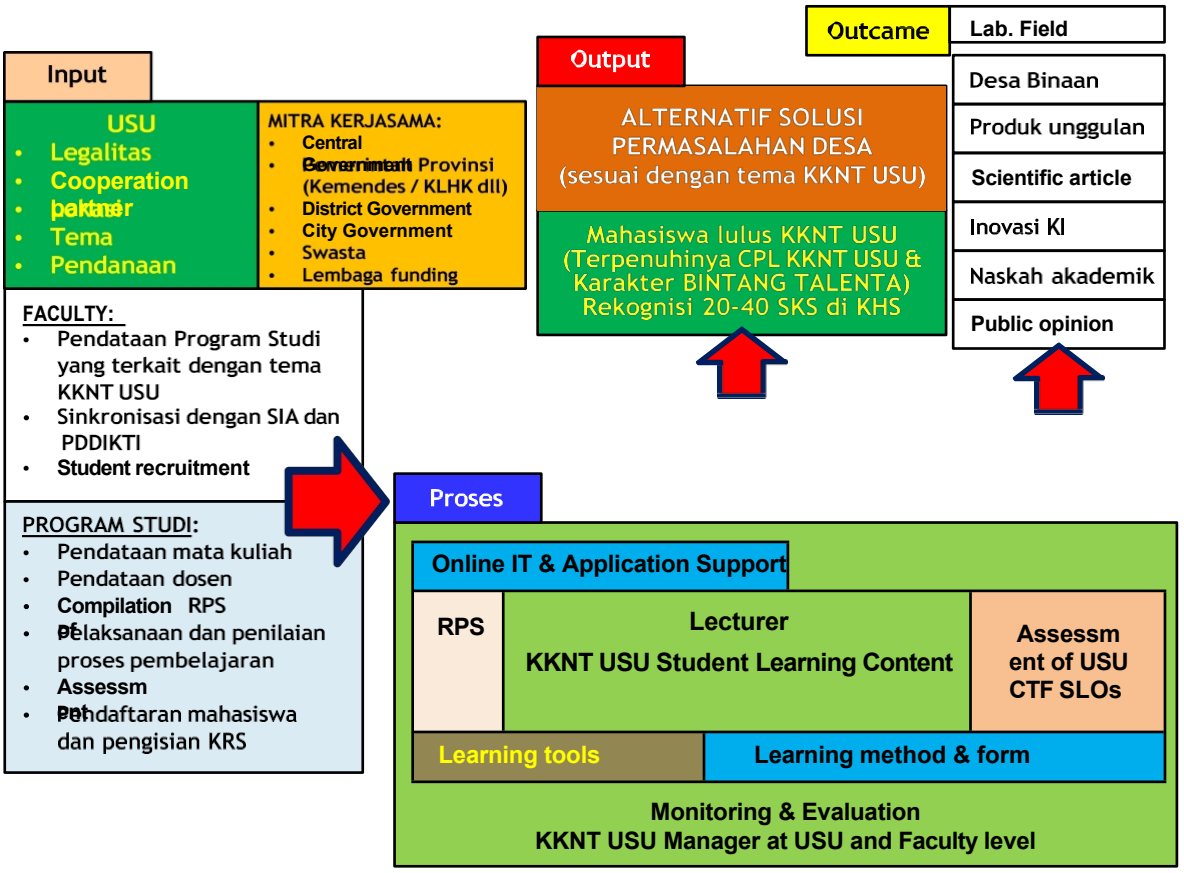
USU KKNT Theme: Village Tourism (example)

Faculty of Law	Faculty of Agriculture	Faculty of Humanities
Study Program: Forestry	Study Program:	Study Program: .....
Course list:	Course list:	Course list:
1. KKN Debriefing (3 credits)	1. KKN Debriefing (3 credits)	1. KKN Debriefing (3 credits)
2. Proposal seminar (1 CREDIT)	2. Proposal seminar (1 CREDIT)	2. Proposal seminar (1 CREDIT)
3. Ecological analysis (3 credits)	3 .....(3 CREDITS)	3 .....(3 CREDITS)
4. Social analysis (3 credits)	4 .....(3 CREDITS)	4 .....(3 CREDITS)
5. Etc.....	5. Etc.....	5. Etc.....
6. Result Seminar (1 credit)	6. Result Seminar (1 credit)	6. Result Seminar (1 credit)
7. Final Report & Exam (4 credits)	7. Final Report & Exam (4 credits)	7. Final Report & Exam (4 credits)
Total: 40 CREDITS	Total: 40 CREDITS	Total: 40 CREDITS
Faculty of Psychology	**Faculty of Social and Political Sciences**	**Faculty of Communication & Information Technology**
Study Program:	Study Program:	Study Program: .....
Course list:	Course list:	Course list:
1. KKN Debriefing (3 credits)	1. KKN Debriefing (3 credits)	1. KKN Debriefing (3 credits)
2. Proposal seminar (1 CREDIT)	2. Proposal seminar (1 CREDIT)	2. Proposal seminar (1 CREDIT)
3 .....(3 CREDITS)	3 .....(3 CREDITS)	3 .....(3 CREDITS)
4 .....(3 CREDITS)	4 .....(3 CREDITS)	4 .....(3 CREDITS)
5. Etc.....	5. Etc.....	5. Etc.....
6. Result Seminar (1 credit)	6. Result Seminar (1 credit)	6. Result Seminar (1 credit)

7. Final Report & Exam (4 credits) Total: 40 CREDITS	7. Final Report & Exam (4 credits) Total: 40 CREDITS	7. Final Report & Exam (4 credits) Total: 40 CREDITS

VI. USU KKNT PROGRAM BUSINESS PROCESS

Thematic Real Work Lecture of the University of North Sumatra (KKNT USU) is part of USU's independent learning program so that learning becomes the main core of its business process. Below is the business process scheme of KKNT USU activities.



Business process of the USU KKNT program in 2021

VII. USU KKNT PROGRAM ROADMAP

The USU Thematic Real Work Lecture is one of the independent learning programs designed to support the achievement of USU's vision and mission, especially in the 2020-2025 period. Therefore, in order for the KKNT USU program to be in sync with the stages of achieving USU's vision and mission, the KKNT USU program roadmap is prepared as follows:

2021: Declaration of KKNT USU model

For the first time, the KKNT USU independent learning model was launched and implemented on a limited basis. The KKNT USU model is designed to include representation of science and social humanities groups, study programs, faculties, cooperation partners at the central, provincial, district / city and private levels.

Year 2022: Stabilization of the USU KKNT model

The USU KKNT model that has been implemented in 2021, evaluated and followed up with improvements so that in 2022, the USU KKNT model can be more stable and implemented with a wider scope.

Year 2023: USU's KKNT takes root in Sumatra

After the KKNT USU model is well established, the implementation of KKNT USU needs to be expanded so that it can take root on the island of Sumatra. It is expected that from this stage KKNT USU can already be implemented in a structured, measurable, systematic and rooted manner in rural areas.

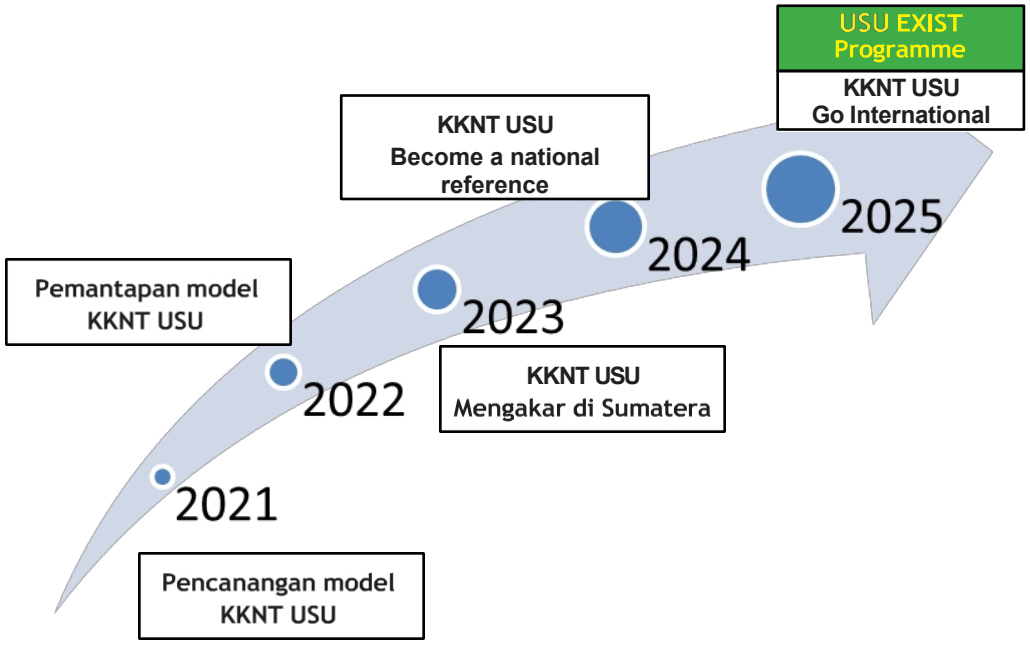
Year 2024: USU's KKNT becomes a national reference

The implementation of KKNT USU has become USU's branding in the creativity and innovation of the independent learning process so that it deserves to be a national level reference.

In 2025: KKNT USU Go International

KKNT USU program has been able to go international. Various KKNT USU outputs are able to compete at the International level. This supports the achievement of the ***USU EXIST Program (Excellent Human Integrity; Smart, Friendly, and Green Campus; Global Society Impact; Good University Governance; Sustainable Funding)***.

Overall, the 2021-2025 USU KKNT roadmap is presented in the Figure below:



KKNT USU Roadmap supporting the USU EXIST Program

VIII. STAGES OF PREPARATION AND IMPLEMENTATION OF KKNT USU

The preparation stage of KKNT USU is carried out one semester before the implementation semester, with the following activity matrix:

No.	Activities	Even Semester					
		Month 1	*Month 2*	*Month 3*	*Month 4*	*Month 5*	*Month 6*
1.	Formation of the KKNT USU management committee.						
2.	Establishment and launch of an online application for independent learning form KKNT USU.						
3.	Memorandum of cooperation with cooperation partners (Central government / provincial government) /district government/private sector).						
4.	Focus group discussions between USU and partners to determine the theme and location of the KKNT USU and the study programs involved.						
5.	Determination of the theme and location of KKNT USU and related study programs.						
6.	Proposing and determining the list of courses that will be included in the course structure of the KKNT USU program from each study program along with its RPS.						
7.	Socialization and acceptance of prospective KKNT USU students, as well as filling out KRS.						
8.	Recruitment and appointment of KKNT USU supervisors.						
9.	Preparation of briefing modules and courses for the KKNT USU program.						
10.	Determination and division of student groups participating in KKNT USU.						

The stages of KKNT USU **implementation** are presented in the activity matrix as follows:

No.	Activities	Odd Semester					
		Month 1	*Month 2*	*Month 3*	*Month 4*	*Month 5*	*Month 6*
1.	Debriefing of KKNT USU student participants.						
2.	USU KKNT proposal seminar.						
3.	Placement of KKNT USU students to the location.						
4.	First monitoring of the implementation of KKNT USU student activities.						
5.	Second monitoring of the implementation of KKNT USU student activities.						
6.	Monitoring the third implementation of KKNT USU student activities.						
7.	Monitoring the fourth implementation of KKNT USU student activities.						
8.	Consultation process between KKNTUSU students and lecturers Mentor.						
9.	KKNT USU Result Seminar						
10.	Final exam of students participating in KKNT USU.						
11.	Ratification of KKNT USU Individual Result Report for each student KKNT USU participants.						
12.	Ratification of the USU KKNT Group Result Report.						
13.	Submit scientific articles						
14.	Entering KKNT USU grades into the online application forms independent learning of KKNT USU.						

IX. USU KKNT THEME

The KKNT USU theme will be the main focus of the group of participants in developing an agenda of activities to explore the potential and find real solutions to village problems. The KKNT USU theme is determined based on synchronization between the superior competencies of TALENTA (Tropical science and medicine, Agroindustry, Local Wisdom, Energy, Natural Resources, Technology) USU with priority rural development programs from the central level (Ministry) or local government (Province or Regency). The USU KKNT theme is determined based on a memorandum of cooperation between the University of North Sumatra and cooperation partners which include the central government, provincial government, district government, and or the private sector. The determination of the KKNT theme also considers aspects of the number and distribution proportionally. The list of KKNT USU themes will always be updated and announced online to students in each year of KKNT USU implementation.

The following is an example of a list of rural development priorities that can be chosen as one of the themes in KKNT USU. Referring to the Regulation of the Minister of Villages, Development of Disadvantaged Regions and Transmigration of the Republic of Indonesia Number 13 of 2020 concerning Priorities for the Use of Village Funds in 2021, there are eight typologies of villages that will be realized by the government through the priority use of village funds as follows:

1. Villages without poverty and hunger:
   - Village SDG 1: Villages without poverty
   - Village SDG 2: Villages without hunger
2. Village economy grows evenly:
   - Village SDGs 8: equitable rural economic growth
   - Village SDGs 9: Appropriate village infrastructure and innovation
   - Village SDGs 10: villages without inequalities
   - Village SDGs 12: environmentally conscious village consumption and production
3. Health care village:
   - Village SDG 3: Healthy and prosperous villages
   - Village SDGs 6: Safe water and sanitation villages
   - Village SDG 11: village residential areas are safe and secure
4. Environmentally conscious village:
   - Village SDG 7: Clean and renewable energy village
   - Village SDG 13: Climate change-responsive villages
   - Village SDG 14: Village care for the marine environment
   - Village SDGs 15: Villages care for the terrestrial environment
5. The village cares about education:
   - Village SDG 4: quality village education
6. Women-friendly village:
   - Village SDG 5: village women engagement
7. Networked village:
   - Village SDG 17: partnerships for rural development
8. Culture-responsive village:
   - Village SDGs 16: Peaceful and equitable villages
   - Village SDGs 18: dynamic village institutions and adaptive village culture

X. PARTIES INVOLVED IN THE IMPLEMENTATION OF KKNT USU

The parties involved in the implementation of KKNT USU:

1. **University of North Sumatra**, plays a role:
   - Establish policies and regulations regarding the implementation of the independent learning model of the USU KKNT model in the USU Chancellor's regulations.
   - Establish the KKNT USU team at the University of North Sumatra level in the USU Rector Decree.
   - Establish cooperation with partner institutions at the national / provincial / city / private level regarding the implementation of the KKNT program as outlined in the MOU and followed up with a Cooperation agreement involving faculties and study programs within USU.
   - Determine the locations, themes, and study programs involved in the implementation of KKNT USU together with partner institutions and faculties.
   - Determine the group of students participating in KKNT USU.
   - Determine the group of field supervisors (DPL) of KKNT USU.
   - Carry out debriefing activities (students and DPL), implementation, monitoring and evaluation of the KKNT USU program.
   - Provide facilities for the smooth implementation of the KKNT USU program.
   - Allocate budget and funding for the smooth implementation of the KKNT USU program.
   - Provide KKNT online information system services that are easily accessible and user friendly for the smooth implementation of the KKNT USU program.
   - Synchronization of USU KKNT activities to PDDIKTI.
   - Provide quality assurance for the implementation of KKNT USU.

2. **Faculty and Study Program**
   - Announcing the KKNT USU program to students and lecturers in each study program.
   - Assign a field supervisor based on the proposal of the study program as outlined in the Dean's Decree.
   - Determine the list of elective courses for the KKNT USU learning process with the study program as outlined in the Dean's Decree.
   - The study program asks the course coordinator together with DPL to develop the KKNT USU Semester Learning Plan (RPS).
   - The study program carries out the learning process and assessment of the KKNT USU program together with the KKNT USU management team.
   - Scheduling the final project hearing for KKNT USU Scheme 6.2.0 participants.

3. **KKNT Partner USU**
   - Together with USU, determine the location and theme of the KKNT USU.
   - Provide support for facilities / infrastructure / funding for the smooth implementation of the KKNT USU program.
   - Provide security guarantees to all KKNT USU participants.

4. **Supervisor of KKNT USU group**
   - Conduct a mentoring process to participants during the program.
   - Provide group assessment to participants.
   - Provide assistance and direction to groups in the preparation of program proposals and group activities.
   - Monitor the implementation of group programs and activities in accordance with the approved proposal.
   - Provide assistance and direction to groups in order to expose the results of activities.
   - Check and grade group reports.
   - Examine KKNT USU scheme 6.2.0 participants at the final project trial.
   - Together with the course teaching team, assess the achievement of KKNT USU learning outcomes in each participating student.

5. **Students participating in KKNT USU**
   - Register as a participant through the KKNT USU online information system service.
   - Choosing KKNT USU elective courses based on the approval of the academic supervisor and entered into the study plan card (KRS).
   - Carry out all activities of the KKNT USU program.
   - Live in the KKNT village for the duration of the program.

XI. KKNT USU PARTICIPANT STUDY PROGRAM

KKNT USU activities are designed for the learning process for students from study programs outside the health science field. In total there are 42 study programs as presented below:

1. Legal Studies Program - Faculty of Law
2. Agribusiness Study Program - Faculty of Agriculture
3. Agrotechnology Study Program - Faculty of Agriculture
4. Food Science and Technology Study Program - Faculty of Agriculture
5. Agricultural Engineering Study Program - Faculty of Agriculture
6. Aquatic Resources Management Study Program - Faculty of Agriculture
7. Animal Husbandry Study Program - Faculty of Agriculture
8. Architecture Study Program - Faculty of Engineering
9. Electrical Engineering Study Program - Faculty of Engineering
10. Industrial Engineering Study Program - Faculty of Engineering
11. Chemical Engineering Study Program - Faculty of Engineering
12. Mechanical Engineering Study Program - Faculty of Engineering
13. Civil Engineering Study Program - Faculty of Engineering
14. Environmental Engineering Study Program - Faculty of Engineering
15. Accounting Study Program - Faculty of Economics and Business
16. Development Economics Study Program - Faculty of Economics and Business
17. Management Study Program - Faculty of Economics and Business
18. Ethnomusicology Study Program - Faculty of Humanities
19. Department of History - Faculty of Humanities
20. Arabic Literature Study Program - Faculty of Humanities

21. Batak Literature Study Program - Faculty of Humanities
22. Chinese Literature Study Program - Faculty of Humanities
23. Indonesian Literature Study Program - Faculty of Humanities
24. English Literature Study Program - Faculty of Humanities
25. Japanese Literature Study Program - Faculty of Humanities
26. Malay Literature Study Program - Faculty of Humanities
27. Library Science Study Program - Faculty of Humanities
28. Biology Study Program - Faculty of Mathematics and Natural Sciences
29. Physics Study Program - Faculty of Mathematics and Natural Sciences
30. Chemistry Study Program - Faculty of Mathematics and Natural Sciences
31. Mathematics Study Program - Faculty of Mathematics and Natural Sciences
32. Social Anthropology Study Program - Faculty of ISIP
33. Business Administration Study Program - Faculty of ISIP
34. Public Administration Study Program - Faculty of ISIP
35. Social Welfare Studies Program - Faculty of ISIP
36. Communication Studies Program - Faculty of ISIP
37. Political Science Study Program - Faculty of ISIP
38. Sociology Study Program - Faculty of ISIP
39. Psychology Study Program - Faculty of Psychology
40. Computer Science Study Program - Faculty of Computer Science and Information Technology
41. Information Technology Study Program - Faculty of Computer Science and Information Technology
42. Forestry Study Program - Faculty of Forestry

XII. REQUIREMENTS FOR USU KKNT STUDENTS

Requirements for students participating in KKNT USU:

1. Be an active student.
2. Grade Point Average at the end of semester 5 of at least 2.00.
3. Coming from a study program outside the health science field.
4. Enter the KKNT USU course package into the Study Plan Card.
5. Physically and mentally healthy as evidenced by a doctor's certificate.
6. Get permission from parents.
7. Attach a drug-free letter from the hospital.
8. Attach all required documents.

XIII. USU KKNT GROUP SUPERVISOR

Each KKNT USU group in carrying out its programs and activities during the KKNT USU period will be guided by KKNT USU supervisors.

Any permanent USU lecturer who has the qualifications below is entitled to become a supervisor of the USU KKNT group:

1. Status as a permanent civil servant lecturer or permanent non-civil servant lecturer of USU.
2. Have an NIDN/NIDK.
3. Have a minimum academic functional position of lector.
4. Physically and mentally healthy.

5. Coming from one of the study programs in the KKNT USU group.
6. Willing to attend KKNT USU debriefing for supervisors and get a certificate. KKNT USU group supervisors are determined through a Decree of the Chancellor of the University of North Sumatra.

XIV. MANAGEMENT

The management of the KKNT USU program is carried out under the coordination of the Vice Rector for Academic Affairs. The KKNT USU management organization consists of:

1. University level manager

   The University level management team is determined through a USU Rector Decree. The University level management team is responsible for the implementation of all agendas and activities of the USU KKNT program which is the scope of USU.

2. Faculty and Study Program level managers

   The management team at the Faculty and Study Program levels is determined through a Dean's Decree. The Management Team at the Faculty and Study Program levels is responsible for the implementation of all KKNT USU agendas and activities within the scope of the Faculty and Study Program.

XV. USU KKNT ASSESSMENT STANDARD

As part of the learning system, KKNT USU activities must be assessed in accordance with the assessment standards set by the University of North Sumatra. This assessment standard is a minimum criterion regarding the assessment of student learning processes and outcomes in order to fulfill graduate learning outcomes. The principles of KKNT USU assessment include educational, authentic, objective, accountable, and transparent principles that are carried out in an integrated manner. KKNT USU assessment techniques include observation, participation, oral tests, written tests, and work performance.

Assessment Matrix:

- Scheme 5.1.2: Focus on mastering KKNT USU course material
- Scheme 5.2.1: Focus on mastering the KKNT USU course material and obtaining preliminary data for final project preparation.
- Scheme 6.2.0: Focus on the acquisition and analysis of data that will be written into the final undergraduate report.

The components of the USU KKNT assessment are as follows:

1. Debriefing lecture;
2. Proposal seminar;
3. Implementation of KKNT USU activities;
4. Monitoring;
5. Results seminar;
6. Report and exam;
7. Outputs.

XVI. KKNT USU ACADEMIC INFORMATION SYSTEM

The implementation of KKNT USU is part of the learning listed in the curriculum and is integrated with the online application-based USU Academic Information System (SIA) which includes:

1. Account creation for participating students and supervisors.
2. The registration process of KKNT USU student participants into KRS on the academic portal.
3. KKNT USU group division process.
4. Data collection process for lecturers accompanying the KKNT USU group.
5. USU KKNT debriefing lecture process through USU e learning.
6. The process of deploying students participating in KKNT USU.
7. Proposal upload process (after 2 weeks in the village).
8. The process of monitoring the implementation of KKNT USU.
9. The process of exposing the results of KKNT USU group activities.
10. USU KKNT report collection process.
11. USU KKNT exam process.
12. USU KKNT grade input process.
13. USU KKNT results seminar process.
14. Evaluation process of KKNT USU implementation.
15. The final report process for the implementation of the KKNT USU program.
16. USU KKNT database process.
17. Output reporting process.
18. Assessment Form Process.
19. The process of integrating KKNT USU grades into students' KHS.

XVII. FACILITIES AND INFRASTRUCTURE

Facilities and infrastructure to support KKNT USU program activities are the joint responsibility of the University of North Sumatra and KKNT USU partners. Detailed facilities and infrastructure needs will be outlined in a joint agreement between USU and partners.

XVIII. FINANCING

The source of financing for the KKNT USU program comes from:

1. University of North Sumatra;
2. Working Partner;
3. Sponsorship.

Detailed financing needs will be outlined by the KKNT USU Management Team in the KKNT USU proposal based on the results of an agreement between USU and partners.

XIX. KKNT USU COOPERATION

To support the implementation of the KKNT USU program, it is necessary to collaborate between the University of North Sumatra and partners in the form of:

1. Policies and programs;
2. KKNT USU location;
3. Facilities and infrastructure;
4. Funding.

Details of the points of cooperation will be outlined by the KKNT USU Management Team into the KKNT USU proposal to be submitted to partners and sponsors through the university leadership.

XX. CHARACTERISTICS OF USU KKNT IMPLEMENTATION

1. Based on the main values of USU BINTANG;
2. Capitalizing on TALENTA's academic excellence;
3. Prioritize Safety, Security and Health of all;
4. Accountable;
5. Transparent;
6. Fun;
7. Solution;
8. Inspirational;
9. Sustainable;
10. Diversity.

XXI. OUTPUT

1. The KKNT USU activity report includes a personal report and a group report.
2. KKNT USU exam result reports whose scores are entered into the USU Academic Information System (SIA).
3. Database for the implementation of KKNT USU every year.

XXII. OUTPUT

The output of the KKNT USU program consists of:

Some alternative outputs that can be produced by KKNT USU participants are:

1. Educational aspect: the achievement of the SLOs of KKNT USU which is legalized into a certificate and included in the Certificate of Diploma Companion (SKPI).
2. Aspects of community service: scientific articles in community service journals, copyrights, patents, publications in mass media, public opinion articles in mass media.
3. Research aspect: scientific articles in accredited national scientific journals, international journals.
4. Outputs for study program development: Field laboratories and assisted villages.
5. Outputs for study center development: Academic paper.

XXIII. CLOSING

Thus this KKNT USU Guidebook is prepared. Hopefully it can be understood and used as a reference for various parties related to the implementation of the KKNT USU Program.

GUIDE
MBKM CREDIT TRANSFER SYSTEM

University of North Sumatra in
2021

TABLE OF CONTENTS

CHAPTER I
INTRODUCTION

1.1 Background

The implementation of higher education as an integral part of the implementation of national education cannot be separated from the mandate of Article 31 paragraph (3) of the 1945 Constitution of the Republic of Indonesia. The role of higher education as a provider of higher education services is very strategic. The role of higher education is not just to open access to higher education as an implementation of the constitutional obligation to organize education. Higher education plays a role in developing abilities and shaping the character and civilization of the nation to produce Indonesian human resource capital by producing humans who are faithful and devoted to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

This strategic role is carried out by universities with a number of challenges, both from internal and external environments. The internal challenges of higher education mainly come from higher education governance that has not been carried out according to good university governance standards. The management of universities in Indonesia is still done conventionally, without being based on a strategic plan that synergizes with the needs of stakeholders or strategic plans and national priorities developed by the Ministry of Education and Culture. The implementation of the National Higher Education Standards (SNPT) has not been evenly distributed in all universities in the country. External challenges include the following issues; (1) the increasing public criticism of higher education; (2) the growing number of universities; (3) the increasing cost of higher education while the proportion of families who can afford to pay full tuition fees at universities is decreasing; (4) a major revolution in technology that has a revolutionary impact on teaching systems and how students learn; (5) the profit-making sector has entered the higher education market; (6) while political and financial support for higher education is decreasing.

Such conditions must be faced by universities at the same time as globalization, including globalization in the education sector. Globalization is a phenomenon that cannot be avoided by any country, including Indonesia.

On the other hand, various problems related to the quality of higher education in Indonesia occur, among others, because the disparity in the quality of education among universities is still very sharp, while the pattern of guidance involving strong universities towards weaker ones has not gone well. But basically, each university has a comparative advantage reflected in the differentiation of missions that attract cooperation and basic capital to learn from each other so that all universities become learning entities in the archipelago.

In today's challenging situation, a pattern of cooperation between universities in Indonesia is needed that can strengthen competitiveness in the era of globalization of higher education throughout Indonesia. Cooperation among universities and with other institutions is very important for improving the quality of higher education in Indonesia. Such educational cooperation will provide opportunities for national higher education to improve quality, expand access, and strengthen networks between universities.

national universities. Such cooperation will have an impact on broadening the national insight of university academicians, increasing synergy between universities, increasing resource efficiency for learning and research, developing centers of excellence, improving quality standards among national universities, building joint capacity to improve the nation's competitiveness, and strengthening the role of universities as national glue. All of this will support the success of efforts to educate the nation's life, which has been mandated in the National Education System Law.

To be able to contribute to efforts to overcome the various problems above, with the assistance, collaboration, and cooperation with the Ministry of Education and Culture, USU is determined to organize Credit Transfer activities, namely activities intended to provide opportunities for students to take relevant lectures at other universities, in academic activities in the form of credit acquisition and credit transfer and non-academic activities in the form of extra-curricular activities, including cross-cultural understanding activities as long as they meet the predetermined criteria. For the initial implementation of these activities, it is necessary to make this Credit Transfer Program Guidelines.

1.2 Legal Basis

The implementation of the Credit Transfer Program at the University of North Sumatra is based on the following laws and regulations:

1. Constitution of the Republic of Indonesia Year 1945.
2. Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System (State Gazette of the Republic of Indonesia Year 2003 Number 78, Supplement to State Gazette of the Republic of Indonesia Number 4301).
3. Law of the Republic of Indonesia Number 12 of 2012 concerning Higher Education (State Gazette of 2012 Number 158, Supplement to State Gazette Number 5336).
4. Law No. 20/2003, on the National Education System.
5. Law No. 12/2012, on Higher Education.
6. Government Regulation of the Republic of Indonesia Number 66 of 2010 concerning Amendments to Government Regulation Number 17 of 2010 concerning the Management and Implementation of Education (State Gazette of 2010 Number 112, Supplement to State Gazette Number 5157).
7. Government Regulation of the Republic of Indonesia No. 103 of 2007 on the Ratification of the Regional Convention on the Recognition of Studies, Diplomas, and Degrees in Higher Education in Asia and the Pacific.
8. Government Regulation Number 04 of 2014, concerning the Implementation of Higher Education and Management of Higher Education.
9. Presidential Regulation number 8 of 2012, concerning KKNI.
10. Decree of the Minister of Education and Culture of the Republic of Indonesia Number 264/U/1999 concerning Higher Education Cooperation.
11. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 26 of 2007 concerning Cooperation between Indonesian Universities and Other Universities or Institutions Abroad.
12. Regulation of the Minister of Education and Culture of the Republic of Indonesia, No. 14 of 2014 concerning Higher Education Cooperation.

13. Minister of Research, Technology and Higher Education Regulation, No. 13 of 2015 on the Strategic Plan of the Ministry of Research, Technology and Higher Education 2015-2019.
14. Minister of Research, Technology and Higher Education Regulation, No. 15 of 2015 on the Organization and Work Procedures of the Ministry of Research, Technology and Higher Education.
15. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020, concerning National Higher Education Standards.

1.3 Destination

This program aims to:

1. Supporting the implementation of curriculum development programs that are part of the implementation of the University's Strategic Plan (RENSTRA) incorporated in strengthening resource sharing-based learning at the National and International Level,
2. Improving national insight, integrity, solidarity, and national glue among students from universities through intercultural learning;
3. Provide opportunities for students to gain learning experience at other universities through credit transfer and credit acquisition;
4. Improving the quality of higher education through strengthening the comparative advantages and competitive advantages of each university;
5. Evaluate the quality of education through benchmarking with other universities;
6. Through opportunities to interact with students and communities both domestically and abroad directly, it is hoped that students will get added value through increasing harmonization between hard skills and soft skills, expanding and strengthening networks and understanding of socio-culture and internationalization of the Indonesian higher education system, paradigm shifts in quality, networking, and educational innovation will be the result of learning experiences in the context of self-development that can make a positive contribution to national development.

1.4 Scope

USU Credit Transfer Cooperation includes:

1. Transfer and/or acquisition of credit points and/or other similar units between:
   a. The same study program with the same strata.
   b. Different study programs (allied sciences) with the same strata.
2. The education program consists of academic and vocational education levels.

CHAPTER II
PROGRAM PREPARATION

2.1 Program Requirements

2.1.1 Definition

1. Cooperation is a cooperation agreement between USU and universities in the country and abroad.
2. Higher education is an educational unit that organizes higher education in the form of universities, institutes, colleges, polytechnics, academies, or community academies at home or abroad.
3. Partner universities are universities that receive students participating in Credit Transfer that have an MoU with Participating Universities, which are accredited in their country.
4. Higher education is a level of diploma, bachelor, master, doctoral, and professional programs, as well as specialist programs, which are held based on the culture of the Indonesian people.
5. North Sumatra University or hereinafter referred to as USU is a university that organizes education.
6. Study Program is a unit of education and learning activities that has a certain curriculum and learning methods in one type of academic education, professional education, and/or vocational education.
7. Department is an element of the Faculty that supports the implementation of academic activities in one or several branches of science and technology in academic education, professional education, and/or vocational education.
8. The curriculum is a set of plans and arrangements regarding graduate learning outcomes, study materials, processes, and assessments used as guidelines for implementing study programs.
9. Credit transfer is the recognition of the results of the educational process expressed in semester credit units or other measures to achieve learning competencies in accordance with the curriculum, occurs when students take the same courses or the same competencies and study materials with the same semester credit unit (SKS) load at partner universities.
10. Credit earning is the recognition of the results of the educational process expressed in semester credit units or other measures to enrich learning outcomes in accordance with the curriculum, occurs when students take courses that are not given by their original PT at other PTs, but in order to produce learning outcomes expected by the original PT.
11. Semester credit units (credits) are a measure of learning activity time charged to students per week per semester in the learning process through various forms of learning or the amount of recognition of the success of student efforts in following curricular activities i n a study program.
12. Semester is a unit of time for the effective learning process for at least 16 (sixteen) weeks, including midterm and final semester exams.

2.1.2 Participation Requirements

Participating study programs must meet the following requirements:

1. Participant study programs are accredited by BAN-PT or Independent Accreditation Institution (LAM) in accordance with applicable laws and regulations with accreditation of at least B and equivalent and active status.

2. The participating study program has courses with similar learning outcomes in the receiving study program.

2.1.3 Determination of Participant Study Programs

1. The University offers a Credit Transfer program to Faculties.
2. Faculties offer Credit Transfer programs to study programs that match the designated recipient study program.
3. The participating study programs are Strata-1 (S1) and Vocational study programs, namely study programs that have been determined based on a memorandum of understanding by considering the accreditation of study programs from each university.

2.1.4 Determination of Credit Transfer and Credit Acquisition

The courses taken in the Credit Transfer program are courses in the field of study which can be compulsory and / or elective, final assignments, field work practices, internships, or field experience practices (PPL), and field work practices (PKL). Credit Transfer activities that require mentoring prioritize inter-university cooperation (by reputable mentors) with the number of credits of courses that can be taken according to the maximum allowable study load. Any recognition of courses proposed in this program must be based on the decision of the Course Recognition Committee (Anerkennung) and outlined in the Rector's Decree.

2.1.5 Cooperation agreements between sending universities and receiving universities

1. Before implementing the Credit Transfer Program, the leaders of two or more universities must first sign a Memorandum of Understanding.
2. The Memorandum of Understanding was signed by the Rector of each university, hereinafter referred to as the Parties.
3. Within the period agreed by the Parties, the Memorandum of Understanding must be followed up by making and agreeing on a Cooperation Agreement which contains more detailed and more technical provisions of the implementation of Credit Transfer cooperation.
4. The Cooperation Agreement shall at least contain:
    a. The identity of the university implementing the cooperation.
    b. Term of the cooperation agreement.
    c. A detailed description of the cooperation program which at least contains:
        - The participant recruitment system includes the provision of requirements for students participating in the Credit Transfer program.
        - Curriculum (learning achievement, learning process, learning load, evaluation and implementation system).
        - Number of study programs offered from each Faculty.
        - The number of students who can be accepted as program participants for each study program.
        - Coordination system for the implementation of cooperation programs.
        - Program financing includes:
            - Rights and obligations of the parties / collaborating universities.
            - Rights and obligations of students participating in the Program.
            - Dispute resolution.
            - Expiration of the Cooperation Agreement.
5. Memorandum of Understanding and Cooperation Agreement are made in the number of 2 (two) copies in accordance with the number of universities carrying out the cooperation concerned.

2.1.6 Memorandum of Understanding/MoU and Cooperation Agreement/MoA

Preparation of Credit Transfer activities for higher education students begins with discussing and signing a memorandum of understanding (MoU) useful as a general reference to the activities to be agreed upon and continued with the signing of a memorandum of understanding after agreement is reached by the leaders of each institution.

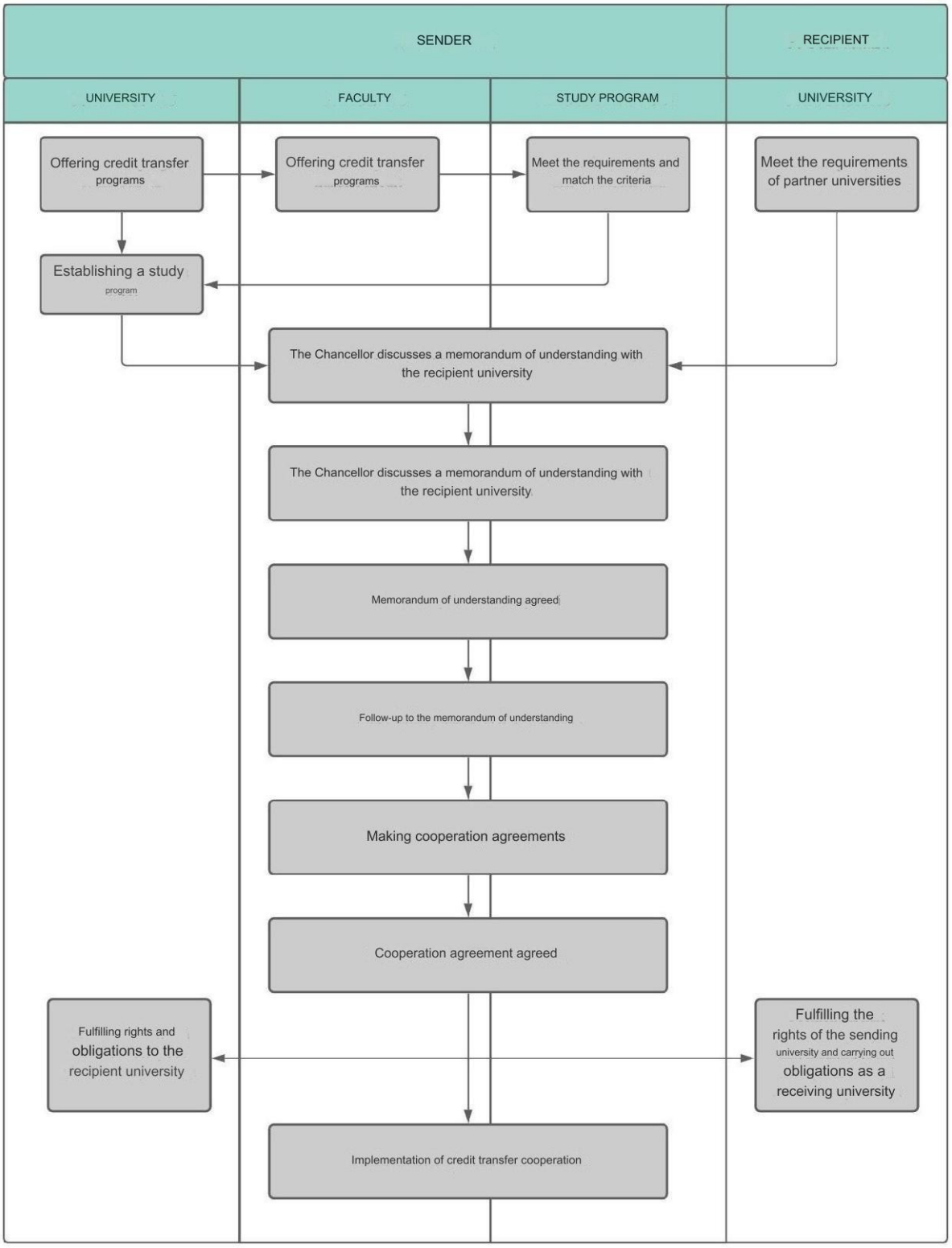
The implementation of these activities is continued through a technical agreement through a cooperation agreement (MoA). This cooperation agreement contains a credit transfer program that will be implemented by both universities. The MoA contains the rights and obligations of the originating and partner universities.

1. **Rights of Home and Partner Universities**
   a. **Home College Rights:**
      1) Monitoring the implementation of education to partner universities.
      2) Give verbal and written warnings when partner universities are negligent or do not fulfill their obligations.
   b. **Rights of Partner Universities:**
      1) Monitoring student education financing to USU.
      2) Give verbal and written warnings when the USU is negligent or does not fulfill its obligations.
2. **Obligations of Home and Partner Universities:**
   a. **Home University Obligations:**
      1) Pay the cost of implementing education as referred to in the text of the cooperation agreement to partner universities.
      2) Conduct monitoring and evaluation of credit transfer activities.
      3) Ensure that students do not resign for any reason.
   b. **Obligations of Partner Universities:**
      1) Accountable for the cost of implementing education as referred to in the text of the cooperation agreement to USU.
      2) Organizing credit transfer for academic, vocational, and professional programs.
      3) Conduct monitoring and evaluation of credit transfer activities for academic, vocational, and professional programs.
      4) Responsible for the teaching and learning process to Credit Transfer students in accordance with academic and student regulations in both higher education institutions.

2.1.7 Partner College Requirements

The University of North Sumatra conducts an assessment of prospective cooperation partners before signing the cooperation with the following requirements:

1. The qualifications of prospective partners have been accredited by an authorized accreditation agency;
2. Resource availability of potential partners;
3. Willingness to bear all risks together;
4. Willingness in easy exchange of information;
5. Mutually beneficial cooperation;
6. Transparency in cooperation activities;
7. Potential partners have good commitment and willingness to trust each other;
8. The implementation of cooperation does not conflict with legislation.



The flow of establishing a credit transfer program

2.2 Student Exchange with Domestic Partners

2.2.1 Administration Preparation

Administrative documents that need to be prepared for credit transfer candidates include Letter of Acceptance (LoA) and Medical Check Up.

1. **Letter of Acceptance (LoA)**
   a. Definition

      An LoA or acceptance letter is a letter of acceptance. This document officially signifies that a person has been accepted as a student of a particular university. The letter is issued by the intended campus. LoA can be obtained if the applicant meets the admission requirements of a college.

   b. Types of LoA

      1) Full acceptance letter (Letter of Acceptance)

         This is the letter that states that the applicant has definitely been accepted. The document may also be accompanied by attachments related to advanced stages such as insurance, accommodation, and others. Full LoA is also called unconditional LoA.

      2) Conditional acceptance letter (Letter of Acceptance)

         This letter states that the applicant has not been fully accepted because there are still conditions that must be met. For example, the applicant's language proficiency score has not met the standards of the intended university (written directly). The applicant can only be fully accepted after fulfilling these conditions. If the full LoA has been completed, it will be sent.

2. **Medical Check Up**

   A medical check-up is an official document showing the student's status that is required to study at a partner university for the credit transfer process. Even students who look healthy need to have a medical check-up, especially to check the level and possibility of serious diseases that have not yet shown symptoms. The medical check-up document is issued by a hospital authorized by the government.

2.2.2 Financing

Sources of financing come from USU, partner universities, students/participants and other non-binding sources of funds. Financing of credit transfer activities for each student is regulated in accordance with the contents of the Cooperation Agreement (MoA), including:

1. Cost of Living;
2. Transportation Costs;
3. Accommodation;
4. Inspection;
5. Insurance;
6. Academic Fees;
7. Other costs associated with extracurricular activities.

2.3 Student Exchange with Overseas Partners

2.3.1 Administration Preparation

Administrative documents that need to be prepared for prospective credit transfer participants include Letter of Acceptance (LoA), Visa Approval Letter (VAL), Student Visa to the Embassy of the Partner Country in Indonesia, Passport Stamping and Medical Check Up.

1. **Letter of Acceptance (LoA)**
   a. Definition

      An LoA or acceptance letter is a letter of acceptance. This document officially signifies that a person has been accepted as a student of a particular university. The letter is issued by the intended campus. LoA can be obtained if the applicant meets the admission requirements of a college.

   b. Types of LoA

      1) Full acceptance letter (Letter of Acceptance)

         This is the letter that states that the applicant has definitely been accepted. The document may also be accompanied by attachments related to advanced stages such as insurance, visas, accommodation, and others. Full LoA is also called unconditional LoA.

      2) Conditional acceptance letter (Letter of Acceptance)

         This letter states that the applicant has not been fully accepted because there are still conditions that must be met. For example, the applicant's language proficiency score has not met the standards of the intended university (written directly). The applicant can only be fully accepted after fulfilling these conditions. If the full LoA has been completed, it will be sent.

2. **Visa Approval Letter (VAL)**

   VAL is an arrival visa that has a time limit with different stages in each country, so VAL must follow the procedures of the destination country.

3. **Student Visa to Partner Country Embassy in Indonesia**

   Student Visa to the Embassy of Partner Countries in Indonesia in accordance with the country of destination by USU students who will undergo the process of transferring and / or obtaining credits. The important thing to note is the procedure for obtaining a Student Visa to the Embassy of the Partner Country in Indonesia that applies in the destination country.

4. **Passport Stamping**

   Passport Stamping (Visa Stamp) is a stamp on the student's passport at the destination country, indicating the period when entering and leaving the destination country.

5. **Medical Check Up**

   A medical check-up is an official document showing the student's status, which is required to study at a partner university abroad in order to transfer credits. Even students who look healthy need to have a medical check-up, especially to check the level and possibility of serious diseases that have not yet shown symptoms. The medical check-up document is issued by a hospital authorized by the government.

2.3.2 Financing

Sources of financing come from USU, partner universities, students/participants and other non-binding sources of funds. Financing of credit transfer activities for each student is regulated in accordance with the contents of the Cooperation Agreement (MoA), including:

1. Cost of Living;
2. Transportation Costs;
3. Visa Processing Fee;
4. Accommodation;
5. Inspection;
6. Insurance;
7. Academic Fees;
8. Other costs associated with extracurricular activities.

2.4 Implementation Team

2.4.1 Credit transfer implementation team

The credit transfer implementation team is determined through the USU Rector Decree

(The implementation team involves the head of the study program or the secretary of the study program/faculty.)

2.4.2 Task of the Implementation Team:

- Discuss, formulate and map the credit transfer curriculum with partner universities;
- Carry out activities in accordance with the cooperation agreement;
- Carry out periodic monitoring and evaluation of cooperation activities;
- Reporting the results of cooperation to the USU Chancellor.

CHAPTER III
PROGRAM IMPLEMENTATION

3.1 Requirements for Students Participating in the Program

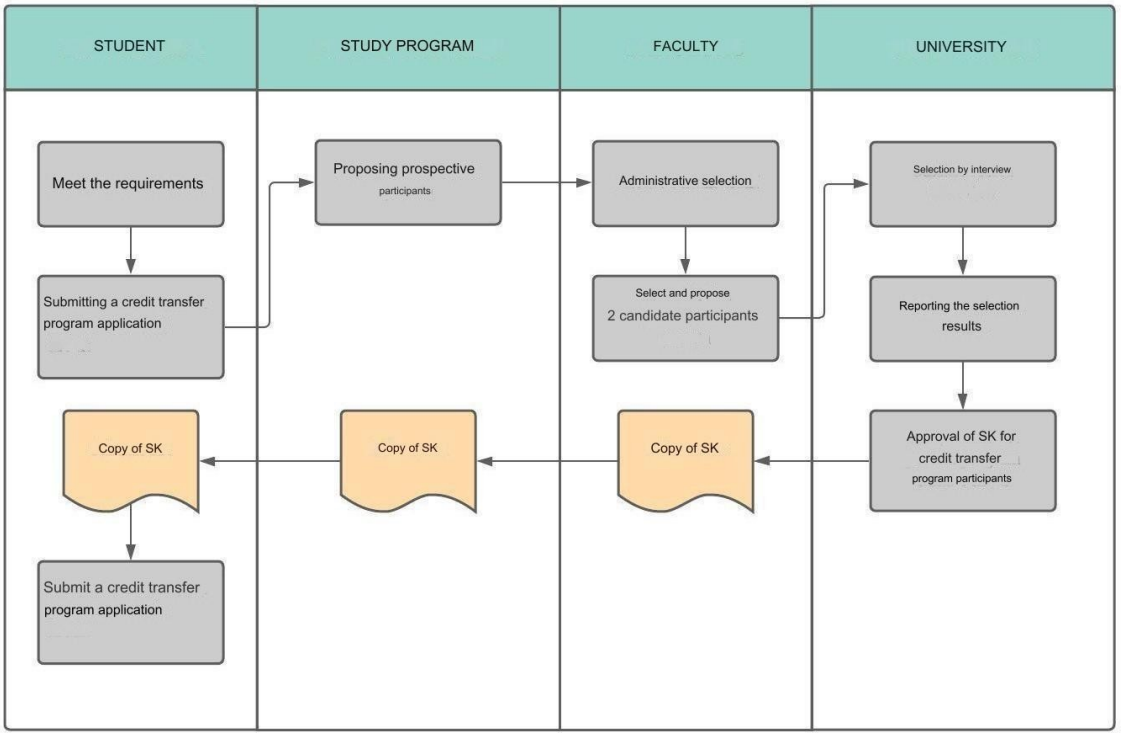
Participants are students who fulfill the following requirements:

1. Active students in the 5th to 7th semester at the time of registration;
2. Have a GPA of at least 2.75;
3. The number of credits to be taken at the destination university is max 20 credits;
4. Never been subject to academic sanctions at the sending university;
5. Obtain written permission from parents or guardians if offline;
6. Fill out and sign the registration form;
7. Declared healthy with proof of a Health Certificate from a Doctor if offline.

3.2 Mechanism for Recruitment/Selection of Students Participating in the Program

Selection of credit transfer participants as an effort to get the best participants is carried out in a transparent, objective and accountable manner according to the selection mechanism. The credit transfer participant selection mechanism is preceded by the formation of a selection team by USU to carry out administrative selection tasks and interviews for those who pass according to the flow with the following explanation:

1. Candidates register in the Academic Information System (AIS);
2. Prospective participants / students consult with Academic Advisors;
3. Candidates fill in KRS;
4. KRS is approved by the Academic Advisor;
5. Data on credit transfer participants is reported to the Rector;
6. The Rector issues a decree on the participants of the Credit Transfer program.



Flow of selection of students participating in the Credit Transfer Program

3.3 Program Implementation

1. The transfer and acquisition of credit numbers is carried out in a semester according to the academic calendar of the receiving university;
2. Each participant participates in at least 1 (one) activity in learning and understanding the customs, culture, and characteristics of the community in the recipient university environment both structured and unstructured to enrich the student's SKPI;
3. The number of semester credit units (credits) that can be taken is a maximum of 20 credits;
4. Students are entitled to receive administrative and academic services of the Recipient Universities including:
   a. Student ID card (KTM) from the receiving university that is valid for one semester;
   b. Library services;
   c. Access to Information Technology (Internet);
   d. Student activities at the receiving university;
5. Participating students are required to follow the administrative, academic and campus life rules at the receiving university;
6. The assessment system for participating students is carried out by following the system agreed upon in the Transfer Cooperation Agreement;
7. At the end of the program, students are entitled to:
   a. Study Result Card (KHS) in the form of interval grades for the courses he has taken which are authorized by the authorized official;
   b. Certificates or other certificates as part of the assessment of activities participated in both extra and co-curricular activities;
8. KHS contains the names of courses that have been taken at the recipient university recognized by the proposing university.

3.4 Offline Student Departure Process

1. The sending and receiving universities each appoint officers who are responsible for the departure and reception of students participating in the program.
2. Before leaving for the recipient university, students participating in the program are advised to find information about the campus to be addressed, and prepare information regarding emergency matters to the University.
3. The debriefing given to students from outside the university contains clear information about:
   a. Rights and obligations of participants;
   b. Program goals and objectives, culture and customs and how to adapt;
   c. An introduction to the University of North Sumatra and surrounding Medan including academic guidelines, campus maps, agencies, important contact numbers, places of worship, city/region maps, local transportation routes, culinary locations and tourist and cultural attractions;
   d. Data on participating students from outside USU includes the name, address, and contact number of the lecturer in charge at the receiving university.
4. Departure officers from sending universities coordinate with officers from receiving universities regarding the departure of program participants regarding the date of departure and the mode of transportation used, in accordance with the readiness of receiving universities including lodging.

5. For the safety and comfort of program participants, the pick-up officer from the receiving university picks up the program participants at the airport / port / station / terminal where the program participants arrive and delivers the program participants to a place that has been determined in the University environment by officers from the receiving university.

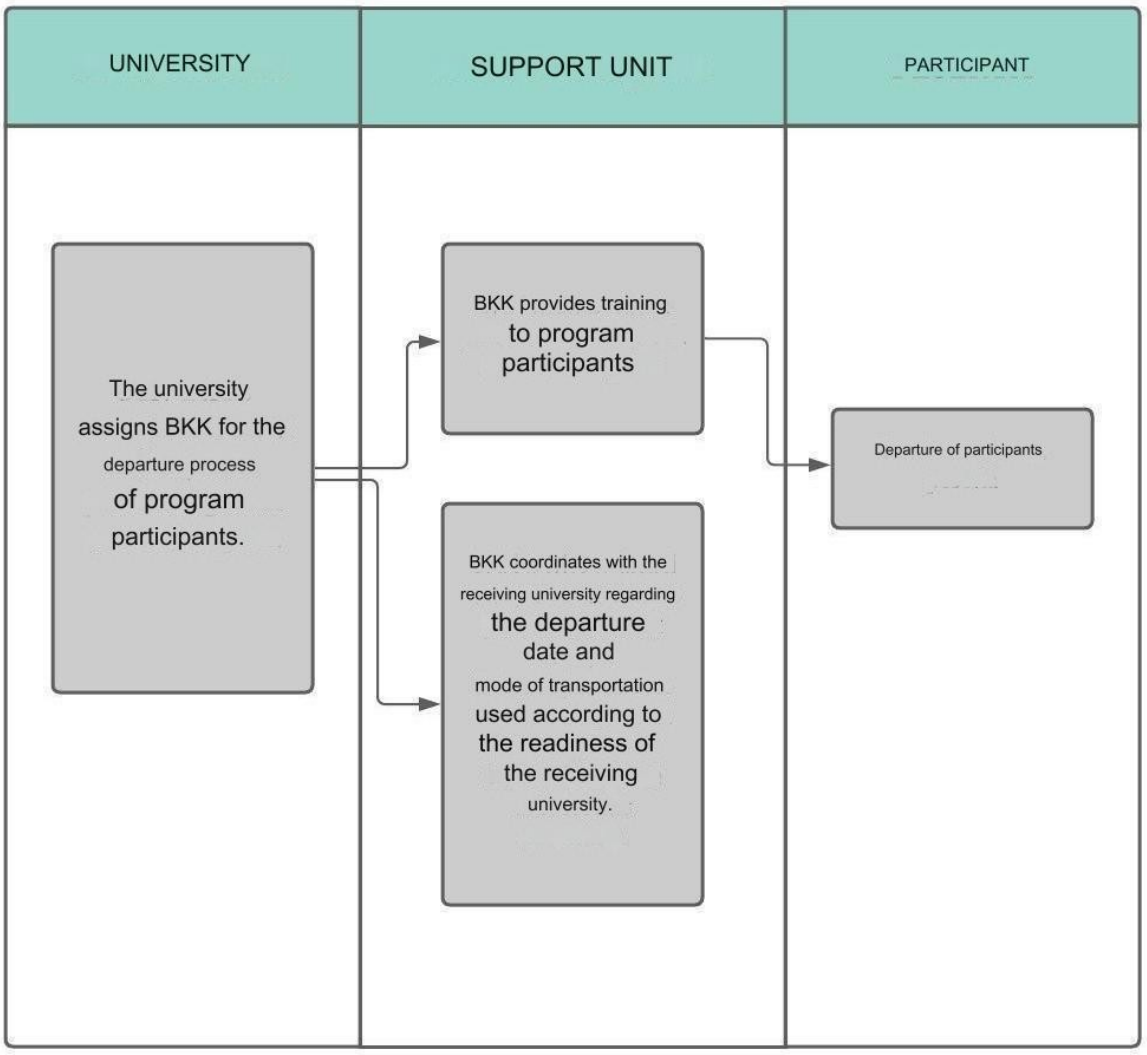
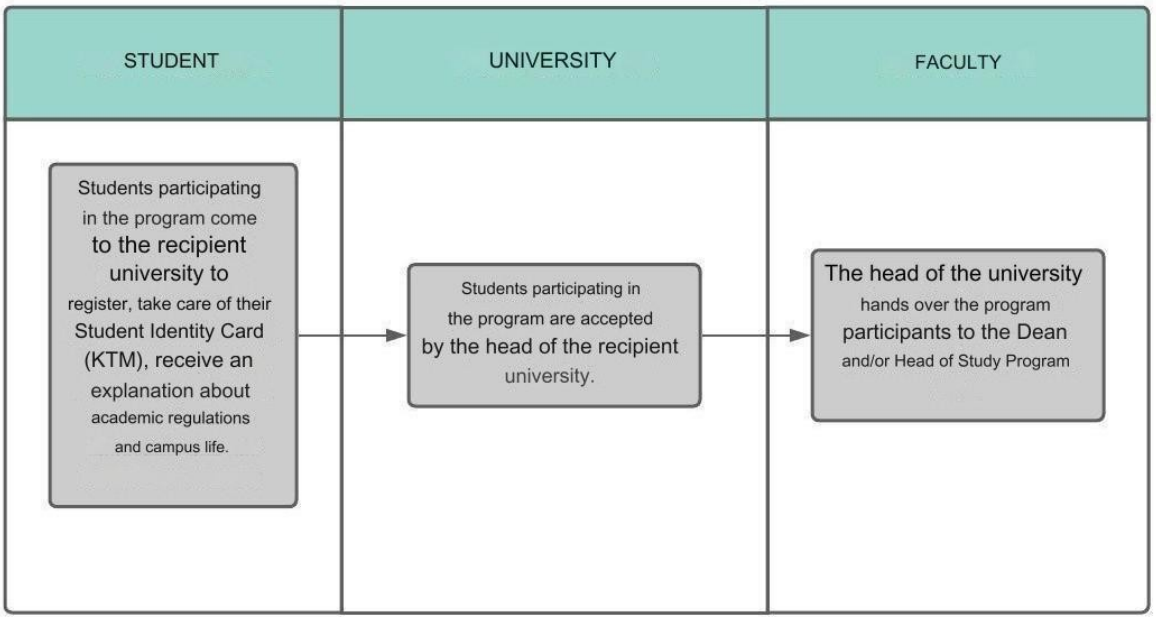


Figure 3: Departure flow of credit transfer program participants

3.5 Welcoming and Mentoring

1. Students participating in the program come to the receiving university to register, take care of the Student Identity Card (KTM), receive explanations about academic regulations and campus life.
2. Students participating in the program are accepted by the head of the receiving university.
3. College leaders hand over program participants to the Dean and/or Head of Study Program.



Flow of acceptance of credit transfer program participants

3.6 Implementation of Academic Activities

1. The implementation of student academic activities is carried out in accordance with the academic calendar and academic regulations applicable in the receiving university.
2. Program participants must comply with all academic regulations, disciplinary regulations, student ethics and other regulations imposed by the receiving university.
3. Program participants are treated the same as students of recipient universities in matters relating to the implementation of academic activities.

3.7 Program Financing

1. Sources of financing for the implementation of the program come from sending universities, recipient universities, students participating in the Credit Transfer program and other non-binding sources of funding such as other sources in the form of partial assistance, both from non-binding institutions or individuals.
2. Credit Transfer participant fee components, with details as follows:
   a. Cost of Living;
   b. PP and Local Transportation Costs during education;
   c. Visa Application Fee (Overseas Only);
   d. Accommodation;

e. Health Check;
f. Health and Accident Insurance;
g. Academic Fees;
h. Book Cost;
i. Other costs associated with extracurricular activities.

3. The above financing is adjusted to the applicable Standard Cost of Input (SBM).

3.8 Stages and Implementation Schedule

Stage	Activity Name	Time Range*	PIC
1	Socialization of the Preparation and Implementation stages of Credit Transfer	Odd semester in July to August and for even semester in December to January.	
2	Determination of Credit Transfer Participants	Odd Semester in August and Even Semester in January	
3	Departure of students to the receiving university	Adjusted to the academic year of the receiving university	
4	Repatriation of students to home university	Adjusted to the academic year of the receiving university	

CHAPTER IV
CREDIT LOAD

4.1 Credit Recognition

1. Transferable semester credit units (credits) for students are 16 - 20 credits per semester.
2. The principle of credit recognition must refer to and adjust to the learning outcomes in each curriculum in each study program (curriculum equivalence).

4.2 Credit Transfer Recognition Submission Mechanism

Recognition of credit transfer from the student credit transfer process can be submitted from the receiving university to the Home University through the Faculty / Study Program after receiving documents from students. Furthermore, document verification is carried out by the Study Program based on documents submitted by students.

4.3 Application Mechanism for Recognition of Credit Earning

Recognition of student credit earning can be submitted through student applications in accordance with the flow of the mechanism for submitting applications for credit earning recognition. The stages of the acquisition recognition submission mechanism above can be explained through the following stages:

a. First Stage: Application Submission

Students must apply for credit transfer recognition to the USU Rector through the approval of the Study Program and attach an official transcript containing the courses to be recognized.

b. Second Stage: Submission of Application

Students submit official reports and transcripts from the receiving university to the University through the approval of the Study Program to be approved by the USU Chancellor's decision.

c. Third Stage: Receipt of Application Files

The University receives the application file for recognition of student transfer credits to be followed up to the Study Program through the Vice Dean I to evaluate the official transcript from the Receiving University.

d. Fourth Stage: Evaluation of Student Transfer Credit Recognition File

Student files are forwarded by the Vice Dean I to the Study Program for evaluation of official transcripts from the Receiving University.

e. Fifth Stage: Submission of Evaluation Results of Credit Transfer Recognition File

The Study Program through the Vice Dean I proposes the number of credits and their values that can be transferred to the University to be approved by the USU Chancellor's decision.

f. Sixth Stage: Submission of Evaluation Results of Credit Transfer Recognition File

The University receives back student files from the Study Program through the Vice Dean I regarding the transferred semester credit units (SKS) to be recorded in the academic transcript in accordance with applicable regulations.

g. Seventh Stage: Determination of Student Transfer Credit Recognition

The USU Rector determines the recognition of student transfer credits as an official document and is included in the student's transcript.

CHAPTER V
MONITORING AND EVALUATION

Monitoring is a series of activities aimed at providing information about the implementation of credit transfer activities, to ensure the suitability of processes and achievements for further improvement. Evaluation is carried out to determine the results or final achievements of the credit transfer activities carried out. Monitoring and evaluation (monev) of credit transfer activities is an important activity to measure the performance of the implementation of credit transfer activities.

5.1 Monitoring

1. Sending universities and receiving universities monitor the implementation of the program in their respective universities.
2. Recipient universities submit a report on the progress and condition of Program Participants after the end of the midterm exam (UTS).
3. At the end of each semester, the recipient university prepares and submits a final activity report containing the overall implementation of activities provided in the academic information system (Online).

5.2 Program Evaluation

1. Sending universities and receiving universities need to conduct a joint evaluation based on the results of monitoring and activity reports after the end of the program implementation period.
2. The results of all reports from program recipient universities will be summarized and analyzed as material for evaluation and development of program activities in the following year.
3. Program evaluation results in a collective decision on program sustainability and/or recommendations for future program improvements.
4. The University conducts regular monitoring and evaluation through the coordination of each faculty to ensure the overall quality of program implementation.

CHAPTER CLOSING

Thus this guide is prepared as a reference within the University of North Sumatra. If there are things that have not been described in this guide, it will be determined later institutionally. In addition, this guide is the basis for managers in selecting activity proposals, monitoring the implementation of activities, and evaluating the implementation, effectiveness, and efficiency of activities. The provisions in this guide are prepared based on regulations and considerations of several important matters. Therefore, if there are provisions or procedures that conflict with the applicable regulations at the University of North Sumatra.

REFERENCES

1. Overseas credit transfer guidelines for Yogyakarta State University students in 2019;
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3. Guidelines for Credit Transfer Cooperation between Poltekkes and Overseas Universities in 2017;
4. Guidelines for the implementation of the University of Jember credit transfer program in 2020.

DECONSTRUCTION GUIDE AND CURRICULUM DEVELOPMENT OBE-MBKM USU

University of North Sumatra in
2021

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GLOSSARY OF TERMS

The **National Higher Education Standards** are a set of standards that include the National Education Standards, plus Research Standards, and Community Service Standards.

Research Standards are minimum criteria regarding the research system in Higher Education that applies throughout the jurisdiction of the Unitary State of the Republic of Indonesia.

Community Service Standards are minimum criteria regarding the community service system in Higher Education that applies throughout the jurisdiction of the Unitary State of the Republic of Indonesia.

Research is an activity carried out according to scientific rules and methods systematically to obtain information, data, and information related to understanding and/or testing a branch of knowledge and technology.

Community Service is an activity of academicians who utilize science and technology to advance the welfare of society and educate the nation's life.

The Indonesian National Qualifications Framework, hereinafter abbreviated as KKNI, is a competency qualification framework that can juxtapose, equalize, and integrate between the fields of education and the fields of vocational training and work experience in order to provide recognition of work competencies in accordance with the structure of work in various sectors.

The curriculum is a set of plans and arrangements regarding the objectives, content, and learning materials and methods used as guidelines for organizing learning activities to achieve Higher Education goals.

Higher Education is the level of education after secondary education which includes diploma programs, undergraduate programs, master programs, doctoral programs, professional programs, specialist programs organized by Higher Education based on the culture of the Indonesian nation.

Higher Education is an educational unit that organizes Higher Education.

Study Program is a unit of education and learning activities that has a certain curriculum and learning methods in one type of academic education, professional education, and/or vocational education.

A graduate profile is a role that can be performed by graduates in a particular field of expertise or field of work after completing their studies. (Guidebook for the Preparation of KPT 2016).

Learning is the process of student interaction with lecturers and learning resources in a learning environment.

Semester Credit Unit is a measure of learning activity time charged to students per week per semester in the learning process through various forms of learning or the amount of recognition of the success of student efforts in following curricular activities in a Study Program.

Lecturers are professional educators and scientists with the main task of transforming, developing, and disseminating science, technology through education, research, and community service.

Learning outcomes are abilities obtained through the internalization of knowledge, attitudes, skills, competencies, and accumulated work experience (KKNI: Article 1 (2)).

Graduate competency standards are minimum criteria regarding the qualifications of graduate abilities which include attitudes, knowledge, and skills which are stated in the formulation of graduate learning outcomes (SN-DIKTI: Article 5 (1)).

Attitude is right and cultured behavior as a result of internalization and actualization of values and norms reflected in spiritual and social life through the Learning process, student work experience, Research and/or Community Service related to Learning.

Knowledge is the systematic mastery of concepts, theories, methods, and/or philosophies of certain fields of science obtained through reasoning in the learning process, student work experience, research and/or community service related to learning.

Skills are the ability to perform work using concepts, theories, methods, materials, and/or instruments, obtained through learning, student work experience, research and/or community service related to learning, including:

a. general skills as general work abilities that must be possessed by each graduate in order to ensure the equality of the ability of graduates according to the level of program and type of Higher Education; and
b. special skills as special work abilities that must be possessed by each graduate in accordance with the scientific field of the Study Program.

Subject matters contain knowledge from certain disciplines or knowledge that is learned by students and can be demonstrated by students (Anderson & Krathwohl, 2001: 12-13). It contains the subject matter and sub-topic of the material to be delivered.

Learning materials are in the form of knowledge (facts, concepts, principles, theories, and definitions), skills, processes and information conveyed to students to achieve CPMK.

A **course** is a unit of study taught (and learned by students) at the tertiary level (source: KBBI) which is arranged based on the ELOs imposed on it, contains learning materials, forms and methods of learning, and assessment, and has a minimum weight of one semester credit unit (credits).

Semester Learning Plan (RPS) of a course is a learning process plan that is prepared for learning activities for one semester to fulfill the graduate learning outcomes charged to the course. Semester learning plans or other terms, are determined and developed by lecturers independently or together in a group of expertise in a field of science and / or technology in the study program (team teaching).

Learning assessment standards are minimum criteria regarding the assessment of student learning processes and outcomes in order to fulfill graduate learning outcomes.

Forms of learning are learning activities that can be in the form of lectures; receptions and tutorials;

seminars; and practicum, studio practice, workshop practice, field practice; research, design, or development; and community service.

Assessment is one or more processes of identifying, collecting, and preparing data to evaluate the achievement of graduate learning outcomes (LLOs), and curriculum objectives (ABET, 2016).

Student work experience as referred to in paragraph (2) and paragraph (3) is in the form of experience in activities in certain fields for a certain period of time, in the form of job training, practical work, field work practice or other similar forms of activity.

Forms of MBKM Learning Activities are learning activities outside the study program that can be followed by students for a maximum of three semesters both inside and outside their tertiary institutions, which consist of 8 (eight) forms, including student exchanges, internships / work practices, teaching assistance in educational units, research / research, humanitarian projects, entrepreneurial activities, independent studies / projects, building villages / thematic real work courses (Merdeka Learning Guidebook - Merdeka Campus, 2020).

Outcome-Based Education, an educational approach where the measure of success focuses on the achievement of certain concrete (measurable / measurable) abilities in students at the end of their learning / education period which are needed / required by the world of work or profession.

Learning Management System (LMS) is a system used to carry out the learning process by utilizing Information and Communication Technology (ICT) and is the result of systematic integration of learning components with regard to quality, learning resources, and is characterized by learning interaction (engagement) across time and space.

Blended Learning is a learning approach that harmoniously, structurally and systematically combines the advantages of synchronous and asynchronous learning.

Massive Open Online Courses (MOOCs) is a type of online learning that is attended by a very large number of participants and is open in nature. The most visible characteristic of MOOCs is that it is designed for self-directed learning/self-paced learning.

CHAPTER I
INTRODUCTION

1.1. Background

The world today faces complex problems with high population growth rates, overexploitation of natural resources, limited food and water availability, depletion of fossil-based energy availability, climate change, and health issues, as well as natural disasters. The rapid development of science and technology has shifted the market and labor paradigm. The world is entering a disruptive era (Industrial Revolution 4.0) based on rapid advances in information technology. The world has become full of uncertainty. On the other hand, there has also been a strong global competition between superpowers that requires a strong but flexible national resilience.

The impact of globalization affects all aspects of life, including social and cultural aspects. Interaction between cultures causes the fading of the noble values of Pancasila which causes the depletion of a sense of nationalism, patriotism, the spirit of mutual cooperation, and the use of correct and polite Indonesian, which ultimately changes the lifestyle to individualistic, hedonistic, intolerant, and consumptive. This impact will in turn affect the world of education so that this is a challenge for USU to anticipate it through the noble values of the Indonesian nation and the application of the values of Pancasila.

The Industrial Revolution 4.0 era, which is considered a disruptive era, has consequences for markets and labor. The physical market and a number of conventional jobs have decreased, although simultaneously there are also new markets and types of jobs. This requires rapid adjustment in higher education so that alumni are still able to compete and are not displaced by other forms of education in the era of the Industrial Revolution 4.0. The above images provide both hope and challenges that must be faced by all components of the nation, including USU, to anticipate the rapid changes in this disruptive era.

In the era of Industrial Revolution 4.0, higher education faces tremendous challenges. With more jobs being automated, digitized and the job market melting down, the higher education system is becoming incompatible with the future. The rapid development of science and technology has led to the disappearance of many conventional jobs, but has also led to the emergence of many new ones. USU has been graduating students with the old paradigm, resulting in a wide gap between the jobs available and the graduates issued by USU. In this disruptive era, work is more autonomous to solve complex problems. Therefore, graduates are needed who have complete learning skills, literacy skills, and life skills.

This disruptive era needs to be anticipated by USU by strengthening steps towards internationalization without having to abandon the potential for local excellence. The potential for local excellence (body of knowledge) is outlined in the USU 2020-2024 strategic plan which is summarized in the acronym TALENTA (Tropical science and medicine, Agroindustry, Local wisdom, Energy (sustainable), Natural resources (biodiversity, forests),

marine, tourism), Technology (appropriate) and Arts (ethnic)) with the main university value BINTANG (Bertaqwa, Innovative with integrity, Tough and wise) which needs to guide the steps of the academic community and teaching staff by deconstructing all Outcome Based Education (OBE) based study program curricula. The Merdeka Belajar-Kampus Merdeka (MBKM) policy launched by the government is a form of learning in universities that is autonomous and flexible so as to create a learning culture that is innovative, not restrictive, and in accordance with student needs, so that it is expected to help achieve learning in accordance with what students want.

The potential for local excellence (TALENTA) with the BINTANG value system will be an important part of enriching the MBKM policy concept integrated in the OBE-based curriculum in the development of the University of North Sumatra curriculum. Integration and collaboration between TALENTA with BINTANG values, OBE-based curriculum, and the MBKM policy concept will become a new advantage for each curriculum that will be developed in study programs within USU (Figure 1.1).

Figure 1.1. Integration of the Concept of Merdeka Learning Independent Campus (MBKM) with the Outcome-Based Education (OBE) Approach and TALENTA with the BINTANG Main Value System

1.2. Legal Foundation

The legal foundation is the basis or reference at the stages of design, development, implementation, and evaluation, as well as the quality assurance system of higher education that ensures the implementation of the curriculum and the achievement of curriculum objectives. The following are some of the legal foundations that need to be referred to in the preparation and implementation of the curriculum

a. Law of the Republic of Indonesia Number 14 Year 2005 on Teachers and Lecturers (State Gazette of the Republic of Indonesia Year 2005 Number 157, Supplement to State Gazette of the Republic of Indonesia Number 4586);
b. Law of the Republic of Indonesia Number 12 Year 2012 on Higher Education (State Gazette of the Republic of Indonesia Year 2012 Number 158, Supplement to State Gazette of the Republic of Indonesia Number 5336);
c. Presidential Regulation of the Republic of Indonesia Number 8 of 2012, concerning the Indonesian National Qualifications Framework (KKNI);
d. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 73 of 2013, concerning the Implementation of KKNI in the Field of Higher Education;

e. Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 62 of 2016 concerning Higher Education Quality Assurance System;
f. Regulation of the Minister of Research, Technology and Higher Education Number 59 of 2018, concerning Diplomas, Certificates of Competence, Professional Certificates, Degrees and Procedures for Writing Degrees in Higher Education;
g. Decree of the Minister of Research, Technology and Higher Education No. 123/2019 on Internship and Recognition of Industrial Internship Semester Credit Units for Undergraduate and Applied Undergraduate Programs;
h. Minister of Education and Culture Regulation No. 3 of 2020, concerning National Higher Education Standards;
i. Regulation of the Minister of Education and Culture No. 5 of 2020, concerning Accreditation of Study Programs and Higher Education;
j. Regulation of the Minister of Education and Culture No. 7 of 2020 on the Establishment of Changes, Dissolution of State Universities, and Establishment, Changes, Revocation of Licenses of Private Universities;
k. Ministry of Education and Culture Regulation No. 22 of 2020, on the Strategic Plan of the Ministry of Education and Culture;
l. Government Regulation of the Republic of Indonesia No. 57 of 2021 concerning National Education Standards;
m. Decree of the Minister of Education and Culture No. 74 / P / 2021 concerning Recognition of Semester Credit Units for Learning in the Independent Campus Program.

The legal basis for the development of higher education curriculum is regulated in Law No. 12 of 2012 concerning Higher Education which contains the definition of higher education curriculum in article 35 paragraph 1 as a set of plans and arrangements regarding the objectives, content, and teaching materials and methods used as guidelines for organizing learning activities to achieve higher education goals. The legal basis, national policy (MBKM OBE), USU policy (RJP and USU Strategic Plan) and the development of science and technology (Industrial Revolution 4.0) will be integrated to form a superior study program curriculum at the national education level and with a global outlook (Figure 1.2).

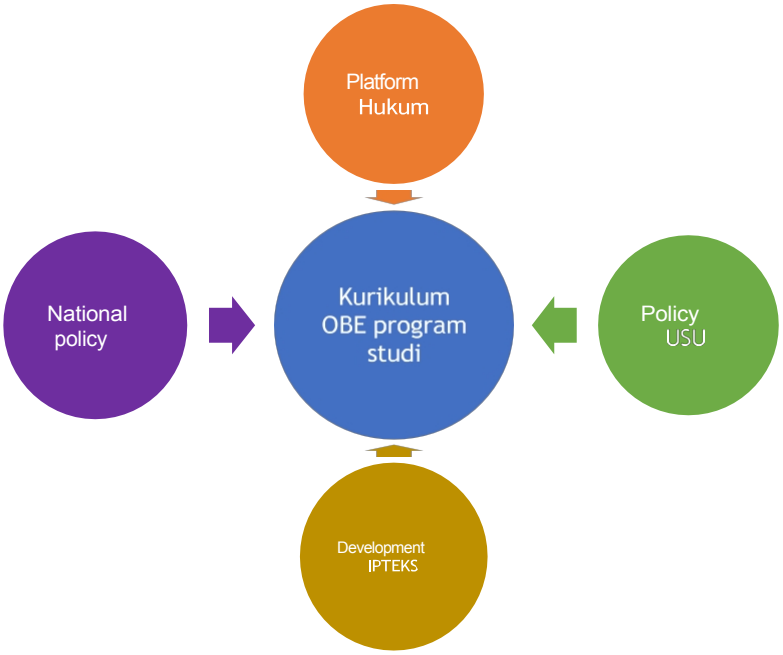


Figure 1.2. Integration of Legal Foundation, National Policy, USU Policy and Science and Technology Development

CHAPTER II
THE CONCEPT OF INDEPENDENT LEARNING ON AN INDEPENDENT CAMPUS WITH AN *OUTCOME-BASED EDUCATION* APPROACH

2.1. Definition of Merdeka Learning Independent Campus (MBKM)

The learning process in the Merdeka Campus is one of the manifestations of student-centered learning (SCL) which is very essential. Through a well-designed and implemented independent learning program, students' hard skills and soft skills will be formed strongly. Learning in the Independent Campus provides challenges and opportunities for the development of innovation, creativity, capacity, personality, and student needs, as well as developing independence in seeking and finding knowledge through the realities and dynamics of the field such as ability requirements, real problems, social interaction, collaboration, self-management, performance demands, targets and achievements. On the other hand, lecturers shift their function to become facilitators and motivators of students, no longer as the main source of knowledge.

2.2. Form of Learning

The Merdeka Belajar-Kampus Merdeka (MBKM) policy is supported by a variety of forms of learning (Permendikbud No. 3/2020, Article 14), namely: lectures; receptions and tutorials; seminars; practicum, studio practice, workshop practice, field practice, work practice; research, design, or development; military training; student exchange; internship; entrepreneurship; and / or other forms of community service. To fulfill and select alternative forms of learning, undergraduate students have a maximum of 7 (seven) years with a learning load of at least 144 (one hundred forty-four) credits (Permendikbud No. 3/2020, Article 17).

In pursuing their studies, undergraduate students receive the following facilities (Permendikbud No. 3/2020, Article 18):

1. At least 4 (four) semesters and a maximum of 11 (eleven) semesters are learning in the study program;
2. 1 (one) semester or equivalent to 20 (twenty) credits is learning outside the study program at the same university; and
3. A maximum of 2 (two) semesters or the equivalent of 40 (forty) credits shall constitute:
    a. Learning in the same study program at different universities;
    b. Learning in different study programs in different universities; and/or,
    c. Out-of-college learning.

There are 9 (nine) forms of learning in the concept of an independent learning program launched by the ministry to be followed by students. The study program may run the 9 (nine) programs, but can also choose the one that best suits the learning outcomes of the study program. The nine independent learning programs are:

1. Internships, so far students lack work experience in the industry / real professional world so that they are less ready to work. While short-term internships (less than 6 months) are very insufficient to provide experience and industrial competence for students. Companies that accept internships also stated that internships in a very short period of time are not sufficient to provide industrial experience and competence for students.

useful, even disruptive to the industry.

2. In village projects, 78,000 villages currently receive village funds from the government/related ministries amounting to 1 billion rupiah/village. A total of 27 thousand villages are still underdeveloped villages.
3. Teaching campuses, the quality of primary and secondary education in Indonesia is still very low (PISA 2018 ranked Indonesia 7th from the bottom).
4. Student exchange / credit transfer, currently student exchanges with full credit transfer have been widely carried out with overseas HEI partners, but in the country itself there are still very few. By studying across campuses (at home and abroad), living together with families on the destination campus, students' insights into Bhinnekatunggalika-an, cross-cultural and ethnic brotherhood will be stronger.
5. For students who have a passion for research, the opportunity to intern in a research center laboratory is a dream. Research laboratories/institutes sometimes lack researchers when working on short-term research projects (1 semester - 1 year).
6. Entrepreneurial activities (entrepreneurialship), entrepreneurial activities of graduates are still low, student orientation is still on looking for work while employment is limited so that there is a lot of intellectual unemployment.
7. Independent Study/Project, many students have a passion for realizing internationally competed masterpieces or innovative ideas.
8. Humanitarian projects, many international organizations (UNESCO, UNICEF, WHO, etc.) have conducted in-depth studies and made development pilot projects in Indonesia and other developing countries. Students with their youth, scientific competence, and passion can become "foot soldiers" who replicate these humanitarian projects.
9. State defense/military, in the form of military training.

2.3. Semester Credit Unit System (SKS)

A semester credit unit (SKS) is defined as a measure of learning activity time that is charged to students per week per semester in the learning process through various forms of l e a r n i n g or the amount of recognition of the success of student efforts in participating in curricular activities in a Study Program (Permendikbud No. 3/2020, Article 1).

The learning process in the form of lectures, receptions, and tutorials in 1 (one) SKS has the meaning of a time order that includes (Permendikbud No. 3/2020, Article 19):

1. 50 (fifty) minutes for learning process activities per week per semester;
2. 60 (sixty) minutes for structured assignment activities per week per semester; and
3. 60 (sixty) minutes for independent activities per week per semester.

The learning process in the form of seminars or other similar forms in 1 (one) SKS has the meaning of a time order that includes (Permendikbud No. 3/2020, Article 19):

1. 100 (one hundred) minutes for learning process activities per week per semester; and
2. 70 (seventy) minutes for independent activities per week per semester.

The Learning Process in the form of practicum, studio practice, workshop practice, field practice, work practice, research, design, or development, military training, student exchange, internship, entrepreneurship, and / or Community Service in 1 (one) credit has the meaning of a time order of 170 (one hundred) hours.

seventy) minutes per week per semester (Permendikbud No. 3/2020, Article 19) or the total time is 170 (one hundred seventy) minutes x 16 (sixteen) weeks equal to 2,720 (two thousand seven hundred twenty) minutes per semester (Kemenristekdikti No. 123/M/KPT/2019). In this case it is equivalent to a minimum of 1 (month), 5 (five) working days per week, 8 (eight) hours per day.

The matrix of the SKS system in the form of learning on the MBKM concept is presented in Table 2.1 and examples of alignment of learning forms and methods are shown in Table 2.2.

Table 2.1. One Credit Learning Form and Process Activities and Estimated Learning Time

No.	Learning process forms and activities		Estimation time (min/mg/smt)	
1	Lecture, response or Tutorial	Learning process activities	50	170
		Structured assignment activities	60	
		Independent activity	60	
2	Seminar or other similar forms	Learning process activities	100	170
		Independent activity	70	
3	Practicum, studio practice, workshop practice, field practice, work practice, research, design, or development, military training.		170	
	Outside the study-learning program: student exchange, internships/work practice, entrepreneurial activities, teaching assistance in educational units, research/research in research institutions, independent studies/projects, building villages/Thematic KKN or Humanitarian projects.			

Source: Permendikbud No. 3 of 2020 (Article 19) and Merdeka Learning Guidebook - Merdeka Campus (2020)

Table 2.2. Example of Alignment of Learning Activities and Learning Methods

No.	Learning Activities	Learning Method	Assignment Example
1	Learning Process Activities	- Student presentations in class - Group discussion - Debate - Simulation	*Problem solving task*, *Information gap* task, *Opinion* gap task *gap task*) or minute paper
2	Structured Assignment Activities	- Project-based learning - Case-based learning - Collaborative learning	Creating a project, discussing a specific case that is done collaboratively
3	Independent Activities	- Literature Review - Summarizing	Create a portfolio of independent activities
4	Practicum	- Working groups and discussions	Carry out practicum activities and report results

CHAPTER III
LEARNING METHODS

3.1. Student-Centered Learning (SCL)

Through the MBKM program, individual learning in the education revolution becomes a necessity with a focus on SCL (student-centered learning) and slowly shifts learning from being one-way and centered on educators or TCL (teacher-centered learning) as illustrated in figure 3.1.

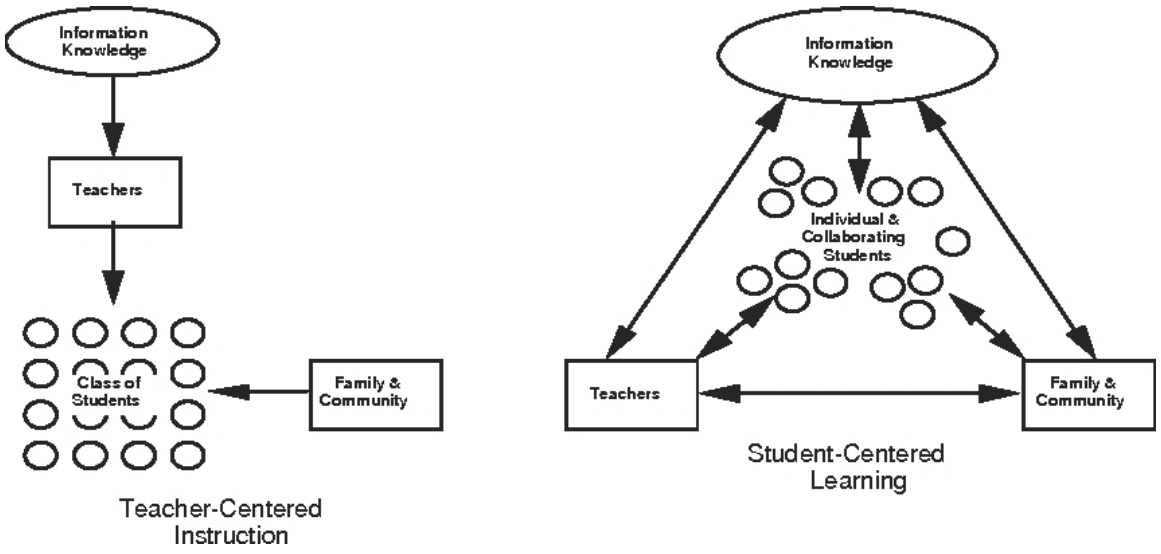


Figure 3.1. Illustration of TCL and SCL Differences

The consequence of the new paradigm is that lecturers are only facilitators and motivators by providing several learning strategies that allow students to choose, find, compile knowledge and develop their skills. Table 3.1 shows the difference in learning concepts between the TCL system approach and the SCL system. The challenge for lecturers today is the presence of the millennial generation who have different patterns of life. This also affects the learning activities carried out in the classroom, so that lecturers need to be more careful in choosing the appropriate method so that the learning material can be delivered in a directed manner to their students. Lecturers are required to keep up with the times and follow what the millennial generation is doing today.

Table 3.1. Summary of TCL and SCL Differences

No.	*Teacher-Centered Learning*	*Student-Centered Learning*
1	Knowledge is transferred from lecturer to student	Students actively develop the knowledge and skills they learn.
2	Students receive knowledge passively	Students are actively involved in managing knowledge
3	Emphasizes mastery of the material	Not only emphasizes mastery of the material, but also develops student character (life-long learning

No.	*Teacher-Centered Learning*	*Student-Centered Learning*
4	Usually utilizes a single medium	Utilize multiple media (multi media)
5	Lecturer function as the main information provider and evaluator	The function of lecturers as facilitators and evaluators is carried out jointly with students.
6	Learning and assessment processes are conducted separately	The learning and assessment process is carried out in a sustainable and integrated manner.
7	Emphasizes the correct answer	Emphasis on the knowledge development process
8	Learning climate is more individualistic and competitive	The learning climate is collaborative, supportive and cooperative
9	Only students who are considered to be doing the learning process	Students and lecturers learn together in develop knowledge, concepts and skills
10	Lectures are the biggest part of the learning process	Students learn not only from lectures, but can use a variety of methods and activities
11	Emphasis on completion of lecture material	The emphasis is on achieving student competencies

Source: Siradj (2014)

SCL is the only strategy that can be used in learning today. SCL develops based on constructivism learning theory which emphasizes that learners must construct their knowledge in order to learn effectively (Attard et al., 2010). This is in line with the five principles of SCL presented by Weimer (2002), namely:

1. encourages active learning and peer engagement,
2. causes a shift in learning power from lecturers to students,
3. places lecturers as facilitators and contributors,
4. foster critical thinking that is used as a tool to develop knowledge,
5. giving responsibility for learning to students, so that they can find their strengths and weaknesses, and direct their knowledge construction, and
6. using assessments that motivate learning, as well as inform or provide practical future guidance.

Individual learning can avoid the emergence of broken links in the education chain between industry and higher education due to the mismatch between the curriculum formed by higher education and the competencies required by industry. Figure 3.2 shows the student-centered learning process and its components.

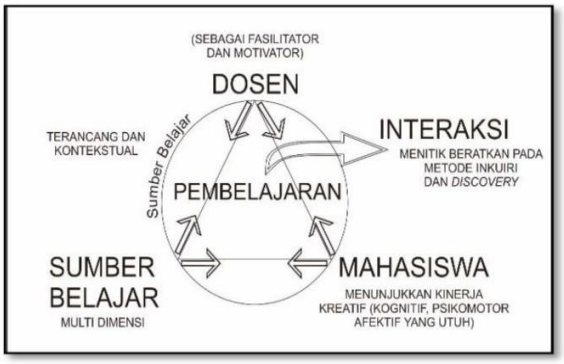


Figure 3.2. Student-Centered Learning Process (Siradj, 2014)

3.2. Learning Methods

Learning methods can be defined as ways used to facilitate student learning activities that are oriented towards predetermined learning outcomes. Learning methods developed for each topic or learning stage of a course are adjusted to the learning outcomes of the topic (Sub-CLOs). Sub-CLOs that are written are descriptions of the final abilities that are expected to be internalized by students. Thus, learning methods in a course are diverse (multi methods) depending on the orientation of CPMK. Article 14 of SN-Dikti mentions several learning methods that are essentially student-centered, namely small group discussion, simulation, case study, collaborative learning, cooperative learning, project-based-learning, problem-based learning, or other learning methods, which can effectively facilitate the fulfillment of graduate learning outcomes. These learning methods are described as in the following explanation:

1. Self-Directed Learning, is a learning process where a person has the initiative with or without the help of others, analyze their own learning needs, formulate their own learning goals, identify learning resources, choose and implement learning strategies and evaluate their own learning outcomes.
2. Small Group Discussion, is one of the elements of active learning and is in the form of small group discussions each accompanied by a tutor. In this discussion students are given the task of answering questions that have been given in a certain time.
3. Simulation is a learning method that brings situations similar to real activities into the classroom by trying out various models related to the activities to be simulated.
4. Case Study, is learning by using case studies and is generally used in the business field. With this method, students can directly see the real business world and make them professional as business practitioners.
5. Collaborative Learning, is an educational approach that involves groups of learners working together to solve a problem, complete a task, or create a product. According to Gerlach (1994) collaborative learning is based on the idea that learning is a natural social act where participants talk/discuss among themselves. It is through conversation/discussion that learning occurs.
6. Cooperative Learning, is a group learning method designed by lecturers to solve a problem/case or work on a task. In this case, students discuss and conclude the problem/task given by the lecturer in groups.
7. Project-Based Learning is a learning method that uses projects or activities as a medium. Learners conduct exploration, assessment, interpretation, synthesis, and information to produce various forms of learning outcomes.
8. Problem-Based Learning, is a learning method that uses problems as the focus of learning to develop problem-solving skills.

problems, material mastery and self-regulation.

9. Simulation is a method given to students in order to use a certain set of facts, concepts, and strategies. The use of these methods provides opportunities for students to interact so as to reduce fear. The simulation method tends to be more dynamic in responding to physical and social symptoms, because through this method it is as if students are doing things that actually exist. By simulating a case or problem, a person will be more animated in their existence.
10. Contextual Instruction (CI), is a learning method that helps lecturers relate course content to real situations in daily life and motivate students to make connections between knowledge and its application in everyday life as members of society, professional or managerial workers, entrepreneurs, and investors. In this case, students have several roles which include bringing concepts (theories) related to real situations and conducting field studies / jumping in the real world to study the suitability of the theory. On the other hand, lecturers have the role of explaining theoretical study materials and linking them to real situations in everyday life, or professional, or managerial, or entrepreneurial work.
11. Blended Learning, is learning that combines or blends synchronous and asynchronous learning (online and offline).

According to Chaeruman & Maudarti (2020), there are four learning spaces in blended learning, namely live synchronous, virtual synchronous, self-paced synchronous, and collaborative synchronous.

Live synchronous is learning that is done face-to-face in real time and in the same place. Classroom learning is usually done in schools with face-to-face interaction between teachers and students or lecturers and students.

Virtual synchronous is learning that is conducted directly with virtual face-to-face using various video conferencing technologies in real time but in different places.

Self-paced synchronous is learning that is done independently anytime and anywhere. Learners can take their own initiative to determine learning needs and objectives, learning resources, select and determine learning strategies, and evaluate learning outcomes. This learning can be done by seeing, reading, listening, and paying attention to learning objects of various types. The media used can be through video, television, radio, podcast, or other supporting online platforms.

Asynchronous collaborative learning is learning done together with others anytime and anywhere. This learning is done by criticizing, discussing, evaluating, comparing, and researching each other mediated by collaborative technology, for example discussing or working together in online discussion forums, blogs, Lark, and so on. The four learning spaces can be illustrated in Figure 3.3.

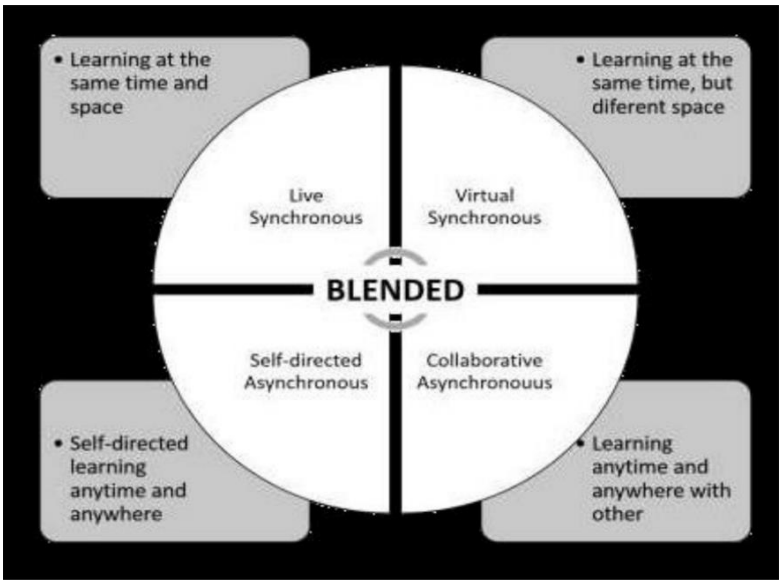


Figure 3.3. Four Learning Spaces (Chaeruman & Maudiarti, 2020)

Blended learning is becoming popular along with the rapid development of ICT, where the combination of the internet network and computing capabilities or the Internet of Things (IoT) allows learning to be more efficient and effective in developing learning outcomes in students. It has been previously mentioned that blended learning allows students to actively engage in learning, and thus student-centered learning (SCL).

In the implementation of the MBKM program, blended learning is one of the effective learning strategies to facilitate students when participating in the learning process outside their study program. Blended learning is an appropriate solution for the learning process that suits not only the learning needs but the existing conditions, for example the implementation of learning activities in the era of the Covid-19 pandemic.

Blended learning has several objectives including the following:

1. Helping learners to develop better in the learning process according to their learning styles and preferences.
2. Provide practical-realistic opportunities for faculty and students for independent, rewarding, and evolving learning.
3. Increased scheduling flexibility for students by combining the best aspects of face-to-face and online learning.

In blended learning, students not only get learning experiences when accompanied by lecturers in class or outside the classroom, but also get a broader learning experience independently. When studying in class with lecturers, students get learning materials and learning experiences (orientation, exercises and feedback), good practices, examples, and direct motivation from lecturers. When learning online, students will be able to control their own learning time, can learn anywhere, anytime and are not bound by the lecturer's teaching methods. Students can learn independently or interact with both lecturers and fellow students and have access to various online learning resources that can be obtained by using devices and applications that are in their hands easily. Classification of blended learning in terms of

The utilization of information and computer technology (ICT) in the learning process is presented in table 3.2.

Table 3.2. Limitation of Definition of Blended and Non-Blended Learning

Proportion of Online Learning	Form of Learning	Description
0%	Face to Face	Lectures without the use of online technology. Learning materials are delivered in writing or orally.
1% - 29%	Network facilitated (*web enhanced*)	Lectures that are carried out based on network technology are mainly things that are considered important only as an addition to strengthen face-to-face learning facilitation. For example, using a *webpage* to put the Semester Learning Plan (RPS), learning materials and assignments.
30% - 79%	*Blended*	Learning is carried out in a mix of both online and face-to-face. Substantially a proportion of the delivery of learning materials and the learning process, including assessment is carried out online. Generally, the implementation of online and face-to-face learning activities is systematically integrated and oriented towards learning outcomes.
>= 80%	*Fully online*	Learning is almost completely or entirely online, there is no longer a structured face-to-face meeting. All learning materials and processes are online.

Blended learning in its implementation, both from the perspective of lecturers and students, has several good practice models. Study programs can implement various blended learning models, such as rotation model, flex model, self-blend model, enriched virtual model or flipped learning, which are suitable for their learning environment.

Thus, it can be said that the teaching and learning activities designed and implemented should arouse student motivation for learning to know, learning to do, learning to live together, and learning to be in accordance with the four (4) pillars that form the foundation of education according to UNESCO.

Figure 3.4. The Four Pillars of Education According to UNESCO

3.3. Outcome-Based Education (OBE)

In the beginning, it was mentioned that Outcome-Based Education, an educational approach where the measure of success focuses on the achievement of certain concrete (measurable / measurable) abilities in students at the end of their learning / education period which are needed / required by the world of work or profession. OBE is felt to be very in accordance with KKNI and SNPT because of its focus on what is the main thing that students can do to be successful after completing the learning process.

Looking back at the previous description of OBE, it can be concluded that OBE involves the process of reorganizing the curriculum, its implementation, and its assessment in order to accurately demonstrate student learning outcomes. OBE prepares graduates to enter real work situations that change rapidly, unpredictably, and demand high adaptability and flexibility, as represented in figure 3.5.

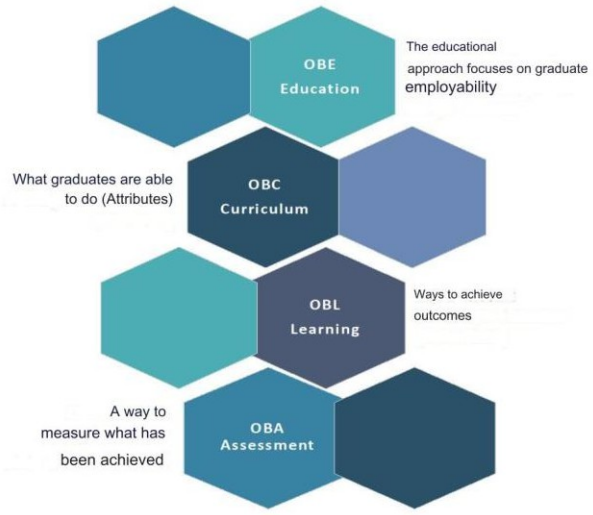


Figure 3.5. OBE Concept Representation

OBE is now even a prerequisite for successful accreditation at national (BAN-PT), regional (AUN), and international levels as well as the success of graduates in the job market. This is because OBE emphasizes the importance of alignment of all aspects of the higher education curriculum and continuous design compared to traditional curricula. Figure 3.6. illustrates the difference between OBE and the international curriculum and Figure 3.7 shows the alignment of curriculum components with the OBE approach.

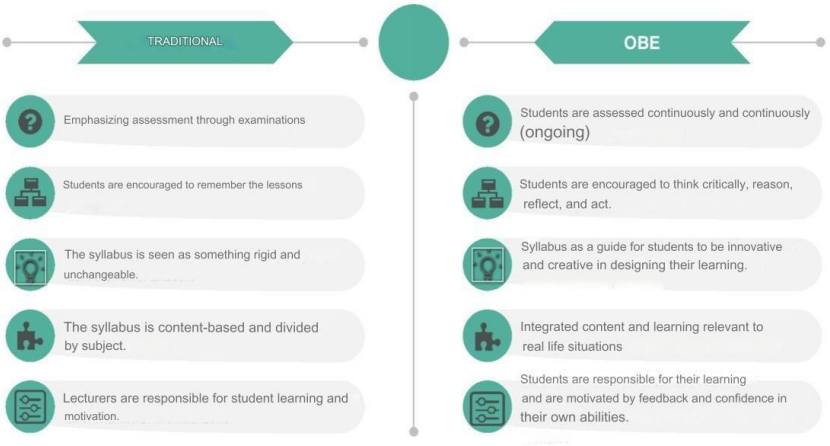


Figure 3.6. Illustrating how OBE differs from the international curriculum

Figure 3.7. Constructive Allignment
Alignment between Learning Outcomes, Evidence of Achievement, and Learning Processes

There are many models of the OBE approach or paradigm used in curriculum development and implementation, but if you refer to the book Guidelines for Preparing the Higher Education Curriculum in the Era of the Industrial Revolution 4.0 to Support Independent Learning Independent Campus Independent Campus, the simplest one consists of three stages that interact with each other and can be simply explained as follows:

a. Outcome Based Curriculum (OBC), curriculum development based on profiles and Graduate Learning Outcomes (SLOs). Based on these ELOs, the study material (body of knowledge) is then derived, the formation of courses and their SKS weights, curriculum maps, learning designs expressed in the form of Semester Learning Plans (RPS), developing teaching materials, and developing assessment and evaluation instruments.
b. Outcome Based Learning and Teaching (OBLT), the implementation of learning activities defined as interactions in learning activities between lecturers, students, and learning resources. One of the important principles of OBLT is the accuracy of choosing the forms and methods of learning that will be carried out by students must refer to and be in accordance with the ELOs. Forms of learning include, forms of learning outside the study program or campus in the Merdeka Belajar-Kampus Merdeka program.
c. Outcome Based Assessment and Evaluation (OBAE), an assessment and evaluation approach carried out on the achievement of SLOs in order to improve the quality of continuous learning. Assessment is carried out on the learning process and on the achievement of SLOs. Likewise, curriculum evaluation is carried out on the achievement of the Study Program SLOs, and the results are used for continuous improvement.

It can be concluded that the OBE paradigm or approach, first, is very much in line with SN-Dikti. Second, curriculum planning, implementation, and evaluation focus on achieving SLOs. Third, in its implementation for the purposes of national and international accreditation, the implementation of OBE requires the support of valid documents or data as evidence.

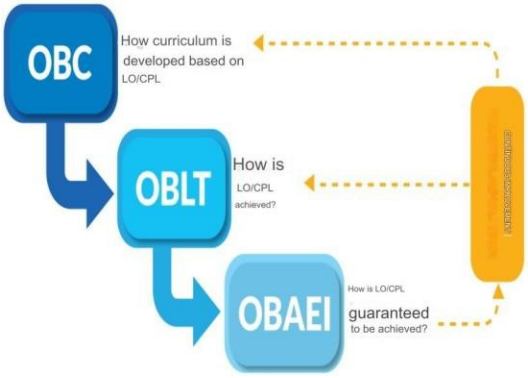


Figure 3.8. Curriculum with OBE Approach

CHAPTER IV
STAGES OF HIGHER EDUCATION CURRICULUM PREPARATION AT THE UNIVERSITY OF NORTH SUMATRA WITH THE OBE APPROACH AND IMPLEMENTATION OF MBKM

4.1 General Condition of the Curriculum at USU

The results of a simple survey conducted on all study program curricula at USU show that compulsory courses are given with a variety of credits between 120-130 credits (80%-90%). This shows that study programs still feel entitled and responsible for regulating student learning outcomes and learning-outcomes. In a curriculum with an OBE approach and the implementation of MBKM, this situation looks contradictory because this curriculum is actually built from the graduate profile to be derived into learning outcomes and ends in the formation of courses. Therefore, study programs should reduce the number of credits of compulsory courses in the study program to around 60% (around 100 credits) including compulsory faculty and compulsory university courses to still be able to meet minimum competencies or core competencies. About 40% (between 50-56 credits) are elective courses or enrichment courses. Compulsory courses for study programs, faculties, and universities can be taken through the MBKM program. Within the enrichment courses are elective courses that can also be taken in the MBKM program. In this way, the study program can provide space for students to obtain the right to take the MBKM program.

The curriculum that is still seen to be organized based on courses must be changed into a curriculum based on the profile of graduates with the ultimate goal of requiring a change in mindset for its success. Curriculum preparation with the old method that changes the existing curriculum into a curriculum with an OBE approach and MBKM implementation only produces a pseudo OBE MBKM curriculum. Therefore, it takes the heart of all parties to change the old mindset and paradigm into an OBE MBKM mindset and paradigm as a whole. Of course, willingness and serious efforts are needed for that. Changes in mindset in curriculum preparation are listed in Figure 4.1.

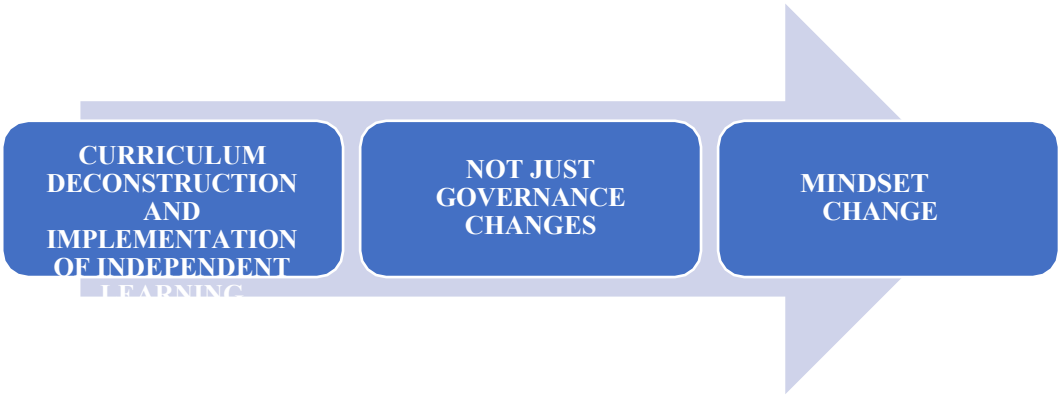


Figure 4.1. Curriculum Development Steps in Mindset Change

4.2 Stages of Curriculum Deconstruction

KKNI, SNPT, OBE, and MBKM are keywords that must be mastered to be able to deconstruct the curriculum. In chapter 2, we have described in detail the essence of the four keywords, which can be simply described as equalizing the quality of Indonesian human resources with international quality standards, SNPT is the determination of competencies at each level according to quality standards, OBE is an educational approach that focuses on the employability of graduates, and MBKM is seen as a representation of the three previous elements that focus on autonomy, freedom, and debureaucratization.

Curriculum with an OBE approach and implementation of MBKM is a curriculum based on educational theory that bases every part of the education system around goals (outcomes) which are compiled based on the profile of graduates which are then derived into learning outcomes. At the end of the learning experience, each student should achieve goals that are in accordance with the wishes of students, as well as provide capital to be able to learn lifelong (lifelong learning) and stimulate students to become agile learners (agile learner) to always be confident.

Seeing the fact that the current study program curriculum has not been able to accommodate the interests and talents of students, it is necessary to deconstruct the existing curriculum into a curriculum with an OBE approach that is in line with the implementation of MBKM. Therefore, the deconstruction of the study program curriculum must be based on student experience in the following way:

1. Remodeling the curriculum,
2. Organize learning with the principles of a multidisciplinary approach,
3. Conduct tailored made and personalized learning activities,
4. Implement learning activities that are proportional to talents and interests,
5. Create learning experiences that enhance individual talents,
6. Provide learning materials that are accessible and easy to access, and
7. Apply Learning materials to solve problems in a collaborative way.

The curriculum with the OBE approach and the implementation of MBKM is prepared to provide flexibility in facing future challenges, and is a curriculum developed in order to facilitate the ranking and national and international accreditation of study programs while still referring to KKNI level 6. The USU OBE MBKM curriculum is also prepared by elaborating on the local advantages of TALENTA with the value of the BINTANG value system as part of the enrichment of the curriculum concept of each study program. Flexibility in the preparation of the study program curriculum can also be arranged in such a way that between the potential local advantages of TALENTA can synergize and support one field with another.

All of these aspects are realized in the form of a curriculum which is a series of programs and activities designed and implemented with the aim of achieving competence with predetermined quality standards so that the graduates produced are ready to plunge into a real work situation, changing rapidly, unpredictable, and demanding high adaptation and flexibility. Therefore, it is very important for a university as a higher education provider to continue to renew the curriculum that is run so that it can make a real contribution on an ongoing basis, one of which is by deconstructing the curriculum.

The curriculum, which so far still seems to be organized based on courses, is based on profiles.

graduates require a change in mindset for success. If the old practice is still carried out in preparing the curriculum without using the OBE approach and integrating MBKM, then the existing curriculum changes will only produce a pseudo-curriculum. Therefore, it takes a big heart to change the old mindset and paradigm into an OBE MBKM mindset and paradigm as a whole. Of course, willingness and serious efforts are needed for that.

Steps for Curriculum Deconstruction

Responding to the MBKM policy issued by the Ministry of Education and Culture in 2020, all universities in Indonesia revised and transformed the curriculum that had been implemented, so that several terms related to the situation appeared, such as revision, revolution, restructuring, reconstruction, reorientation, and so on. At the University of Sumatra itself, the word 'deconstruction' is considered the most appropriate word because the entire process that will be carried out for the implementation of MBKM at the University of North Sumatra (USU) will cause significant changes in the future, not only covering aspects of education and teaching, but also other aspects.

Curriculum deconstruction in this case implies a rearrangement of the curriculum which may be very different from the previous curriculum structure. This curriculum deconstruction is basically very dynamic because it provides space for a Study Program to design learning activities that encourage students to explore their interests, talents, knowledge, skills, and characters/attitudes that are needed in the world of work later. In addition, all learning activities can later be assessed on an ongoing basis and their usefulness (learning outcomes), especially for students who are the product of the curriculum.

One thing that must be underlined in this case is that MBKM can occur because there is an OBE foundation. Related to this, then all aspects contained in the preparation of the curriculum ranging from determining the profile of graduates to the implementation of learning activities must be truly OBE-based. Therefore, it is very important to take constructive steps to create a curriculum design that not only meets the internal needs/goals of the university or higher education institution but also the needs of the community and graduate users. These steps, in this case, should be taken from the beginning and carried out together so that a regular cycle is formed and can be monitored in a sustainable and accountable manner. Thus, whatever changes occur in the future, Prodi will be able to quickly respond and adjust it to the existing curriculum, of course by implementing a series of steps in deconstructing the curriculum.

The following will explain 6 (six) main steps that can be implemented to deconstruct the curriculum at the University of North Sumatra, in this case the USU Education Development Unit (UPP) is given the mandate to carry out the program in full including Orientation, Actualization, Evaluation, Finalization, Legitimation, Implementation, and Evaluation.

1. Orientation

   The orientation stage is carried out to obtain information about the prior knowledge of all parties involved, especially the dean, vice dean I, head of study program (Kaprodi) and study program secretary as well as lecturer representatives from each study program who will be involved in the orientation stage.

responsible for the preparation of the MBKM curriculum. In addition, the orientation stage also aims to provide strengthening concepts and insights into the four keywords mentioned earlier, namely KKNI, SNPT, OBE, and MBKM so that later the responsible parties can know how to correlate and integrate these four things in deconstructing the curriculum of their respective study programs. There are two continuous activities carried out at this orientation stage, namely surveys and Focus Group Discussions (FGDs).

a. Survey

The survey was conducted to measure the level of knowledge of the parties involved as well as identify what they wanted to know about OBE and MBKM and identify the extent of the preparation of the Prodi team to respond to the implementation of the MBKM curriculum. From the survey results, an initial description of the existing conditions of each study program was obtained to later become the basis for conducting Focus Group Discussion (FGD) activities.

b. Focus Group Discussion (FGD)

Focus Group Discussion (FGD) was conducted by inviting an expert from a university that has run the MBKM curriculum and all parties involved and responsible for the completion of the MBKM curriculum at the University of North Sumatra. This will certainly provide an opportunity for the MBKM curriculum development team, especially at the Prodi level, to find out in depth and ask directly to the speakers about the confusion, obstacles, and solutions they expect for the smooth process of curriculum development later. In addition, they are also expected to get an overview of the strategic steps that they can apply to the curriculum design in their respective study programs.

2. Actualization

Actualization is the most important part of the most important part of curriculum deconstruction because at this stage the Study Program is required to complete the MBKM curriculum based on established procedures and timelines. Assistance from the USU Education Development Unit (UPP) team has a big role in order to meet the targets that have been set. At the actualization stage, there are 3 (three) activities that must be carried out, namely surveys, FGDs, and preparation of curriculum drafts.

a. Survey

The survey conducted at the orientation stage has different objectives from the survey at the actualization stage. At this stage, the survey aims to obtain information related to the field of work, general skills, specific skills, and knowledge that are needed as a basis or reference in the formulation of the draft curriculum, especially in the aspect of determining the profile of graduates and graduate learning outcomes (CPL) in accordance with the concept of OBE-based curriculum preparation. The survey implementation procedure itself follows what has been prepared by the UPP USU team with the aim of making it easier for the Prodi curriculum drafting team to adjust and develop surveys according to the conditions and situation in each Prodi based on the guidelines that have been given.

This survey involved 3 (three) students, graduates, and graduate users/stakeholders with given criteria. The role of Prodi in this case is very necessary to get potential respondents and fulfill the minimum representation that has been determined. In this way, Prodi

will get information and answers that are relevant and accurate according to the questions given in the survey. In simple terms, it can be described that this survey is basically a form of reflection and analysis of the strengths and weaknesses possessed by the Study Program in implementing the curriculum that has been carried out as well as providing new knowledge about other supporting components that they must immediately fulfill and prepare for the MBKM curriculum later.

b. FGD

FGDs at the orientation stage are also different from those at the actualization stage. FGDs at the actualization stage were conducted to validate and strengthen the survey results. Just like a survey, FGD activities also involve students, alumni, and graduate users based on procedures and refer to a number of questions that have been given by UPP USU. With this FGD, the Prodi curriculum development team and the parties involved in the FGD activities can exchange and get detailed and up-to-date information. In addition, this FGD activity also provides space for Prodi, students, graduates, and graduate users to build a form of partnership based on an analysis of the needs of each party, and this is very much in accordance with the objectives of the MBKM curriculum, namely bringing the world of higher education closer to the industrial world while increasing the role of each.

c. Drafting the Curriculum

The preparation of the draft curriculum was carried out after the survey and FGDs were completed. The results obtained through surveys and FGDs were then presented by each Prodi curriculum drafting team to the UPP USU facilitator team. The preparation of the draft curriculum is carried out in a scheduled and recurring manner interspersed with presentations and discussions during the assistance. In this case, the UPP facilitator team will periodically and systemically direct the Study Program to compile and formulate the MBKM curriculum draft starting from the formulation of the graduate profile to the implementation of learning activities. This stage is in principle the core part of curriculum deconstruction because the competence, response and contribution of the Prodi drafting team are needed to be able to synchronize and integrate KKNI, SNPT, OBE and MKBM in a curriculum document. Therefore, commitment and cooperation are also needed for the completion of the MBKM curriculum design document.

3. Evaluation

The evaluation stage is also carried out on a scheduled and recurring basis as well as the stage of preparing the draft curriculum design. In this case, the UPP USU team will evaluate the MBKM curriculum design document that has been completed at the previous stage. To evaluate the draft, the UPP USU team has developed a rubric to validate the completeness of the required elements before finally being declared to have met the requested criteria (finalization). During the evaluation, the UPP USU team also coordinates with resource persons in FGDs as a comparison and direction so that the evaluation activities carried out are eligible and reliable.

4. Finalization

Finalization is the culmination of the curriculum deconstruction stage because this stage is the stage that determines that the MBKM curriculum document has been completed and can be implemented in each study program based on the evaluation results and recognition given by the FGD resource persons. Thus, a complete MBKM curriculum design document is obtained to be implemented.

in the planned semester, of course, after obtaining authorization (legitimacy) from the USU Chancellor.

5. Legitimacy

The MBKM curriculum document that has been completed is then approved by the USU Chancellor, of course, through a submission from UPP USU and known by the USU Vice Chancellor I. After getting approval from the USU Chancellor, the MBKM curriculum is expected to be carried out as well as possible so that the outcomes of the curriculum will be felt and have a real impact on all parties.

6. Implementation

If finalization is the culmination of a series of steps taken in curriculum deconstruction, then implementation is the accumulation of all these steps manifested in real action. In this case, after getting approval, the document will be returned to the Study Program and then will be coordinated to all related work units, especially the Academic Bureau and the Information Systems Center which plays a role in the integration and synchronization of data and teaching and education activities at the University of North Sumatra and the Higher Education Database (PDDikti).

In simple terms, all stages of curriculum deconstruction can be seen in the following flowchart.

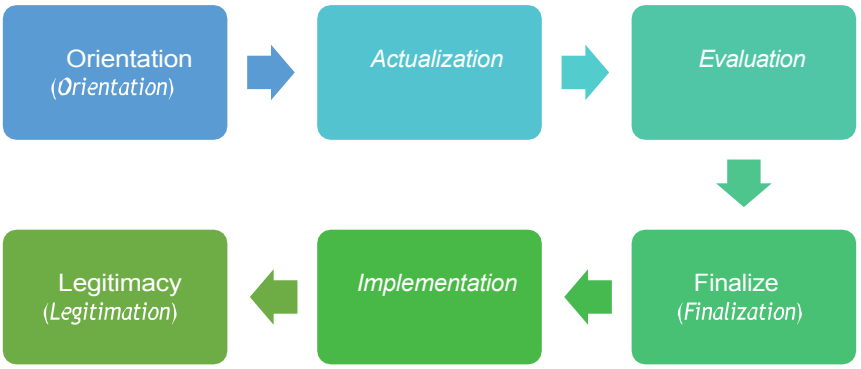


Figure 4.2. Steps of Curriculum Deconstruction

4.3. Stages of Curriculum Design

The curriculum is the spirit of a learning program so that in its preparation it is necessary to design, implement and evaluate it dynamically and continuously in accordance with the times, the needs of Science and Technology (IPTEKS) and the competencies needed by society and users of university graduates.

Referring to Law No.12 of 2012 Article 35 which is strengthened by Permendikbud No. 3 of 2020 Article 1 on National Higher Education Standards (SN-Dikti) states that the Higher Education Curriculum (KPT) is defined as a set of plans and arrangements regarding the objectives, content, and teaching materials and methods used as guidelines for organizing learning activities to achieve Higher Education goals. The next Higher Education Study Program Curriculum must refer to SN-Dikti.

In addition to referring to SN-Dikti, universities in compiling or developing the curriculum must refer to the Indonesian National Qualifications Framework (KKNI). KKNI refers back to

Permendikbud No. 3 of 2020 Article 1 concerning National Higher Education Standards (SN-Dikti) is a competency qualification framework that can juxtapose, equalize, and integrate between the fields of education and the fields of job training and work experience in order to provide recognition of work competencies in accordance with the structure of work in various sectors.

Furthermore, KKNI is a statement of the quality of Indonesian Human Resources (HR) whose qualifications are based on the level of ability expressed in the formulation of learning outcomes. Universities as producers of educated human resources need to measure their graduates, whether the graduates produced have 'abilities' equivalent to the 'abilities' (learning outcomes) that have been formulated in the KKNI qualification level.

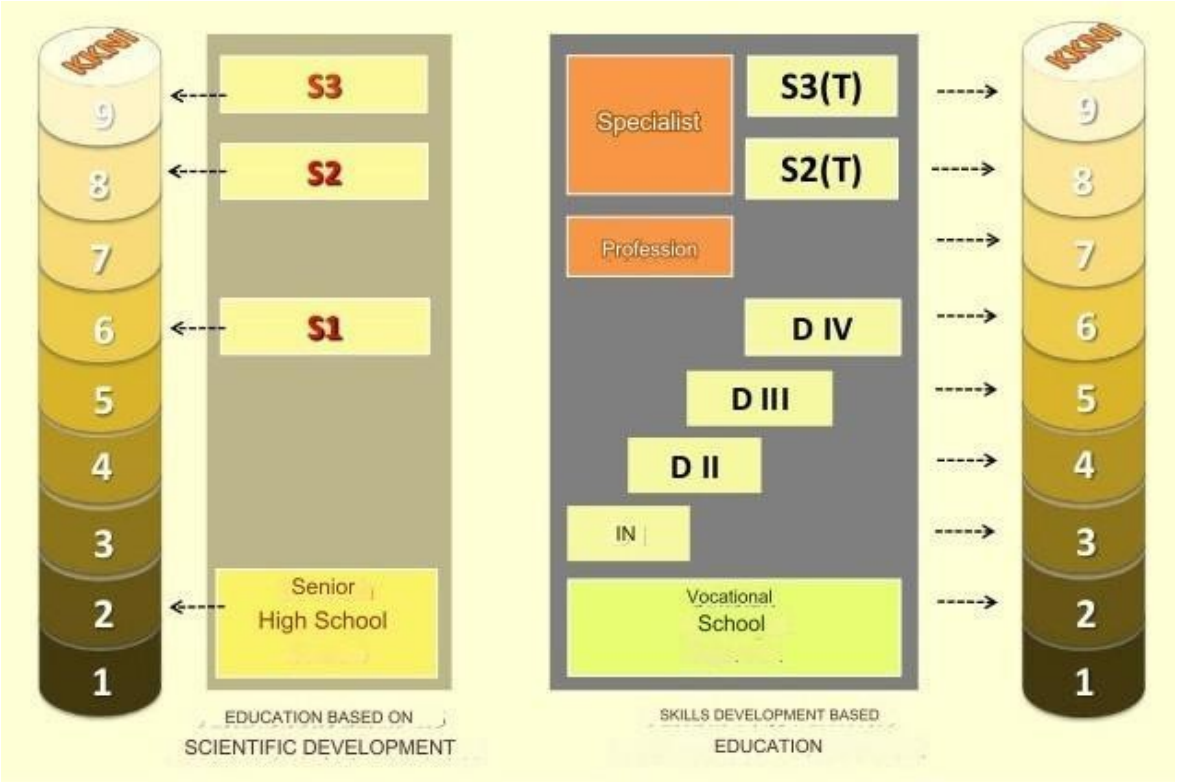
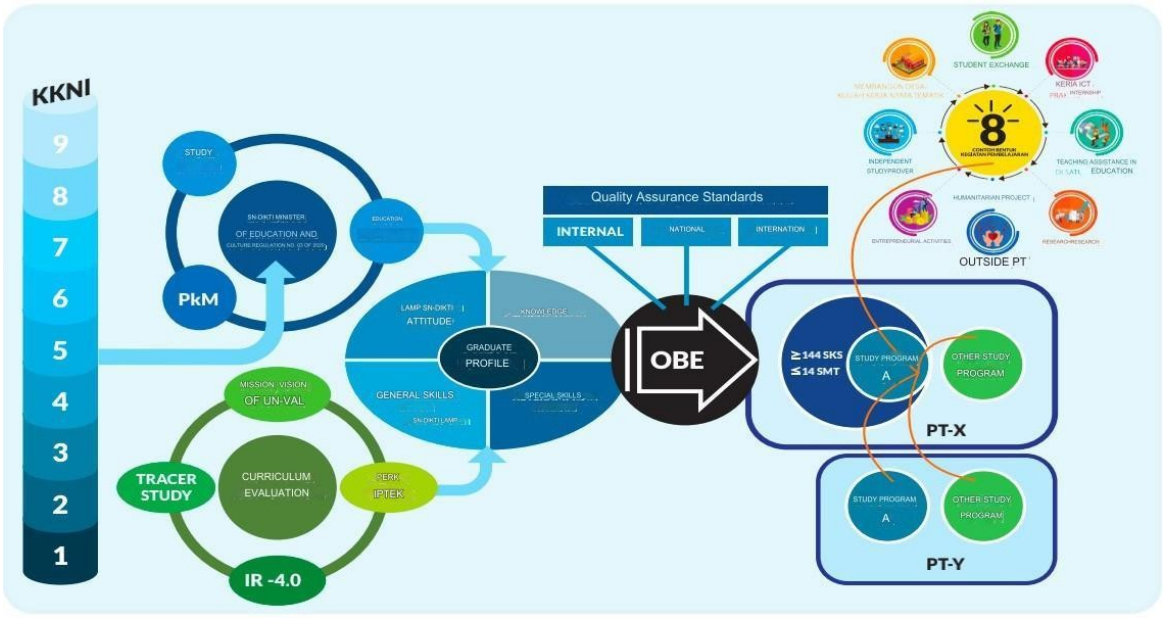


Figure 4.3. Trajectory of KKNI in Higher Education

Currently, universities in Indonesia are faced with a reality and challenges in curriculum development in the Era of the Industrial Revolution 4.0, namely producing graduates who have new literacy skills which include data literacy, technological literacy and human literacy which may be better known as 21st Century Skills and this of course must be supported by learning outcomes that lead to the development and improvement of Higher Order Thinking Skills (HOTS) and noble morals based on an understanding of religious beliefs. Therefore, universities need to reorient curriculum development that is able to answer these challenges. An important thing to note based on SN-Dikti is that the Graduate Competency Standards (SKL) or Learning Outcomes / CPL are the main reference or foundation in curriculum development, implementation and evaluation. Thus, the Higher Education Curriculum that has been developed based on SN-Dikti has actually used the Outcome-Based Education (OBE) approach. Implementation guidelines for the MBKM program and the implementation of OBE are

to the assessment standards of the External Quality Assurance System (SPME, National and International Accreditation) is added to provide guidance for study programs in developing / adjusting the curriculum in implementing MBKM and improving the quality of study programs, curriculum development orientation. This certainly greatly supports the Study Program Curriculum when participating in accreditation, especially international accreditation based on the OBE approach.

Figure 4.4. Flow of Curriculum Development to Support the Implementation of Merdeka Learning Independent Campus



Broadly speaking, the curriculum as a design consists of four elements, namely learning outcomes, study materials, learning processes to achieve, and assessment. The formulation of graduate learning outcomes refers to the KKNI descriptors, especially in the Special Knowledge and Skills section, while the General Attitudes and Skills section can be adopted from the SN-Dikti. While the complete curriculum preparation refers to the 8 National Education Standards, coupled with the 8 National Research Standards, and 8 National Standards for Community Service.

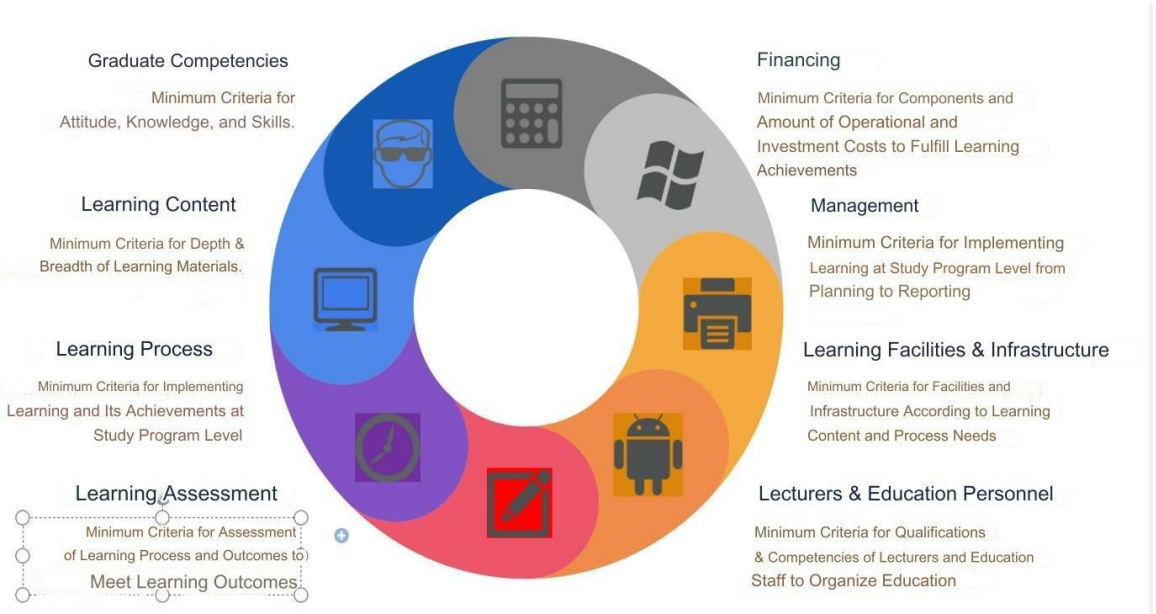


Figure 4.5. National Higher Education Standards Reference for Curriculum Formulation, Implementation, and Evaluation

Based on Law No. 12/2012 on Higher Education Article 35 paragraph (1), it is stated that the preparation of the curriculum is the right of universities, but further stated that it must refer to the National Higher Education Standards (SN-PT). In deconstructing the curriculum, the University of North Sumatra, in addition to referring to existing laws and regulations, also adapts to the USU Strategic Plan 2020-2024. This is of course for the sake of alignment and achievement of Key Work Indicators (IKU) and Internationalization so that USU can respond quickly to changes in policies, programs, or demands in higher education and in the world of work, especially in the current era of globalization and digitalization to produce graduates who are competitive in the world of work and useful in society.

4.3.1 Stages of Curriculum Document Design

The steps for the preparation of curriculum documents also refer to the schematic of the preparation of the higher education curriculum but with some adjustments to the existing conditions. This aims to make it easier for all Prodi involved to identify and determine the steps needed during the document preparation process. Each stage will be given examples of preparation steps as a basic interpretation framework to facilitate understanding and application and it is recommended that Prodi does not copy (plagiarize) in full.

The stages of designing curriculum documents in the USU environment begin with a needs analysis (market signal) and study program studies in accordance with the disciplines of each study program. In general, the design of curriculum documents is sequenced starting from the determination of the profile of graduates and the formulation of Graduate Learning Outcomes (LLOs); Determination of study materials and the formation of courses; and Preparation of course organization matrix and curriculum map.

Determination of the profile of graduates and the formulation of SLOs can be done by conducting a search for graduates, input from stakeholders, input from professional associations, scientific consortia in the field, scientific developments and evaluation of the previous curriculum. Technical

The implementation can use the Focus Group Discussion (FGD) method or by conducting curriculum workshops involving stakeholders. SLOs for study programs within USU are expected to reflect the abilities of graduates in accordance with the disciplines (body knowledge) that have been determined by USU, namely the science incorporated in the TALENTA concept while still paying attention to the national standards of higher education and KKNI.

Determination of study materials and the formation of courses starts from selecting several SLO items that have been determined as the basis for the formation of courses by taking into account that each course contains elements of knowledge, skills and attitudes. The courses that have been arranged are then put together into a comprehensive curriculum structure.

In general, the entire curriculum development stage (flow chart) can be seen in Figure 4.6.

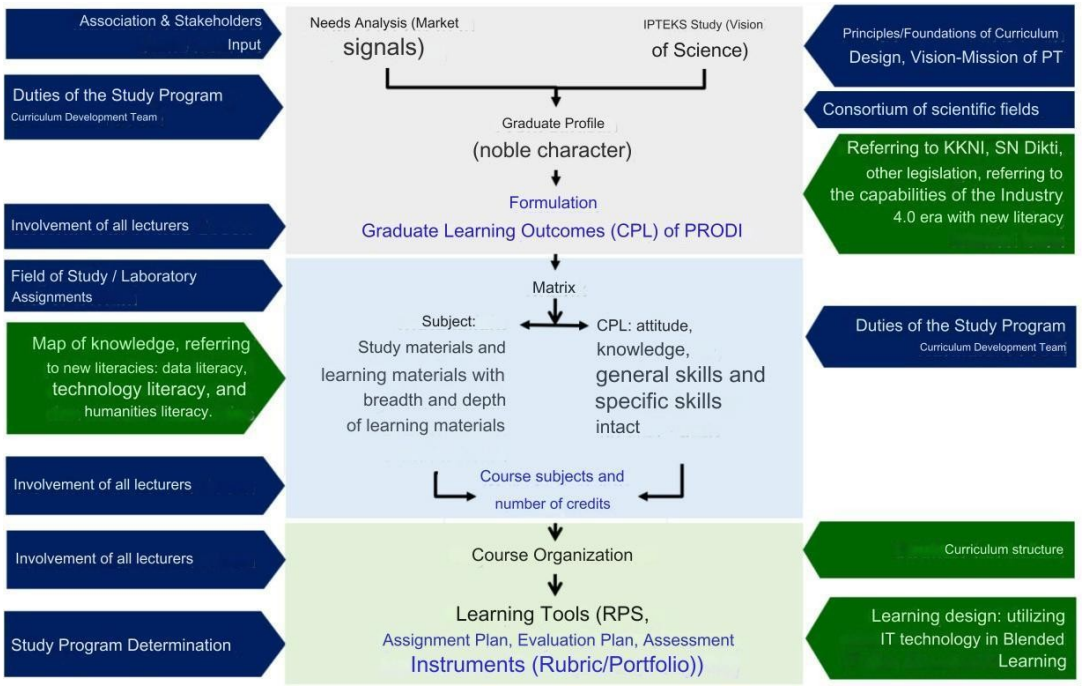


Figure 4.6. Stages of Curriculum Document Preparation

In this book, it is only written how to develop each stage of the KPT with the OBE approach and integrate MBKM, if necessary, the explanation and academic basis are recommended to refer to the description or explanation contained in the main book. The stages of curriculum development consist of seven main steps, namely:

1. Establish a graduate profile
2. Formulate graduate learning outcomes (ELOs)
3. Select and organize study materials
4. Assign courses
5. Determine the SKS weight of the course
6. Developing Course Organization in the Curriculum Structure
7. Developing learning tools (RPS, assignment plan, evaluation plan, and assessment instruments)

4.3.2 Setting the Graduate Profile

The definition of a graduate profile is still widely debated in higher education circles. Many assume that the profile of a graduate is synonymous with employment. This is not correct because in reality many alumni or graduates of a study program actually work in fields that have nothing to do with their educational background. However, if you look at the curriculum with an OBE approach, it can be said that the profile of graduates is a manifestation of the abilities that can be carried out by graduates of study programs in certain fields of expertise or fields of work after completing their education or studies. The profile of graduates in this case is actually more flexible or flexible because it is interpreted as a work performance. The graduate profile statement is a representation or evidence of the academic accountability of a study program. In addition, the profile of graduates is also a differentiator of one study program from other study programs. In other words, the profile of graduates is the posture expected when students graduate or complete the entire learning process according to the KKNI level. In this case, there are several things that must be considered in formulating the profile of graduates, namely:

1. The graduate profile statement represents skills/competencies or work performance.
2. The profile of graduates is determined by the study program based on the results of a study/analysis of (a) the review of scientific fields and expertise/needs in developing the fields of knowledge and technology, (b) labor market needs required by the government, business world, industry, stakeholders, or the community, (c) evaluation of the current curriculum, (d) the objectives of the study program in accordance with the vision and mission of the institution.
3. The formulation/statement of the graduate profile should not be out of the scientific/expertise field of the study program.
4. The profile of graduates should be prepared by a group of similar study programs, so that there is an agreement that can be accepted and used as a national reference which becomes a common characteristic / excellence / nomenclature of the study program.

The graduate profile determined in the new curriculum document is the result of a comparison of the graduate profile contained in the curriculum document that has been implemented (old) with the results obtained through FGDs and surveys in the initial step of curriculum deconstruction. In this case, of course, all parties involved in a study program must discuss and sit together to determine the profile of graduates which is then needed in formulating graduate learning outcomes. The following are given some examples of graduate profiles from different study programs to help construct thoughts, not to be copied raw.

An example of formulating a graduate profile using the OBE approach:

1. Ability to use spoken academic and business English at Upper Intermediate level.
2. Ability to produce academic, creative and business-related writing in Upper Intermediate level English.
3. Ability to work in teams, time management, leadership, interpersonal communication, and self-management in completing work.
4. Cultural diplomacy, translation, English teaching and cultural production and performance management skills.
5. Critical thinking and problem-solving skills in analyzing cross-cultural phenomena of English-Indonesian speaking society.
6. Ability to critically analyze cultural, linguistic, and literary phenomena in order to

encourages change and innovation in society.

7. Ability to identify social problems, empathize and contribute to society and the environment.

4.3.3. Formulating Graduate Learning Outcomes (GLOs)

SLOs consisting of elements of attitude, general skills, special skills, and knowledge are formulated with reference to the KKNI and SN-Dikti qualification levels. The elements of attitude and general skills refer to SN-Dikti as a minimum standard, which allows them to be added by the study program to characterize its university graduates, while the elements of special skills and knowledge are formulated by referring to the KKNI descriptors according to the level of education. All of these elements are illustrated in Figure 4.7.

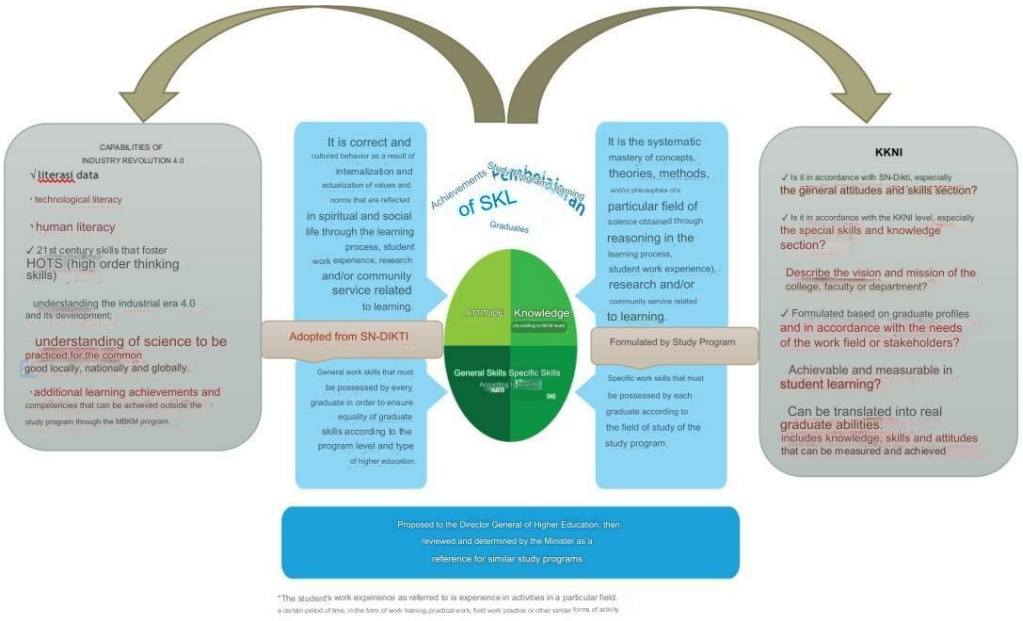


Figure 4.7. Formulation of Graduate Learning Outcomes (ELOs) of the Study Program

Each item of the ELO formulation at least contains abilities that must be possessed (behavior / cognitive process), and materials and subject matters that must be possessed by students, and can even be added to the context (context) (Tyler, 2013; Anderson & Krathwol, 2001). Thus, in the formulation of SLOs, it is necessary to conduct a needs analysis to find out what abilities are needed by stakeholders and studies are needed from the development of disciplines (body of knowledge) in the study program and it is recommended to contain the abilities needed in the era of the Industrial Revolution 4.0.

The results of surveys and FGDs that have been carried out by each study program by involving students, alumni, graduate users, and related parties will certainly be very helpful for study programs in identifying the main and relevant aspects of attitudes, knowledge, skills to be formulated by study programs so that they are in line with and achieve the vision and mission of the study program, especially the university, support the predetermined profile of graduates while being able to respond to existing programs and meet the needs of the world of work. In simple terms, the stages of CPL formulation are shown in Figure 4.8.

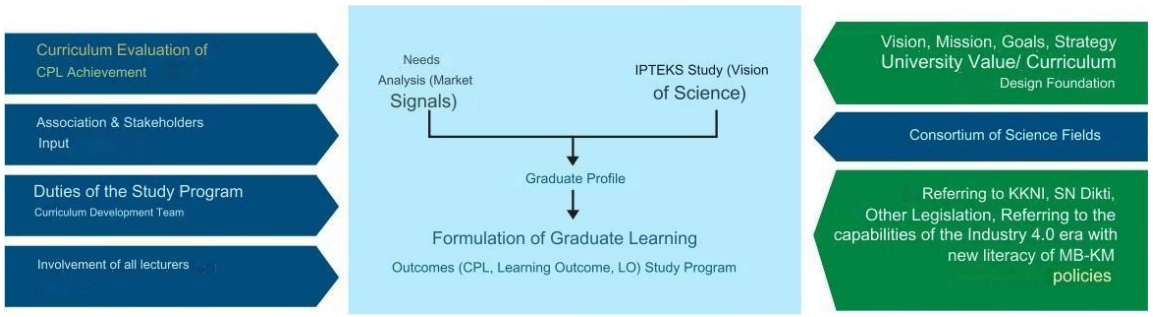


Figure 4.8. Stages of SLO Formulation

In the curriculum with the OBE approach, the SLOs are attempted to be only 8-12 SLOs to facilitate identification, measurement, and proof of SLO results (output). Therefore, for the attitudinal aspects and general skills that adopt from SN-Dikti can be condensed or summarized but must be able to represent all the elements that exist and are expected to internalize the STAR elements in the attitudinal aspects and TALENTA in general skills and show cognitive levels referring to Higher Order Thinking Skills (cognitive abilities level 4-6) in Bloom's taxonomy.

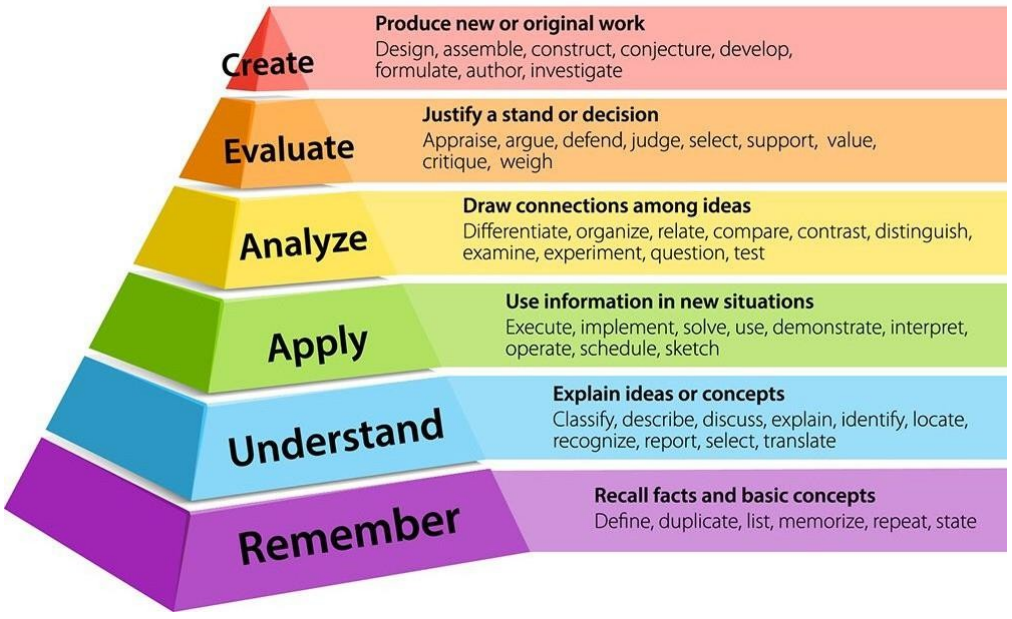


Figure 4.9. Bloom's Taxonomy

Examples of SLO formulation with conformity between KKNI, graduate profiles, and proof of achievement are described in table 4.1. In this case, there is no longer a barrier between aspects of attitude, general skills, specific skills, and knowledge. In other words, SLOs must describe the following three things:

a. What students can do as a result of the learning experience;
b. Specific tasks that students can perform to display their level of competence in specific situations;
c. Disciplinary knowledge and skills, generic skills, and attitudes and values.

Table 4.1 Example of Learning Outcome Formulation

KKNI	Graduate Profile	CPL	Proof of Achievement
Able to apply his field of expertise and utilize science and technology in his field in problem solving and able to adapt to the situation at hand.	Ability to identify social problems, empathize and contribute to society and the environment.	Able to identify social problems, empathize, and contribute to society and the environment based on an understanding of the language, literature, and culture of English-speaking societies. *Example of one of the SLOs derived/formulated from the graduate profile.	Research-based paper Final course project (project-based) Final project (Journal format article)

* KKNI= Remember the keywords of attitude, general skills, specific skills, and knowledge

In addition, keep in mind that the SLOs formulated must refer to the graduate profile. For example, after conducting discussions at the Prodi level, 7 SLOs are obtained, then it could be that 3 of them only support / refer to graduate profile number 1. Therefore, it is very important / recommended to make a match between the graduate profile and SLOs, as shown in table 4.2.

Table 4.2 Relationship Matrix between Graduate Profiles and SLOs

Graduate Profile	CP-Product				
	CP 1	CP 2	CP 3	CP 4	CP 5
Ability to use spoken academic and business English at Upper Intermediate level.	X			X	
Ability to produce academic, creative and business-related writing in English. Upper Intermediate level.	X		X		
Teamwork skills, time management, leadership, interpersonal communication, and self-management in getting the job done.		X			X
Cultural diplomacy, translation, teaching skills English and cultural production and performance management.		X		X	
Critical thinking and problem-solving skills in analyzing the cross-cultural phenomenon of the English-Indonesian speaking society.	X	X			
Ability to analyze phenomena culture, linguistics, and literature critically to encourage change and innovation in society.		X			
Ability to identify social problems, empathize and contribute to society and the environment.			X		X

4.3.4 Selecting and Organizing Study Materials

Study material is a building of science, technology or art, the object studied, which shows the characteristics of a particular branch of science, or in other words shows the field of study or scientific core of a study program. Study materials can also be knowledge / fields of study to be developed, science that is very potential or needed by the community in the future.

Determination of study materials is obtained through the identification of Course Learning Outcomes (CPMK) derived from ELOs. Similar to the determination of SLOs, in the formulation of CPMK, an alignment matrix should also be made between SLOs, CPMK, and expanded by determining the appropriate form of assessment (assessment), learning activities (learning methods applied), and finally study materials which are indispensable in determining the name of the course and its SKS weight. In this case, Prodi can refer back to the results of the comparison of the existing / implemented curriculum and the results of surveys and FGDs that have been carried out in order to obtain study materials that are truly relevant and useful for students in the world of work as given in table 4.3.

Table 4.3 Matrix of Relationship between Study Materials with SLOs, CPMK, Assessments, and Learning Activities

CPL	CPMK	Assessment	Activity m	Study Materials
Able to apply knowledge, creativity, and skills in creative writing, cross-cultural diplomacy, translation, language teaching, and production management. cultural performances	Student capable apply writing technique journalism, copywriting, and Public Relations in language English.	Presentation Group Structured tasks Project group: Advertising campaign	Studying interactive *E-learning Collaborative Learning Discovery Learning*	Creative Writing Model in Media Knowing your audience Mastering the language and sharpening style Journalistic text Copywriting text. Words that Sell Creative public relations text

The choice of study material is strongly influenced by the scientific vision of the study program concerned, which can usually be taken from the study program development program (for example taken from the study program research tree). Thus, the study material can be in the form of one or more branches of science along with their branches of science or a group of knowledge that has been integrated in a new knowledge that has been agreed upon by a similar study program forum as a characteristic of the study program's field of science.

In addition, the level of breadth, detail, and depth of the study material is the autonomous choice of the scientific community in the study program. Study materials do not constitute courses, but can be used to form courses. If elaborated into more detail, it will become learning material. The level of breadth and depth of learning materials refers to the SLOs listed in SN-Dikti article 9, paragraph (2) (National Higher Education Standards, 2015) which can be described as follows:

a) Graduates of the diploma three program at least master the theoretical concepts of the **field of knowledge** and
specific skills in general;
b) Graduates of four-year diploma and undergraduate programs at least master the **theoretical concepts of certain fields of knowledge and skills in general** and **the theoretical concepts of specific parts in the field of knowledge** and **skills in depth**;
c) Graduates of professional programs at least **master the application theory of certain fields of knowledge and skills**;
d) Graduates of master's, applied master's, and specialist programs have at least mastered the **theory and theory of**

application of certain fields of knowledge; and

e) Graduates of doctoral programs, at least master the **scientific philosophy of certain fields of knowledge and skills**.

The level of depth and breadth of learning material as referred to in paragraph (2) is **cumulative and/or integrative** and is set out in study materials structured in the form of **courses**. It is very important to re-examine whether all the study materials that have been determined are in accordance with the disciplines developed in the study program and are in accordance with the learning needs of students based on the level of their study program. If the answers to these two questions are appropriate, then the SLO items will then be used as the basis for the formation of courses. Therefore, it would be very good if a study matrix between SLOs and study materials is also made separately as presented in table 4.4. and table 4.5.

Table 4.4. Study Matrix between SLOs and Study Materials

No.	CPL	BK 1	BK 2	BK 3	BK 4	BK 5	BK 6	BK 7	BK 8	BK 9	BK 10	BKn
1.	CPL 1	X			X			X	X			
2.	CPL 2			X								
3.	CPL 3				X					X		
4.	CPL 4		X				X					
5.	CPL 5							X			X	
6.	CPL 6			X		X						
7.	CPL 7	X										
8.	CPL 8											
9.	CPL 9				X		X		X			
10.	CPL 10											
11.	CPL 11			X						X		
12.	CPL 12		X			X			X		X	

Table 4.5. Study Matrix between Study Materials and Courses

	STUDY MATERIALS	MK 1	MK 2	MK 3	MK 4	MK 5	MK 6	MK 7	MK 8	MK 9	MK 10	MKn
1.	BK 1	X			X			X	X			
2.	BK 2		X								X	
3.	BK 3					X				X		
4.	BK 4			X	X			X			X	
5.	BK 5		X							X		
6.	BK 6	X							X			
7.	BK 7						X	X				
8.	BK 8			X		X					X	
n.	BKn											
	Amount											

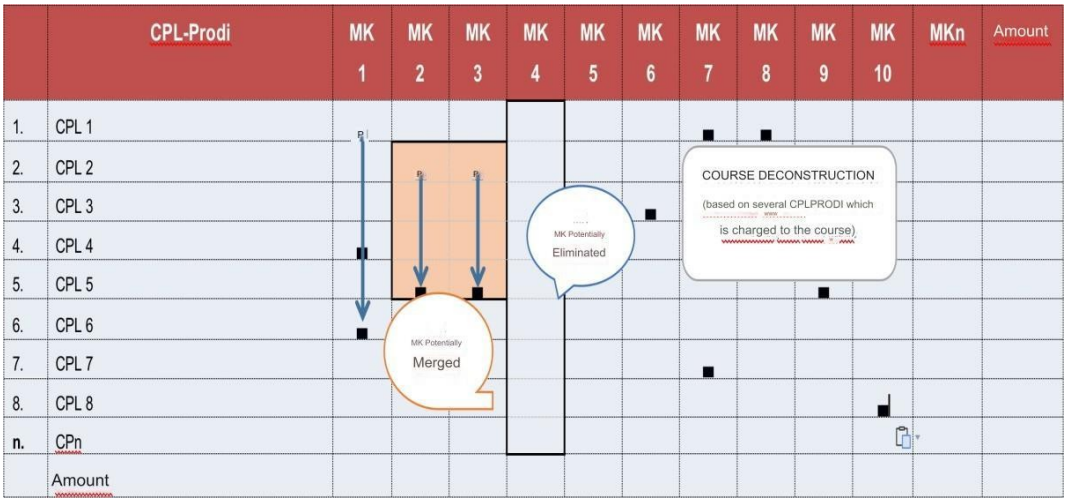
4.3.5 Setting the Course

Course assignment can be done in two (2) ways, namely:

1. Determination of courses based on curriculum evaluation results
2. Course assignment based on SLOs

4.3.5.1 Determination of Courses Based on Curriculum Evaluation Results

The SLOs of the Study Program that have been determined first are the most important aspect in determining the ongoing curriculum courses, of course, by evaluating each of these courses, examining how far the relationship of each course involves learning materials, forms of assignments, forms and exam questions, and assessments with the SLOs that have been formulated. This study can be done by compiling a matrix between the SLO items and the existing courses as shown in **table 4.6.**



The matrix consists of a column section that contains existing courses (ongoing courses), and the row section contains the SLOs of the study program that have been determined in advance. Evaluation of existing courses is carried out by looking at their suitability with the SLO items that have been formulated. SLO items that are in accordance with certain courses are marked with criteria:

1. If there is a mark ( ), it means that there are study materials that are learned or must be mastered to provide students with abilities that support the SLOs. Courses that precisely match some of the defined SLOs can be marked in the box, and the course can be established as **part of the new curriculum**.
2. If there are courses that are not related or do not contribute to the fulfillment of SLOs, then the course can be **deleted or integrated with other courses**. Conversely, if there are several items from the SLOs that are not yet related to existing courses, then new courses can be proposed.

In this case, the results obtained through surveys and FGDs are certainly very useful in identifying courses that are less relevant so that they can be reviewed whether it is necessary to update the study materials charged in courses that will support student competencies or SLOs or even replace them with **new courses**.

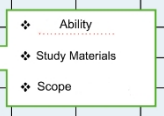
4.3.5.2 Course Determination Based on SLOs

Determination of courses based on SLOs is basically not much different from the determination of courses based on the results of curriculum evaluation because the formation of new courses is still based on the analysis of the SLO items imposed on the course. However, in this section it is more developed where the study materials contained by the SLOs imposed on certain courses are then described as learning materials with breadth and depth according to the needs of the study program level (please refer to SN-Dikti Content Standards, article 9, paragraph 2).

In addition, it is very important to ensure that each SLO Prodi item has been completely charged to all courses, in the leftmost column (amount) the number / distribution of SLO items in each course can be seen as shown in table 4.7.

Table 4.7. New Course Formation Matrix Based on Several SLO Items Charged to the Course

	CPL-Prodi	MK 1	MK 2	MK 3	MK 4	MK 5	MK 6	MK 7	MK 8	MK 9	MK 10	MKn	Amount
1.	CPL 1												5
2.	CPL 2												2
3.	CPL 3												3
4.	CPL 4												
5.	CPL 5												2
6.	CPL 6												8
7.	CPL 7												7
8.	CPL 8												4
n.	CPn												4
	Estimated Time (Hours),	90	135	136	95	182							
	Course Weight (SKS)	2	3	3	2	4							



The last two rows in table 4.7 can be used to estimate the time required to achieve the SLOs imposed on the course and then converted into credits (1 credit = 170 minutes). The formation of courses carried out through curriculum evaluation or based on SLOs must be truly identified and can be implemented to support learning activities in the MBKM program.

4.3.6 Determining the SKS Weight of the Course

The amount of SKS weight of a course is interpreted as the time needed by students to be able to have the abilities formulated in a course which is determined based on three (3) main things, namely:

a. The level of ability that must be achieved (SLO charged to the course) which is represented in the Course Learning Outcomes (CPMK).
b. The depth and breadth of material that can be equated with the time of learning activities needed to achieve each ELO item charged to the course.
c. The form and method of learning chosen.

Figure 4.10 shows the relationship between the form of learning and the determination of the SKS weight of the course while still referring to Permendikbud No. 3 of 2020 and table 4.8 illustrates an example of determining the SKS weight based on study materials, courses, and forms of learning.

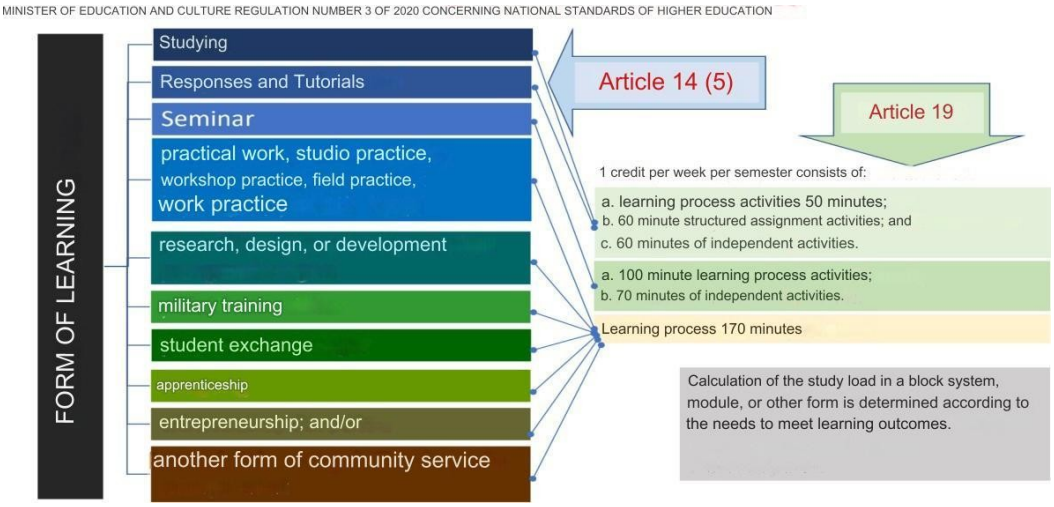


Figure 4.10 Linkage between Learning Forms and SKS Weighting

Table 4.8. Example of SKS Weighting Based on Study Materials, Courses, and Learning Forms

FORMATION AND DETERMINATION OF COURSE WEIGHT (credits)

No.	Study Materials	Sub Study Materials/Learning Materials	Courses	Learning forms and time allocation			Credit weight
				Q	P	L	
1	Organic Chemistry	Functional groups: structure and reactivity HK Compound HK derivative compounds Aromatic Compounds Organic Macromolecules Stereokimia Kinetics Reaction Energetics Reaction Mechanism Organic Synthesis Komia Organic Natural Ingredients Determination of the structure of Bioorganic molecules	Physical Organic Chemistry	Determination of the number of credits is based on: ✓ The level of ability that must be achieved (CPL charged to the course) is represented in the Course Learning Outcomes (CPMK); ✓ The depth and breadth of learning material that can be equated with the learning activity time required to achieve each CPL point assigned to the course; ✓ The form and method of learning chosen.			
2							
3							
4							

example

4.3.7 Developing Course Organization in the Curriculum Structure

There are four (4) things that must be considered in preparing the curriculum structure in the form of course matrix organization per semester, namely:

a. Course learning stages planned in an effort to fulfill ELOs
b. Appropriateness of the location of courses that are adjusted to the order of ability levels and integration between courses, both vertically and horizontally.
c. Normal student learning load, between 8-10 hours per day per week which is equivalent to a load of 17-21 credits per semester.
d. The preparation process involves all lecturers of the study program and is then determined by the study program.

Figure 4.11 Organization of Curriculum Structure Courses

The organization of courses in the curriculum structure needs to be done carefully and systematically to ensure that the stages of student learning are appropriate, ensuring that learning i s carried out efficiently and effectively to achieve the SLOs of the Study Program. The organization of courses in the curriculum structure consists of horizontal organization and vertical organization (Ornstein & Hunkins, 2014, p. 157). The horizontal organization of courses in semesters is intended for the expansion of student discourse and skills in a broader context. Meanwhile, the vertical organization of courses at the semester level is intended to provide mastery of abilities according to the level of learning difficulty to achieve the SLOs of the study program that have been determined. An example of course organization in the curriculum structure of an undergraduate study program with a load of 144 credits is generally shown in Figure 4.12.

	CPL1	CPL2	CPL3	CPL4	CPL5	CPL6	CPL7	.....	.....	CPLn
Smt	sks	Jlm MK	KELOMPOK MATAKULIAH PRODI SARJANA/SARAJANA TERAPAN							
			MK-Wajib					MK-Pil.	MKWU	
VIII	8	2		MK8a (2sks)	TA/Skripsi (6sks)					
VII	20	6	MK7ua(4sks) CPL1+CPL3+CPL6	MK7ub (4sks)	MK7uc (4sks)	MK7ud (4sks)	MK7ue (2sks)		MK7wu (2sks)	
VI	20	6	MK6ua (4sks)	MK6ub (4sks)	MK6uc (4sks)	MK6ud (4sks)		MK6ue (2sks)	MK6wu (2sks)	
V	20	5	MK5ua (4sks)	MK5ub (4sks)	MK5uc (4sks)	MK5ud (2sks)		MK5ue (4sks)		
IV	20	6	MK4ua (3sks)	MK4ub (3sks)	MK4uc (5sks)	MK4ud (3sks)		MK4ue (4sks)	Agama (2sks)	
III	20	6	MK3ua (4sks)	MK3ub (4sks)	MK3uc (4sks)	MK3ud (4sks)	MK3ud (2sks)		Bhs. Indonesia (2sks)	
II	18	6	MK2ua (4sks)	MK2ub (4sks)	MK2uc (4sks)	MK2ud (2sks)	MK2ue (2sks)		Kewarganegaraan (2sks)	
I	18	5	MK1ua (4sks)	MK1ub (4sks)	MK1uc (4sks)	MK1ud (4sks)			Pancasila (2sks)	
	144	42								

Organisasi Vertikal (kedalaman)

Organisasi Horizontal (keluasan)

Figure 4.12. Example of Course Organization Matrix in Curriculum Structure

4.4 Curriculum Structure of Undergraduate Study Programs at USU

The curriculum structure is prepared as a course organization matrix and curriculum map. The curriculum structure is a pattern and arrangement of courses spread over each semester that students must take to achieve the desired competencies. In terms of creating a curriculum structure, it is necessary to review the depth of course content and competencies as well as the mandate of the ministry and university, in this case the USU Strategic Plan 2020-2024, so that the placement of courses is appropriate.

The structure of the curriculum with the OBE approach and the implementation of MBKM which contains the vision and mission as well as the structure and basic composition of the courses is organized as follows:

1. Vision
   "Making graduates who have academic and scientific excellence that can compete in the global world level".
2. Mission
   Mission "Creating graduates with STAR character with TALENTA excellence, who are ready to face global challenges".
3. Destination
   "Producing noble graduates who have excellent learning skills, literacy skills, and life skills"
4. Basic course structure and composition
   The basic structure and composition of courses is designed as a guide for the preparation of an independent learning curriculum. Subjects are grouped into courses as described in the basic structure and composition of courses, consisting of Religion and Indonesianness, Scientific Basis, Local Wisdom, Literacy Skills, Arts and Fitness (recreational courses), Internationalization, Entrepreneurial Mindset, and Scientific Character of the Study Program including enrichment courses and Merdeka Belajar.
5. Course group explanation
   The groups of courses in curriculum development with the OBE approach and the implementation of MHBM at the University of North Sumatra are as follows:
   a. The Religion and Indonesianness course group includes courses to form people with noble character, devotion to God Almighty in the frame of diversity, and crystallize collective awareness of the appreciation and practice of Pancasila values as a state ideology and love for the nation and State of I n d o n e s i a .
   b. The Scientific Basis course group includes courses to provide a good foundation for logical, integrated / cross-disciplinary thinking in the development of advanced science and knowledge.
   c. The Literacy Skills course group includes analytical thinking and multiple problem solving courses in dealing with current problems supported by the ability to utilize available information technology.
   d. The Local Wisdoms course group includes courses that provide a basis for collective awareness of local wisdom values to be used in the face of cultural clashes and the impact of globalization.
   e. The Art and Fitness (recreational courses) group includes courses that provide a balance of thinking activities with art and fitness so that students are physically and mentally healthy.

f. The Internationalization course group contains courses related to student readiness to face the global world and awareness of the global environment (one planet- one spacecraft).
g. The Entrepreneurial Mindset course group contains Entrepreneurship courses to hone the skills of economic and social entrepreneurs according to students' scientific fields.
h. The Study Program Scientific Character course group, includes scientific and field expertise courses including elective courses (enrichment courses).
i. The Merdeka Belajar group of courses or activities includes courses or equivalent activities taken by students from outside the study program in the faculty and outside the faculty at the university, or taken by students outside the university including public and private institutions both at home and abroad, as well as independent work to provide provisions for independence in creating jobs and readiness to look for work includes 9 (nine) activity programs, namely internships / work practices, projects in villages, teaching campuses, student exchanges, research, entrepreneurial activities, independent studies / projects, humanitarian projects, and state defense.

The structure of the undergraduate curriculum at USU is presented in table 4.9. Subjects offered as compulsory university courses are subjects that must be included in the learning outcomes in the OBE-MBKM curriculum of the study program.

Table 4.9. Basic Structure and Composition of Undergraduate Curriculum Courses at the University of North Sumatra with OBE Approach and MBKM Implementation

No.	Course group	SKS
1.	Religious Education / Faith Education	8
	Religious Education	2
	Pancasila Education	2
	Civic Education	2
	Bahasa Indonesia	2
2.	Scientific Basis	
	a. Social and Humanities	3
	Mathematics for Social and Humanities	3
	b. Science and Technology	3-15
	Math/Calculus	3
	Physics	3+1
	Chemistry	3+1
	Biology	3+1
3.	Literacy Skills	3
	Statistics	3
	Database Management	3
	Introduction to Information Technology	3
	Web Programming	3
	Human and Computer Interaction	3
	Creative Media Industry (Graphic Design)	3
	Digital Communication and New Media	3

No.	Course group	SKS
4.	Local Wisdom	2-3
	Malay script	2
	Chanting and Poetry	2
	Oral Tradition	2
	Writing Tradition	2
	Customary Law	2
	Mandailing/Karo/Dairi/Nias Batak Language Proficiency	2
	Malay Language Proficiency	2
	Batak/Mandailing/Karo/Dairi/Nias Folklore	2
	Malay Folklore	2
	Ethnobotany	2
	History of North Sumatra	2
5.	Arts and Fitness (recreational courses)	2
	a. Art	
	Toba Batak Musicology	2
	Mandailing Musicology	2
	Karo musicology	2
	Dairi Musicology	2
	Musicology of Nias	2
	Malay Musicology	2
	Gamelan	2
	Malay Dance	2
	b. Fitness	
	Football	2
	Badminton	2
	Tennis	2
	Table Tennis	2
	Silat	2
	Volleyball	2
	Basketball	2
6.	Internationalization (one language must be taken)	4-5
	English (Conversation)	2
	Chinese (Conversation)	2
	Arabic (Conversation)	2
	Japanese (Conversation)	2
	TOEFL Preparation	2
	IELTS Preparation	2
	Business English	2

No.	Course group	SKS
	Academic English	2
	International Trade	2
	International Relations	3
	International Law	3
	International Business	3
	Global Marketing	3
	Environmental Science	2
7.	Entrepreneurial Mindset	3
	Entrepreneurship (may be replaced with Independent Learning Entrepreneurship ≤20 credits)	3
8.	Scientific Character of Study Program including 4 credits of thesis or final report in lieu of thesis	customized
9.	Free to Learn	≤40
	Inter-university/outside university (internship/work practice, village project, student exchange/credit transfer, research, entrepreneurial activity, independent study/project, humanitarian project, and state defense)	
10.	Thesis/Final Report Thesis Equivalent	4
	Total	**144-148**

*May be replaced with Independent Learning Entrepreneurship (20 credits)

**Social and Humanities

The courses in the literacy skills, local wisdom, arts and fitness, and internationalization groups in the table above are only as examples to provide an understanding of the types of courses offered so that they are not guaranteed to be used. This means that Prodi is given the opportunity to add other courses to the section which of course must support the SLOs. The OBE MBKM curriculum is determined with the following conditions:

1. University, faculty, and study program compulsory courses are set at around 100-105 credits to achieve the minimum competencies of graduates.
2. Literacy skills, local wisdom, art and fitness, and internationalization courses are proposed by the faculty or study program and can be replaced in accordance with changes in the study program curriculum and are determined by a rector's decision.
3. The courses proposed by the faculty or study program must not have prerequisites.
4. Groups of courses required by the university can be taken by students from different study programs as a form of independent learning credit transfer / exchange students outside the study program within the university.
5. The study program still provides elective and enrichment courses of 44-48 credits.

Several curriculum map scenarios are implemented by the study program, depending on the situation and conditions of the study program.

Scenarios can be 8-0-0, 5-2-1, or 6-1-1. This scenario places the distribution of conventional courses from the study program and Merdeka Learning Independent Campus courses and is not rigid.

a. Scenario 8-0-0

   In this scenario, the study program must provide elective courses that can be taken by students who only want to complete their studies based on study program courses.

b. 5-2-1 Scenario

   The study program places the implementation of Merdeka Belajar Kampus Merdeka in semesters 6 and 7 on the curriculum map.

c. Scenario 6-1-1

   The study program places the implementation of Merdeka Belajar Kampus Merdeka in semesters 6 and 7 on the curriculum map.

Table 4.10. Curriculum Map with MBKM Implementation

Semester	credits	Learning Program in Study Program		
8	4	MK	MK	MK
7	20	MK	MBKM	MBKM
6	20	MK+JK	MBKM	MK+JK
5	20	MK+KL+LS+I	MK+KL+LS+I	MK+KL+LS+I
4	20	MK+KL+LS+I+SB	MK+KL+LS+I+SB	MK+KL+LS+I+SB
3	20	MK	MK	MK
2	20	MK+AI+DK	MK+AI+DK	MK+AI+DK
1	20	MK+AI+DK	MK+AI+DK	MK+AI+DK
Total	144-148			
	Scenario	**8-0-0**	**5-2-1**	**6-1-1**

AI= Religion and Indonesianness,
DK= Scientific Basis,
KL= Local wisdoms, LS= Literacy Skills,
SB= Arts and Fitness (recreational courses), I= Internationalization,
JK= Entrepreneurial Spirit

Although designed with 8-0-0, 5-2-1, and 6-1-1 scenarios, the curriculum can absorb curricular and extracurricular learning outcomes that are recognized in other semesters.

4.5. Recognition of Semester Credit Units/Recognition

The implementation of the MBKM program needs to be carefully designed in accordance with the SLOs and courses in the study program and a mature cooperation agreement with partners. Study programs can plan and offer programs to students with different activities and do not have to prepare MBKM activities for 3 semesters depending on the study program design. Students have the opportunity to participate in the MBKM program offered or fully participate in their own study program. Students can also take the initiative to propose MBKM activities with the approval of Academic Supervisors (DPA) and study programs.

Recognition of the number of credits or hours of activity is equal to the applicable credits in the study program / university according to applicable regulations. Recognition of courses and credits can be free form, structured form, or blended form. The number of credits or other activity hours that can be recognized / recognized is a maximum of 20 credits / semester.

The results of the review conducted on the entire study program curriculum can be made a comparison between the current conditions and the planned amount of SKS weight in the curriculum with the OBE approach and MBKM implementation (Table 4.13). From the table it will be seen that more courses are offered by the internal study program.

Table 4.11. Comparison of Composition and Weight of SKS Before and After Curriculum Deconstruction

Before Campus Freedom		Merdeka Campus	
Course from	SKS	Course from	SKS
1. University	20-25	1. University	22(23)*/24-32(33)
		a. Religion and Indonesianness	8
		b. Local Wisdom	2
		c. Scientific Basis	2*/3-12
		d. Data Literacy and Information Technology	3
		e. Art and Fitness	2
		f. Internationalization	4-5
		g. *Entrepreneurial Mindset*	3
2. Faculty/Program	119-124	2. Faculty/Program	44-78
		a. Study Program Learning Outcomes	78(77)*/76-68(67)
		b. The study program still provides *enriched courses* (electives)	44-48
3. Credit earning activities are not yet like the Merdeka Belajar program / in the form of a final project	-	3. Independent Study (outside of internal transfer credits)	20-40
		a. Internship	The number of credits is based on the Decree of the Minister of Education and Culture No. IX. 74/P/2021
		b. Projects in the village	
		c. Campus teaching	
		d. Student exchange	
		e. Research	
		f. Entrepreneurial activities	
		g. Independent study/project	
		h. Humanitarian projects	
		i. State defense/military	

**Social and Humanities

In accordance with the Decree of the Minister of Education and Culture No. 74/P/2012, universities provide recognition for the implementation of Independent Campus program learning outside the original university with the following provisions:

a. Learning more than 16 (sixteen) weeks or 560 (five hundred sixty) cumulative hours up to 24 weeks or 840 (eight hundred forty) cumulative hours is given recognition equivalent to 20 (twenty) credits;
b. Learning more than 24 (twenty four) weeks or 840 (eight hundred forty) cumulative hours up to less than 40 (forty) weeks or 1400 (one thousand four hundred) cumulative hours is given additional credit recognition in the amount of 1 (one) credit for every additional 1 (one) week or 35 (thirty five) cumulative hours; and
c. learning between 40 (forty) weeks or 1400 (one thousand four hundred) cumulative hours up to 48 (forty-eight) weeks or 1680 (one thousand six hundred eighty) hours

cumulative is given recognition equivalent to 40 (forty) credits.

Developing Learning Tools (RPS, Evaluation Plan Task Plan, and Assessment Instruments) Learning process planning as referred to in Permendikbud No.3 of 2020 concerning National Higher Education Standards for Learning Process Standards Article 10 paragraph (2) letter b is prepared for each course and presented in a Semester Learning Plan (RPS) or other terms. Semester Learning Plan (RPS) or other terms as referred to in paragraph (1) is determined and developed by Lecturers independently or together in a group of expertise in a field of science and / or technology in the Study Program. Furthermore, the Semester Learning Plan (RPS) or other terms contain at least:

a. name of the Study Program, name and code of the course, semester, Semester Credit Unit, name of the lecturer;
b. graduate learning outcomes imposed on the course;
c. The final abilities planned at each learning stage to fulfill the learning outcomes of graduates;
d. study materials related to the skills to be achieved;
e. learning methods;
f. time provided to achieve the skills at each stage of learning;
g. student learning experience which is realized in the description of tasks that must be done by students during one semester;
h. criteria, indicators, and assessment weights; and
i. list of references used.

Table 4.12 Example of RPS Format

SEMESTER LEARNING PLAN (RPS)

Subject :	Semester :	Code:	Credits:
Study program:		Lecturer:	
Learning Outcomes (CPMK):			

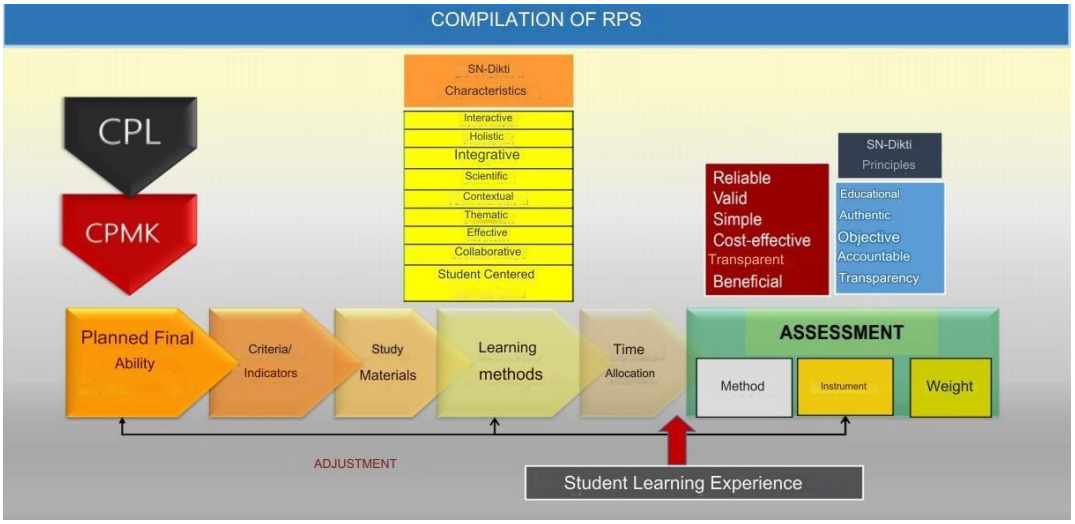
Week th- ww	Expected Final Ability	Study Materials (Main Topics and Sub Topics)	Form of Learning www	Time	Assessment criteria	Assessment Weight
		MID-SEMESTER EXAM (UTS)				
		FINAL SEMESTER EXAM (UAS)				

Reference List:

The semester learning plan (SSP) needs to be designed systematically as a basis for planning learning. RPS consists of assessment instruments, assignment plans, teaching materials, and others carried out efficiently and effectively. The main principle is that each lecturer or each study program can determine the method that will be used in designing the learning systematically, logically and structurally and measurably. The main goal is to obtain graduate learning outcomes (CPL) from an effective and efficient system. The learning design stages are at least carried out in the following stages:

a. Identifying SLOs;
b. Formulate specific course learning outcomes (CPMK);
c. Formulate sub-CPMK which is the final ability;
d. Conduct a learning analysis to illustrate the stages of learning;
e. Conduct a learning needs analysis to determine the breadth and depth of learning materials;
f. Determine indicators of achievement of Sub-CPMK as the final ability to be achieved according to SLOs;
g. Establish assessment criteria;
h. Developing learning forms, learning methods;
i. Developing learning materials;
j. Develop and conduct learning evaluations.

Figure 4.13. Stages of RPS Preparation



4.6 Curriculum Documents

The curriculum document is composed of at least the following sections:

1. Identity of the study program, write the identity of the study program including: name of the university, faculty, study program, accreditation, level of education, graduate degree, vision and vision.
2. Curriculum evaluation and tracer study, explaining the results of the evaluation of the implementation of the curriculum that has been and is currently running, by presenting the mechanism of curriculum evaluation results. Needs analysis based on stakeholder needs from the tracer study results.
3. Foundations of curriculum design and development: philosophical foundation, sociological foundation, psychological foundation, juridical foundation, etc.

4. Formulation of vision, mission, goals, strategies, and university values.
5. Formulation of graduate competency standards (SKL) expressed in graduate learning outcomes (ELOs). ELOs consist of aspects: attitudes, and general skills at least adopted from SN-Dikti, as well as aspects of knowledge, and specific skills formulated referring to the KKNI descriptors according to the level.
6. Determination of study materials, based on SLOs and/or using the body of knowledge of a study program, which is then used for the formation of new courses, and evaluation and reconstruction of old or ongoing courses.
7. Formation of courses (MK) and determination of SKS weight, explains the mechanism for forming courses based on SLOs (along with their derivatives at the MK level) and study materials, as well as determining the weight of the credits.
8. Curriculum matrix and map. Describes the organization of courses or curriculum maps in a logical and systematic structure in accordance with the SLOs of the study program. The distribution of courses is arranged in a series of semesters during the study period of s t u d y program graduates.
9. Semester Learning Plan (RPS). RPS is compiled from the results of the learning design, written in full for all courses in the study program, accompanied by other learning tools including: assignment plans, assessment instruments in the form of rubrics and / or portfolios, teaching materials, and others.
10. Implementation Plan for the Right to Study Maximum 3 Semesters Outside Study Program - This is a implementation of the "Merdeka Belajar-Kampus Merdeka" policy which is stated in the stipulation of
    a. Study outside the study program at the same HEI,
    b. Study in the same study program outside the HEI, and
    c. Study in a different study program outside the HEI, and
    d. Study outside of HEI
11. Management and Mechanism of Curriculum Implementation. Curriculum implementation plans and Internal Quality Assurance System (SPMI) tools in each college related to curriculum implementation.

4.7. Curriculum Evaluation

The development of science will cause a shift in policy and the needs of graduate users so that curriculum changes need to be made. Curriculum changes should require an evaluation of the current curriculum first. Some types of curriculum evaluation include:

1. Formative-Summative Evaluation Type;
2. Provus Discrepancy Evaluation Type;
3. Daniel Stufflebeam's CIPP (Context, Input, Process, Product) Evaluation Type;
4. Donald L. Kirkpatrick's Four Level Evaluation Types;

Each type has advantages and disadvantages. Whatever type of evaluation is carried out in evaluating the curriculum and making curriculum changes must be based on the national standards of higher education. Table 4.3 is one example of a curriculum evaluation review

Table 4.13. Example of Curriculum Evaluation Review

Evaluation Stage	Quality Performance	Quality Performance Standard
I Needs Analysis	1. Graduate profile 2. Study material	Strategic Plan PT, Association Prodi/profession, Consortium of Science Fields
II Design and curriculum development	3. SLO.Prodi (KKNI & SN-DIKTI) 4. Course (credits, study materials, form of learning, 5. Learning tools RPS, RT, assessment instruments, teaching materials, learning media	Descriptor KKNI, SN-Dikti, graduate profile, content & process standards SN-Dikti & SPT, study program SLOs and study materials, guidelines, courses
III Resources	6. Lecturers & staff (qualifications) 7. Learning resources 8. Learning facilities	Law No.12/2012; SN dikti, SPT
IV Curriculum implementation process	9. Learning implementation 10. Lecturer competency 11. Tendik competence 12. Learning resources 13. Learning facilities	SN-dikti, SPMI, RPS-MK, SPT
V Outcomes of curriculum implementation	14. SLO Outcomes 15. Study period 16. Scientific work	SLO of study program, curriculum of study program, SN-dikti
VI	17. Curriculum costs (development, implementation and evaluation)	SN-dikti financing standard, SPT

CHAPTER V
IMPLEMENTATION AND QUALITY ASSURANCE STRATEGY

5.1. Implementation Strategy

The learning load and study period for undergraduate students can be implemented as follows:

1. Follow the entire learning process in the study program at the university according to the period and study load;
2. Follow the learning process in the study program to fulfill part of the period and learning load and the rest follow the learning process outside the study program.

There are four things that are important to consider in developing and running a curriculum with an OBE approach and implementing MBKM, namely:

1. Focus on achieving SKL/CPL,
2. Ensuring the fulfillment of learning rights for a maximum of 3 semesters, students get learning experiences with additional competencies that are aligned with the SLOs of their study program.
3. Implementation of MBKM students get real-world learning experience in accordance with their profile or scope of work.
4. The curriculum designed and implemented is flexible and able to adapt to the development of science and technology (scientific vision) and the demands of the work field (market signal).

5.1.1 Online Learning to Facilitate Independent Learning on Independent Campus

Independent learning can be carried out outside the study program or outside the university of origin with various choices of types of learning activities such as: student exchanges, internships / work practices, teaching assistance in an educational unit, research / research in a n agency / institution, conducting humanitarian projects, entrepreneurial activities, independent studies / projects, or building villages / thematic real work campuses. These activities can be taken by students spread over a maximum of 3 (three) semesters.

Independent learning needs to be prepared by the relevant study program or university, especially to facilitate online learning taken by students from their own study program. This all requires readiness related to applications (such as Learning Management Systems) and adequate infrastructure, which allows students to access and follow the online learning process.

5.1.2 Credit Recognition in Transcripts and Certificate of Diploma Companion (SKPI)

5.1.2.1 Credit Recognition in Transcripts

Academic Transcript is an official document of higher education as legal proof that a person has undergone academic activities that contain courses along with the weight of credits, and Grade Point Average (GPA). Academic Transcripts are made based on the standards set by SN-Dikti. In the MBKM program, students are given the freedom to take credits outside the study program in the form of
1 semester opportunity to take courses outside the study program and 2 semesters to carry out learning activities outside the university.

Taking courses outside the study program (within or outside the u n i v e r s i t y) has conditions:

1. Already contained in the curriculum structure, or to enrich graduate learning outcomes that can take the form of elective courses.
2. Target study programs within or outside universities within the national scope are target study programs that have been accredited by BAN-PT.
3. There is cooperation through a memorandum of understanding (MoU) with partner universities at home and abroad both nationally (bilaterally, consortium (study program association); by cluster (based on accreditation, or zoning (based on region).
4. The study program reports the recognition of credits in the credit transfer program to the Higher Education Database.
5. Learning activities outside other study programs at different universities can be conducted face-to-face or online.

Meanwhile, the 2-semester MBKM program outside the study program in the form of 9 learning activities that have been determined, the SKS weight is determined in accordance with Kepmendikbud No. 74 / P / 2021. After receiving recognition and equality from the study program for MBKM learning activities carried out by students, the study program reports the recognition of credits in the credit transfer program to the Higher Education Database.

5.1.2.2 Certificate of Diploma Companion (SKPI)

The description of learning achievements as outlined in a Certificate of Diploma Companion (SKPI) is very important as a way of communication between qualifications. In Permendikbud No. 59/2018, it is stated that the SKPI is an official statement letter issued by the Higher Education Institution, containing information about the academic achievements or qualifications of degree graduates. SKPI is not a substitute for a diploma and not an academic transcript.

5.1.2.3 Benefits of SKPI

SKPI has important benefits for graduates and higher education institutions, among others:

1. As an additional document that states the employability, mastery of knowledge, and attitude/morals of a graduate that is more easily understood by users at home and abroad than reading a transcript.
2. As an objective description of the holder's performance and competence.
3. Increase employability regardless of the rigidity of the type and level of study program.
4. As an explanation related to the qualifications of graduates, which is easier for people to understand than reading transcripts.
5. The accountability of program implementation with a transparent statement of learning outcomes of a program. In the medium and long term, this will increase "trust" from other parties and sustainability of the institution.
6. Stating that educational institutions are within the framework of nationally recognized national qualifications and can be compared with programs at foreign institutions through each country's qualification framework;
7. Improve understanding of the educational qualifications issued in different educational contexts.

5.2. Quality Assurance

The curriculum quality assurance system follows the PPEPP cycle, namely

1. Curriculum establishment (P),
2. Curriculum Implementation (P),
3. Curriculum Evaluation (E),
4. Curriculum Control (P), and
5. Curriculum improvement (P).

Determination of the curriculum is carried out every 4-5 years at least by the leadership of the PT, by determining the Qualification Profile / Educational Objectives of the study program, SLOs, courses and their weights, and an integrated curriculum structure. Implementation of the curriculum is carried out through the learning process, taking into account the achievement of ELOs, both in graduates (ELOs), CP at the MK level (CPMK) or CP at each stage of learning in lectures (Sub-CPMK). The implementation of the curriculum refers to the RPS prepared by the lecturer or lecturer team, taking into account the achievement of ELOs at the MK level. Sub-CLOs and CLOs at the course level must support the achievement of SLOs imposed on each course.

CHAPTER VI
CLOSING

The Higher Education Curriculum (KPT) is an institutional mandate that must be implemented and should be able to encourage continuous improvement in the quality of learning, adaptive to the demands of the times, motivate the spirit of lifelong learning, and be able to realize the specified learning outcomes. Technological developments and increased production are growing very rapidly, creating a gap between the world of education and the needs of the world of work and society. This is because there has been a void in the role of higher education in the industrial world. Therefore, a constructive step is needed in higher education to be able to fill this space, especially from the aspect of learning processes or activities.

The establishment of the MBKM policy for students through learning activities outside the study program provides more open opportunities for students, future generations of the nation's future so that it is possible to produce graduates who have competence and experience in the world of work and / or society at large. The implementation of the MBKM program is one of the effective learning strategies to facilitate students when participating in the learning process outside their study program so that it will be able to improve students' Higher Order Thinking Skills so that they can meet the demands of 21st Century Skills in the era of the Industrial Revolution 4.0.

The Guidebook for the Preparation of the University of Sumatra Higher Education Curriculum with an Outcome-Based Eductaion Approach and the Implementation of Merdeka Belajar Kampus Merdeka (MBKM) is arranged in a systematic and structured manner so that it can become one of the guidelines and references for curriculum preparation for all study programs in Indonesia. It should be realized that curriculum preparation does not stop only until the curriculum document is compiled, but must be followed by consistent implementation in the learning process and periodic evaluation. KPT actually reflects the spirit, seriousness, and responsibility of educators to present learning professionally to produce quality graduates and be able to overcome the latest challenges, namely rapid change (volatility), uncertainty, complexity, and ambiguity. Thus, the contribution of higher education will have a more real impact on society, nation and state.

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GUIDE
USE OF MBKM E LEARNING

University of North Sumatra in
2021

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CHAPTER I
INTRODUCTION

1.1 Background

Online learning system (E-Learning) is a tool that allows students and teaching staff to be able to conduct teaching and learning activities anywhere and anytime electronically. Universitas Sumatera Utara is a higher education institution whose function is as a place to conduct teaching and learning activities. Students and lecturers under their respective study programs and departments. Learning activities often experience obstacles, one of which is like a lecturer is unable to attend to be able to provide lectures. Lecturers who hold the Tri Dharma of higher education must of course be able to provide their knowledge through the learning process.

E-Learning is very effective to be used as a learning tool in universities. Lecturers can provide subject matter in the form of text, web, animation, multimedia, ebook, presentation, discussion, exam, and study online from anywhere. Meanwhile, students can access the elearning online via the internet.

This guide is prepared for the purpose of providing technical guidance to lecturers, operators and students, related to learning management to support Information and Technology-based education services at the University of North Sumatra.

1.2 Legal Foundation

1. Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System (State Gazette of the Republic of Indonesia Year 2003 Number 78, Supplement to State Gazette of the Republic of Indonesia Number 4301);
2. Law of the Republic of Indonesia Number 14 of 2005 concerning Lecturers and Lecturers (State Gazette of the Republic of Indonesia Year 2005 Number 157, Supplement to State Gazette of the Republic of Indonesia Number 4586);
3. Law of the Republic of Indonesia Number 12 Year 2012 on Higher Education (State Gazette of the Republic of Indonesia Year 2012 Number 158, Supplement to State Gazette of the Republic of Indonesia Number 5336);
4. Government Regulation Number 4 of 2014 concerning the Implementation of Higher Education and Management of Higher Education (State Gazette of the Republic of Indonesia Year 2014 Number 16, Supplement to State Gazette of the Republic of Indonesia Number 5510);
5. Government Regulation Number 16 of 2014 concerning the Statute of the University of North Sumatra (State Gazette of the Republic of Indonesia of 2014 Number 42, Supplement to the State Gazette of the Republic of Indonesia Number 5510);
6. Regulation of the Minister of National Education Number 17 of 2010 concerning Prevention and Control of Plagiarism in Higher Education;
7. Regulation of the Minister of Education and Culture Number 81 of 2014 concerning diplomas, Certificates of Competence, and Certificates of Higher Education Profession;
8. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards

9. Decree of the Director General of Higher Education of the Ministry of National Education of the Republic of Indonesia Number 163/DIKTI/Kep/2007 concerning the Arrangement and Codification of Study Programs in Higher Education;
10. Decree of the Director General of Higher Education of the Ministry of National Education of the Republic of Indonesia Number 80/DIKTI/Kep/2007 concerning the Arrangement and Reassignment of Study Program Implementation Permits at the University of North Sumatra in Medan;
11. Decree of the Director General of Higher Education Number 8/Dikti/Kep/2002 concerning Technical Guidelines for Decree of the Minister of National Education Number 184/U/2001 concerning Guidelines for Supervision Control and Development of Diploma, Undergraduate, and Postgraduate Programs in Higher Education;
12. Decree of the Minister of National Education No. 184/U/2001 on Guidelines for Supervision Control and Development of Diploma, Undergraduate, and Postgraduate Programs in Higher Education;
13. Decree of the Minister of Education and Culture Number 212/U/1999 concerning Guidelines for Implementing Doctoral Programs;
14. Decree of the Board of Trustees of the University of North Sumatra Number 1/SK/MWA/I/2016 on the Appointment of the Rector of the University of North Sumatra for the 2016-2021 Period;
15. Government Regulation of the Republic of Indonesia Number 16 of 2016 concerning the Statute of the University of North Sumatra;
16. Regulation of the Board of Trustees of the University of North Sumatra Number 11 of 2015 concerning Procedures for the Formation of Regulations within the University of North Sumatra;
17. Decree of the Board of Trustees of the University of North Sumatra Number 3/SK/MWA/III/2016 on the Appointment of the Vice Rector of the University of North Sumatra for the 2016-2021 Period;
18. Decree of the USU Board of Trustees Number 1/SK/MWA/I/2016 on the Appointment of USU Rector;
19. USU Rector Regulation NO. 4 of 2020 concerning the Implementation of USU E-Learning.

1.3 Purpose of E-Learning

E-Learning application aims to facilitate lecturers and students in conducting teaching and learning activities flexibly. The use of online E-Learning System can make all learning activities effective and also in recording, monitoring, and evaluating lecturers in learning can be done easily.

CHAPTER II
E-LEARNING IMPLEMENTATION STANDARDS

2.1 Content Standards

1. Learning content standards are minimum criteria for the depth and breadth of learning materials that refer to graduate learning outcomes.
2. Study programs must ensure the depth and breadth of their learning materials. Diploma 3 study programs correspond to level 5 of KKNI, Bachelor study programs correspond to 6 KKNI, Professional study programs correspond to level 7 KKNI, Master and Specialist study programs correspond to level 8 KKNI, and Doctoral Study programs correspond to level 9 K K N I .
3. The description of the course contains:
    a. Course code
    b. Identity of the host university
    c. Identity of the host study program
    d. Identity of the host Faculty
    e. Semester Learning Plan (SSP)
    f. Learning Program Unit (SAP);
    g. Learning guidelines, lecture contract and lecture rubric
    h. Course name;
    i. Curriculum code;
    j. Course learning outcomes and instructional analysis;
    k. Course prerequisites;
    l. The level (presence) of the course in each semester;
    m. Assessment system;
    n. Lecturers and course teachers.
4. E-learning learning materials can b e :
    a. Lecture materials in text or presentation form;
    b. Lecture materials in the form of multimedia both visually and audio;
    c. Teaching material reference link;
    d. Simulation model using licensed software and cloud computing system;
    e. Exercises/quizzes/assignments;
    f. Exams (Midterm and Final Semester Exams or other exams);
    g. Learning materials are developed with the university's academic norms in mind;
    h. Asynchronous interactive discussion media.
5. E-learning content and way of learning

This is a learning method to achieve the learning outcomes:

    a. synchronize lecture activity content via video call;
    b. content of asynchronized lecture activities through audiovisual recordings that can be accessed at any time;
    c. practical/simulation exercise content;
    d. practice question content;
    e. learning evaluation content;

f. self-learning content;
g. learning content for certification;
h. learning reference content;
i. interactive discussion content.

2.2 Process Standards

1. Learning Process Standards are minimum criteria regarding the implementation of learning in study programs to obtain graduate learning outcomes;
2. The study program implements the learning process in accordance with the RPS.
3. The learning process in the RPS is in accordance with the Higher Education Curriculum (KPT) and carries out the learning process with characteristics: interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative, student-centered.
4. Process standards in e-learning implementation include 4 main stages, namely planning, development of teaching materials and learning processes, interaction models, and evaluation.

a. Planning

1) Courses that use e-learning get approval from the Faculty and Study Program listed in the Dean's Decree;
2) Lecturers and students have access to the university's Learning Management System (LMS);
3) Lecturers and students have access to the internet and intranet both on campus and off campus;
4) There is a guidebook for using e-learning;
5) Availability of access to learning modules and other software used in e-learning.

b. Development of teaching materials and learning processes

1) The teaching materials developed are in accordance with the curriculum, RPS and SAP set by the study program;
2) The filling of e-learning teaching materials is carried out by lecturers and course lecturers;
3) The lecturer determines the access of all lecturers and students involved in the class;
4) Teaching materials are developed in the form of interactive multimedia and have various forms;
5) The material displayed is interesting and easy to understand;
6) Teaching materials can be accessed at any time without being bound by time and place;
7) The way the lecture material is delivered is adjusted to the learning outcomes in the curriculum;
8) Teaching materials are updated and developed according to scientific developments;
9) Availability of video call facility for synchronized learning.

c. Interaction

1) Availability of discussion facilities for synchronized and asynchronized learning;
2) Availability of discussion forum facilities for lecture topics;
3) Learning is designed to ensure interaction between lecturer-student, lecturer-lecturer, student-student.

d. Evaluation

1) Evaluation is done on:
   i. lecturers (RPS, SAP);
   ii. teaching materials;
   iii. analysis of UTS and UAS questions;
   iv. exam grading;
   v. student assignments;
   vi. student attendance;
   vii. liveliness and interactive process;
   viii. procedures of the learning process;
   ix. procedures for utilizing the e-learning LMS.
2) All data in the e-learning LMS is recorded in the academic information system.
   i. all assessments are recorded in the academic information system;
   ii. analysis of overall student learning outcomes;
   iii. attendance.

2.3 Competency Standards and Learner Assessment

1. Graduate competency standards are minimum criteria regarding the qualifications of graduates' abilities which include attitudes, knowledge, and skills which are stated in the formulation of graduate learning outcomes;
2. The study program has a formulation of graduate qualifications that includes (1) attitudes, (2) general skills, (3) special skills and (4) mastery of knowledge stated in the formulation of Graduate Learning Outcomes (ELOs);
3. The study program formulates ELOs in the form of Knowledge Mastery developed is the mastery of concepts, theories, methods, and/or philosophies in the field of TALENTA (Tropical Science and Medicine, Agroindustry, Local Wisdom, Energy, Natural Resources, Technology, and Art);
4. Study programs carry out assessments in accordance with the RPS conducted by the lecturer or team of lecturers and can include relevant stakeholders;
5. The study program implements assessment rules in the form of qualifications for student success in taking a course which is expressed in a range:
   a. letter A is equivalent to the number 4 (four) with a weight interval greater than or equal to 80 (eighty), categorized as very good;
   b. B+ is equivalent to 3.5 (three point five) with a weight interval greater than or equal to 75 (seventy-five) and smaller than 80 (eighty), categorized as good;
   c. letter B is equivalent to the number 3 (three) with a weight interval greater than or equal to 70 (seventy) and smaller than 75 (seventy-five), categorized as good;
   d. C+ is equivalent to 2.5 (two point five) with a weight interval greater than or equal to 65 (sixty-five) and less than 70 (seventy), categorized as sufficient;
   e. letter C is equivalent to the number 2 (two) with a weight interval greater than or equal to 60 (sixty) and less than 65 (sixty-five), categorized as sufficient;
   f. letter D is equivalent to the number 1 (one) with a weight interval greater than or equal to 50 (fifty) and less than 60 (sixty), categorized as less; or
   g. the letter E is equivalent to the number 0 (zero) with a weight interval of less than 50 (fifty), categorized as very poor.

2.4 Educator Standard

1. Lecturers who teach MK are appointed by the Faculty in the form of a Teaching Decree.
2. Lecturers are required to take part in e-learning training activities which consist of 3 levels: beginner, intermediate and advanced. Beginner training is the minimum standard that lecturers must have to carry out e-learning activities.
3. Lecturers who carry out e-learning learning are lecturers who have received an e-learning certificate.

2.5 Facilities and Infrastructure Standards

1. Management Level

The University of North Sumatra through the USU Information Center is at the management level responsible for the governance of teachers, courses and students and provides all information technology infrastructure supporting e-learning learning such as servers, internet networks and other supporting electronic devices.

2. User Level

Includes operators, students and lecturers. Users are required to prepare electronic devices that can access the USU e-learning system independently and to follow e-learning learning users must have internet access.

2.6 Management Standard

1. Lecturers manage independently starting from the learning planning process starting from RPS, SAP, teaching materials, monitoring learning, evaluation and the process of announcing l e a r n i n g outcomes.
2. PSI is responsible for placing Courses, Lecturers and Students in accordance with the Teaching Decree issued by the Faculty before the learning schedule begins.

2.7 Financing Standard

1. All financing of the e-learning process at the management level is charged to the University budget.
2. All financing of the e-learning process at the User Level is charged to each user.

2.8 RPS and SAP Blended learning

RPS and SAP contain the ratio of online and offline learning.

Blended learning RPS is designed with a method that clearly shows the online and offline parts. Course materials and web-based learning resources must have clear linkage with students' final abilities. Learning methods/activities are separated between on-line activities and classroom activities. Learning time load is separated and assessment can be done on online and classroom activities related to students' final abilities.

CHAPTER III
USU E-LEARNING LMS USAGE GUIDELINES

E-Learning User Role List

E-Learning Application of Universitas Sumatera Utara can be accessed through the address: https://elearning.usu.ac.id and can be used by all lecturers and students of Universitas Sumatera Utara with the following roles:

No.	Role Name	Description
1	Manager	Is a role in the system that functions to perform Course / Class Participant management (Students and Lecturers) in accordance with / responsibilities in the organizational structure.
2	Course Creator	This is a role appointed by the Manager for Lecturers / Employees with Class and Course management skills.
3	Teacher	Is a role that can teach in a Class / Course according to what has been determined by the Course Creator. The teacher role itself is in charge of managing teaching content in a class.
4	Students	This is a role that functions as a student in a class participant, who can only participate in lessons, quizzes, forums and exams.

E-Learning Features

E-Learning USU has features that are tailored to the needs and academic regulations that apply at the University of North Sumatra. Common features that can be used by lecturers are as follows:

a. Performing Course Content Management;
b. Implementing Assignment;
c. Creating Quiz & Exam;
d. Create online MahaMahas Student attendance;
e. Upload course materials (slides, documents, RPS, and GBPP);
f. Live Streaming Lecture.

Accessing USU E-Learning

USU E-Learning can be accessed through several platforms such as Web, Desktop or Mobile Apps.

1. For the Web, it can be accessed via https://elearning.usu.ac.id/, or
2. Download Moodle Desktop Apps from https://download.moodle.org/desktop for Windows and MacOS.
3. Or via Moodle Mobile Apps on Playstore or AppStore.

3.1 E-Learning Usage Guide (Lecturer)

1. Login to E-Learning

To be able to use the e-learning feature, lecturers can login to the system by clicking the login link on the top right side on the front page of the University of North Sumatra E-Learning and entering the username and password that has been obtained previously.

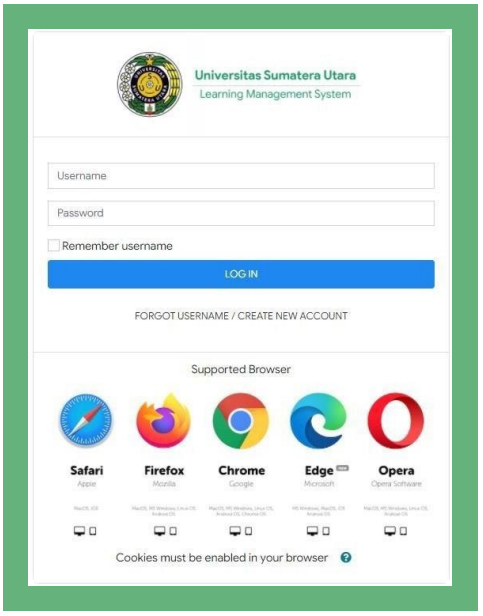


Figure 1 USU E-Learning Login Page

2. Course Content Management

Lecturers who have the role of Course Creator can create their own courses / classes, but by default lecturers who can manage courses are only those who have been appointed as lecturers in the course by the Manager / Course Creator.

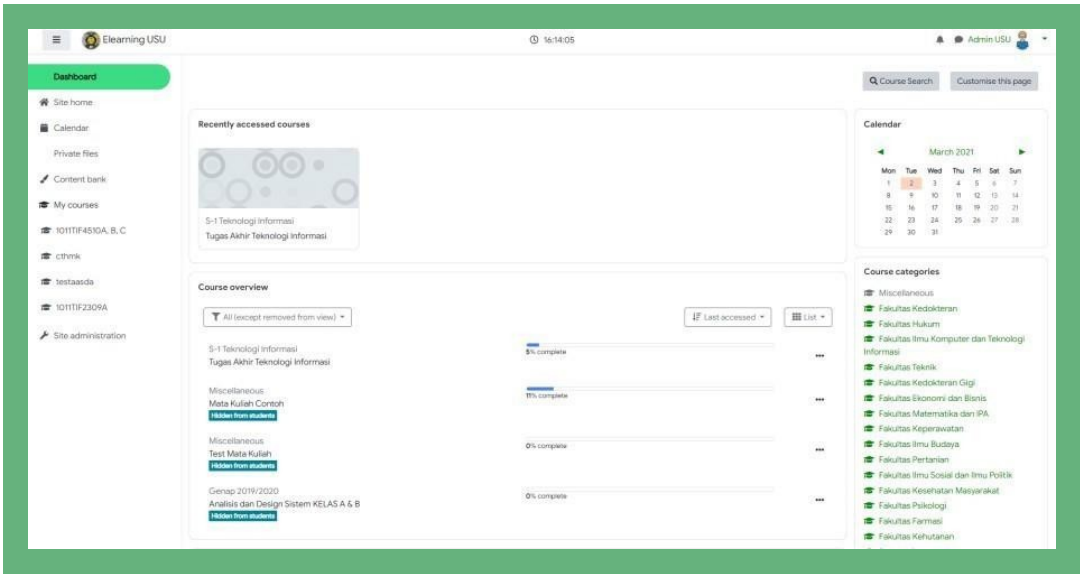
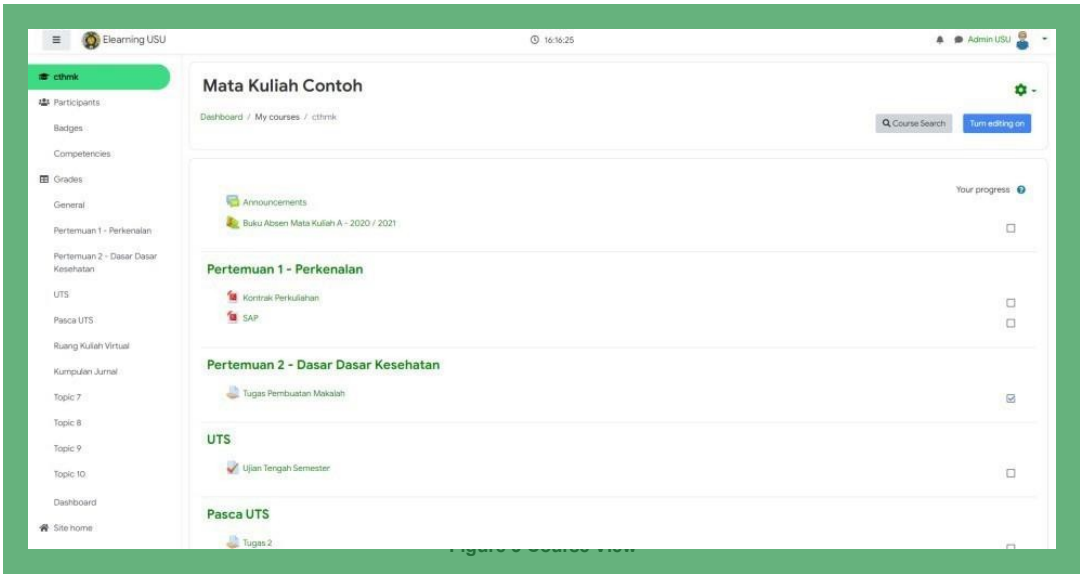


Figure 2 User Dashboard

All courses that have been assigned to a teacher can be accessed through the dashboard page. To be able to manage content, click on the class / course to be managed so that it enters the class main page.



In Figure 3, you can see that there is a course with the name Example Course. To be able to edit, click the Turn Editing On button in the header panel on the right as shown in Figure 4.

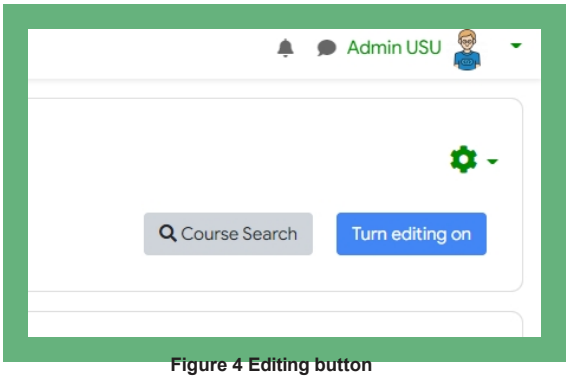


Figure 4 Editing button

After the turn editing on menu is clicked, the class page will look like Figure 5.

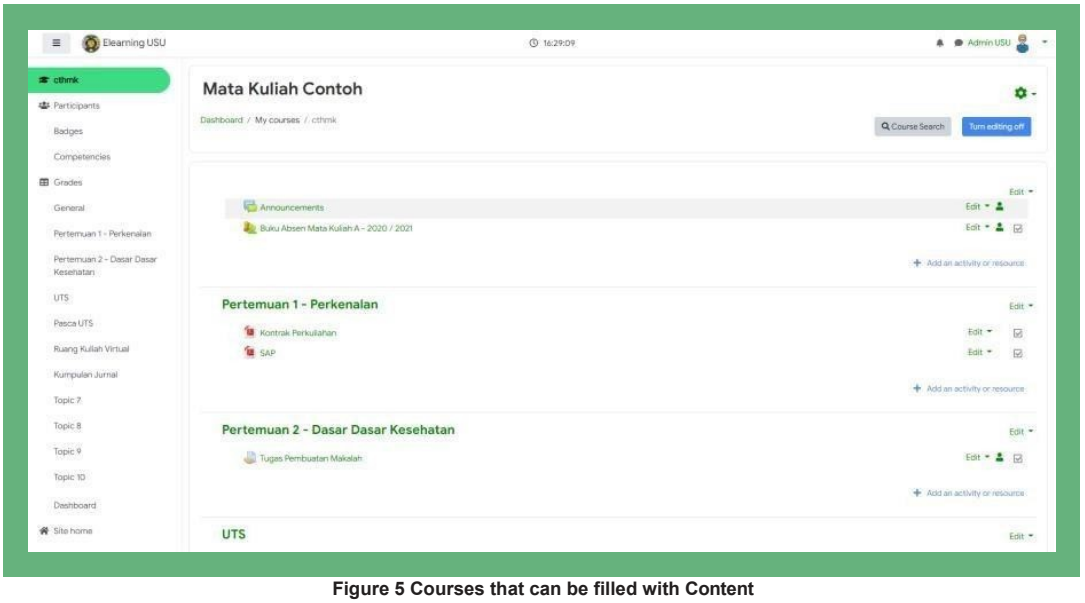


Figure 5 Courses that can be filled with Content

Furthermore, lecturers can provide content in the form of Resources or Activities for each topic. To change the topic title, just click the pencil icon and type the new title then press Enter.

Some Resources and Activities in this E-Learning are:

Activity

a. Assignment: To create assignments and submit them online.
b. Attendance: To create class attendance.
c. BigBlueButtonBN: To create a virtual classroom (Live Streaming).
d. Forum: To create a question and answer and discussion forum.
e. Quiz: Create Quiz/Exam.
f. Survey: Create a Questionnaire Survey.

Resources

a. Book: Create a Book per chapter.
b. Files: Uploading Materials / Material Files.
c. Page: Create an interactive web page.
d. URL: Provides a link to an external web page.

The next guide uses the Resources and Activity addition feature on the Class page with the Editing Feature enabled.

To access the list of Activities and Resources

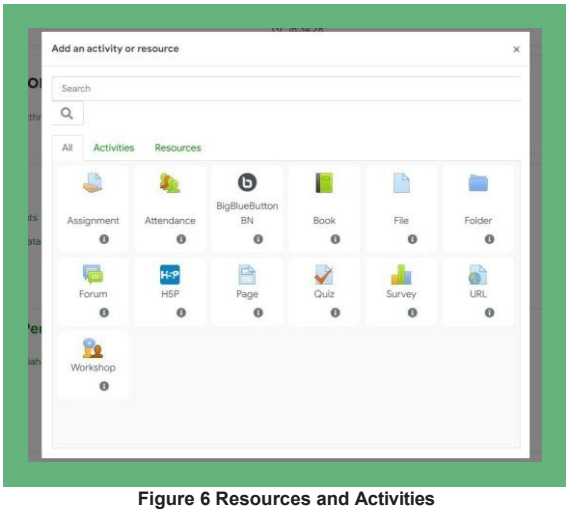


Figure 6 Resources and Activities

Notes: When creating activities and resources, there will always be a form that is filled in. To avoid confusion, users can simply fill in the fields marked with a red exclamation mark icon (Required).

3. Uploading lecture materials

Click the add an Activity or Resource menu, then select File.

Fill in the summary about the file, drag and drop the file to be uploaded in the box then click save (File size cannot exceed 12MB), or if the file is large, you can use the url uploader feature on the File Picker then click save.

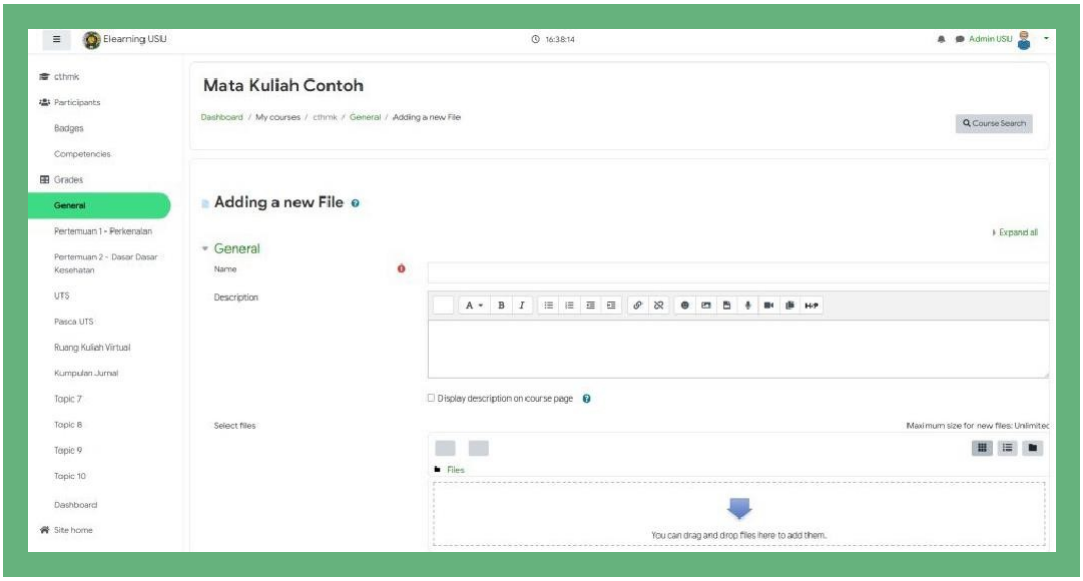


Figure 7 File Upload

4. Creating Quiz/Exam

In the sub topic section, select Add Activity and Resources then select Quiz and press the Add button. Some explanations about section options that can be useful in restricting and making quizzes effective:

a. General	A form that contains general data from the quiz/exam.
b. Timing	Form used for setting the Quiz / Exam implementation time.
c. Grade	A form that contains options for Passing Grade, Maximum Attempts, etc.
d. Layout	A form that contains options to determine the layout of the question display.

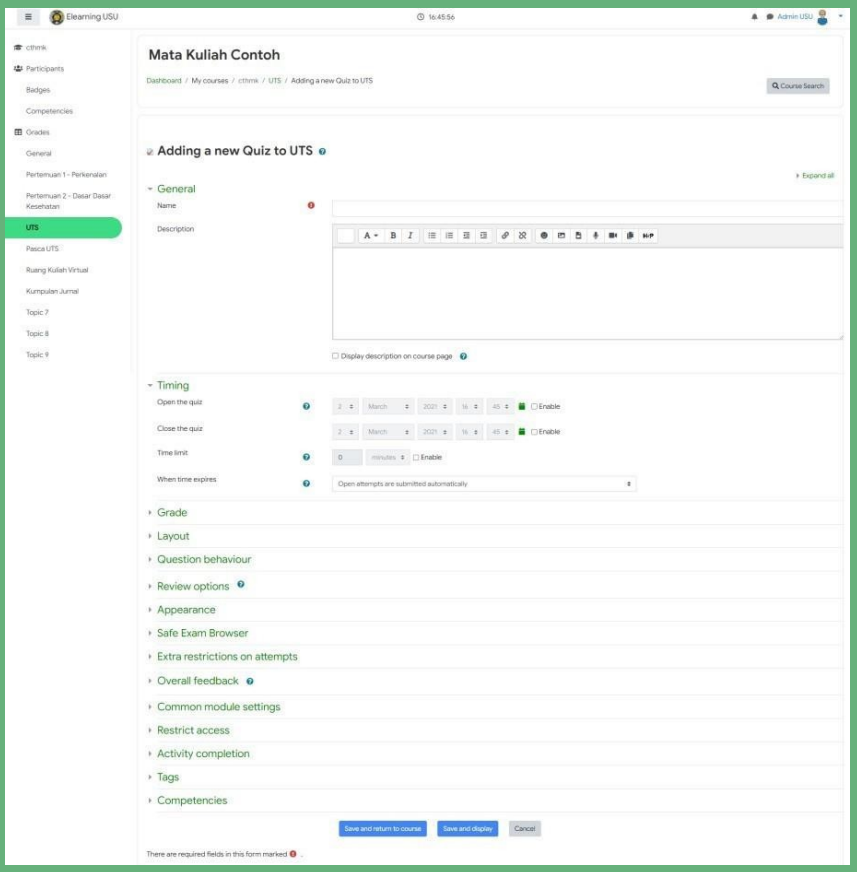


Figure 8 Quiz/Exam Creation Page

After the form is completed, click Save and Display.

The next step is to give questions on the quiz/exam.

- Click Edit Quiz, or from the Gear Icon > Edit Quiz
- Click Add on the right side to add questions

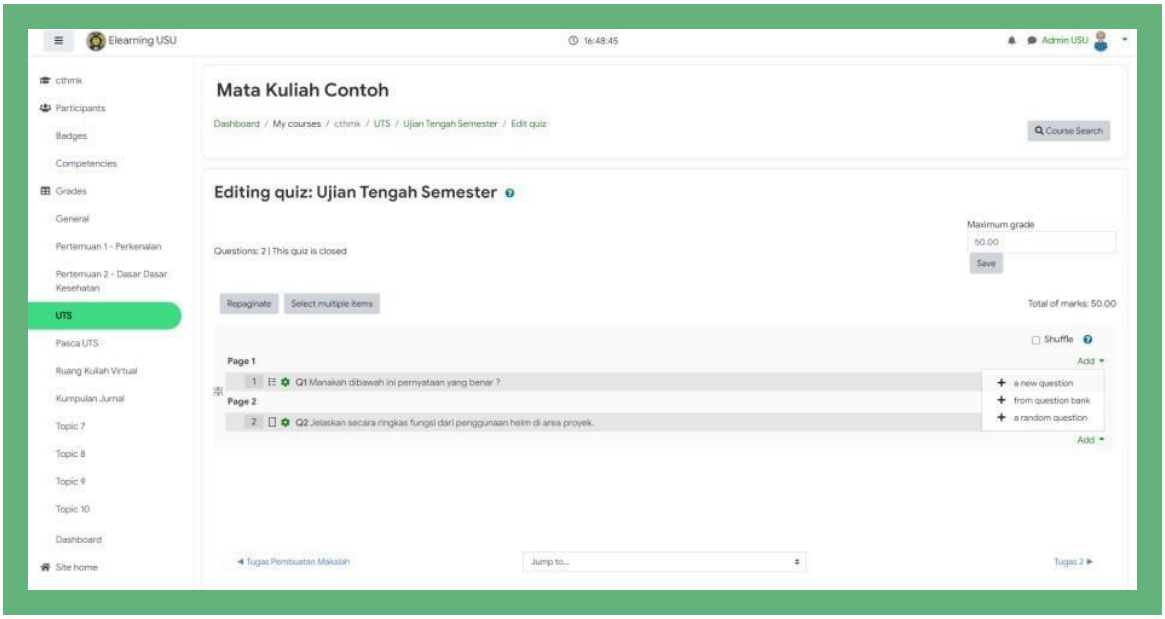


Figure 9 List and Add Questions

To add a question, there are 3 options, namely :

1) Manual (Add New Question)

This option will create a new question according to the desired format as shown in Figure 8. Here the lecturer can create questions with several modes, namely :

a. Multiple Choice;
b. True/False;
c. Matching;
d. Short Answer;
e. Numerical;
f. Essay;
g. Calculated;
h. Calculated Multichoice;
i. Calculated Simple;
j. Drag & Drop;
k. Embedded Answer;
l. Description.

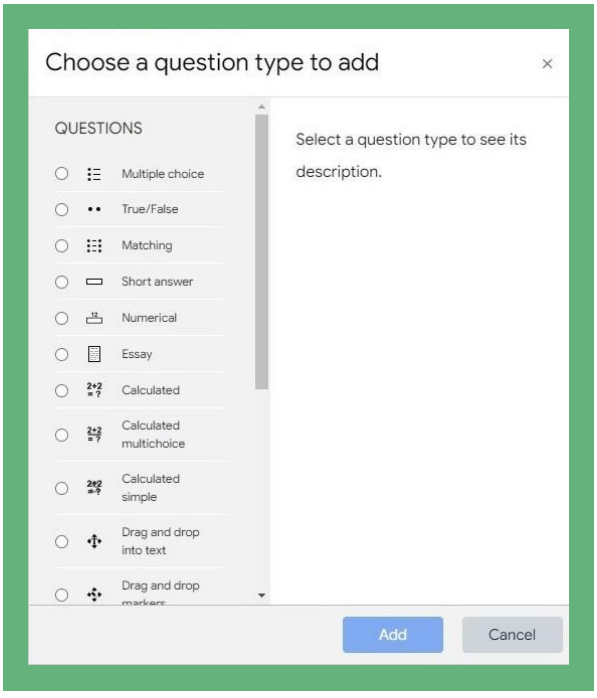


Figure 10 Question type options

2) From Question Bank

In this menu, lecturers/managers can select questions from the question bank in the department/faculty. If the department already has a question bank then the lecturer simply selects the category where the question is stored.

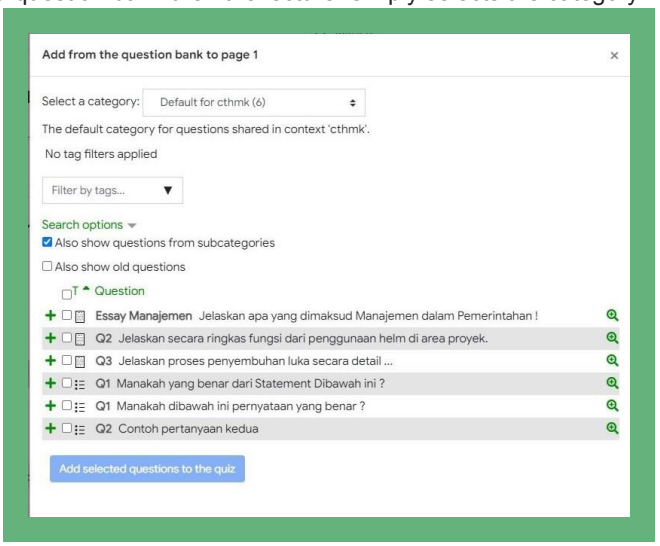


Figure 11 List of Questions in Question Bank

3) A Random Questions.

Random Questions is the same as using a Problem Bank, except that the questions will be randomized according to the specified number.

Lecturers can create question banks / questions and questions in multiple choice format using the Aiken format which is filled in a text file as shown in Figure 12. To access the question bank management is on the menu icon in Figure 4> more> Questions Bank> import. After that click AIKEN format (or other formats) and select the question file in the form of file.txt.

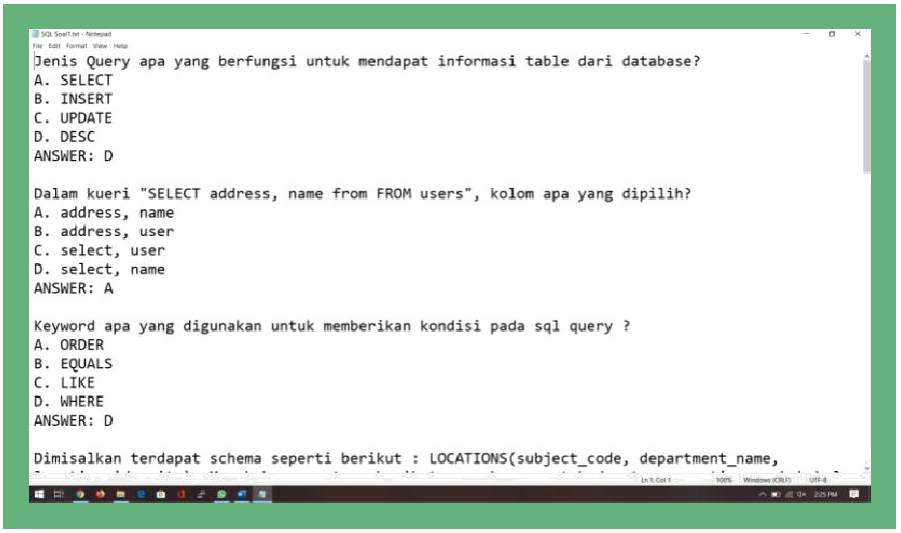


Figure 12 Example of Multiple Choice Question Format

5. Creating Assignments

Lecturers can create activities in the form of assignments to students so that students can upload their answers into the system. Select Assignment in the Activity and Resources picker. Then fill in the form as shown in Figure 13.

The mandatory form in the Assignment module is the Assignment Name, while other forms are optional. However, some things that must be set when creating an assignment are :

a. Availability: Set the open assignment schedule and the schedule when submission can be done.
b. Submission Type: sets the file size that can be uploaded, the maximum number of files that can be uploaded and the file types that can be accepted.
c. Submission Setting: set auto submit, submission can be set auto submit or manual submit by clicking the submit button.

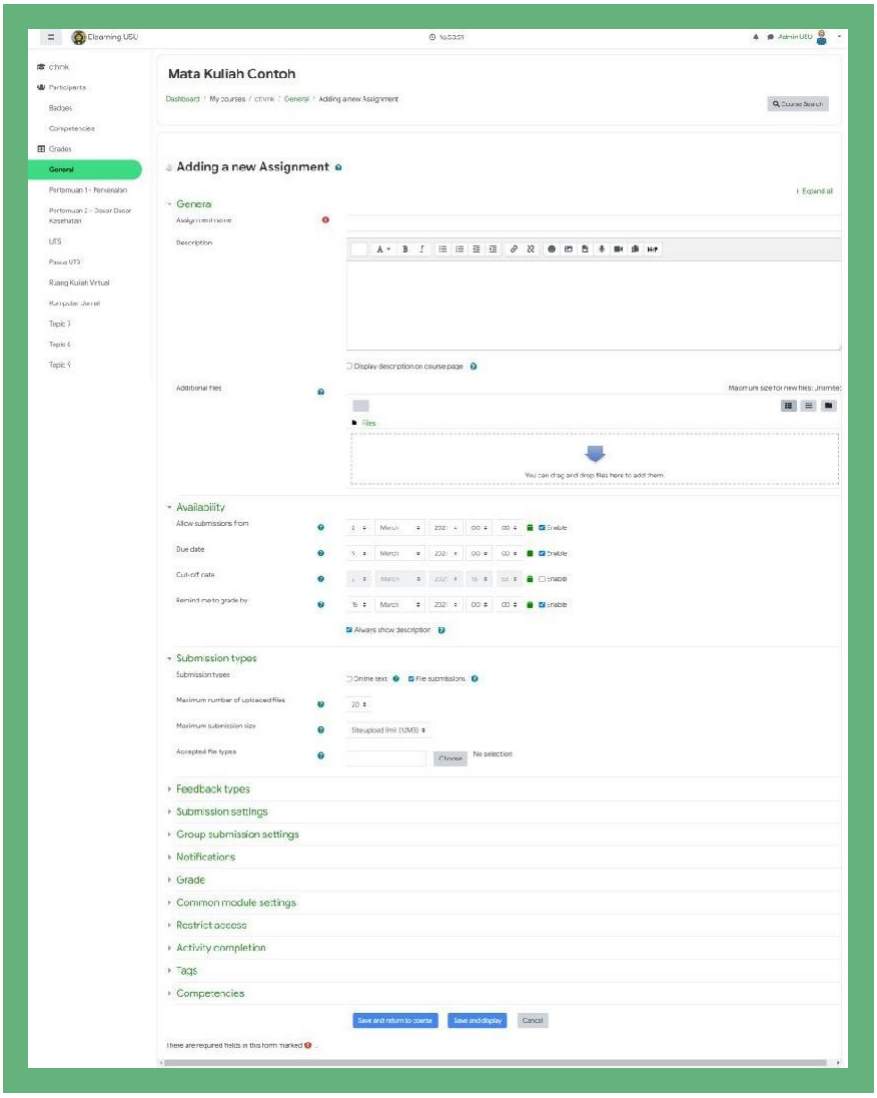


Figure 13 Task Creation Page

6. Making attendance

Click add activity and Resources > attendance, then fill in the form given as shown in Figure 14.

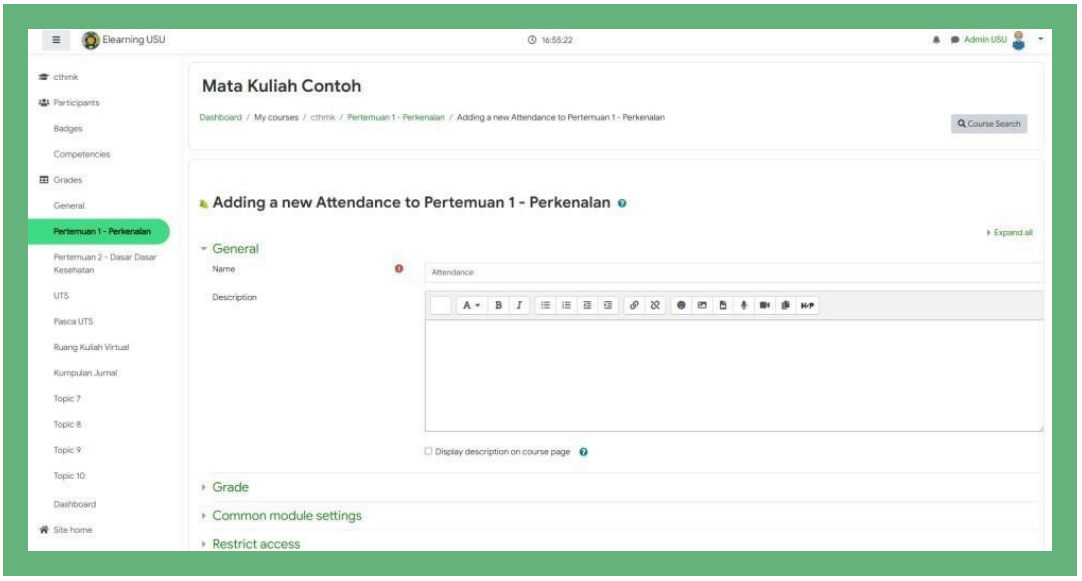


Figure 14 Attendance Creation Page

After the Attendance Module has been created, the next thing to do is to create a meeting session for attendance. Click the name attendance on the main page of the course as shown in Figure 14, then click the Add Session tab, fill in the attendance schedule form as shown in Figure 15.

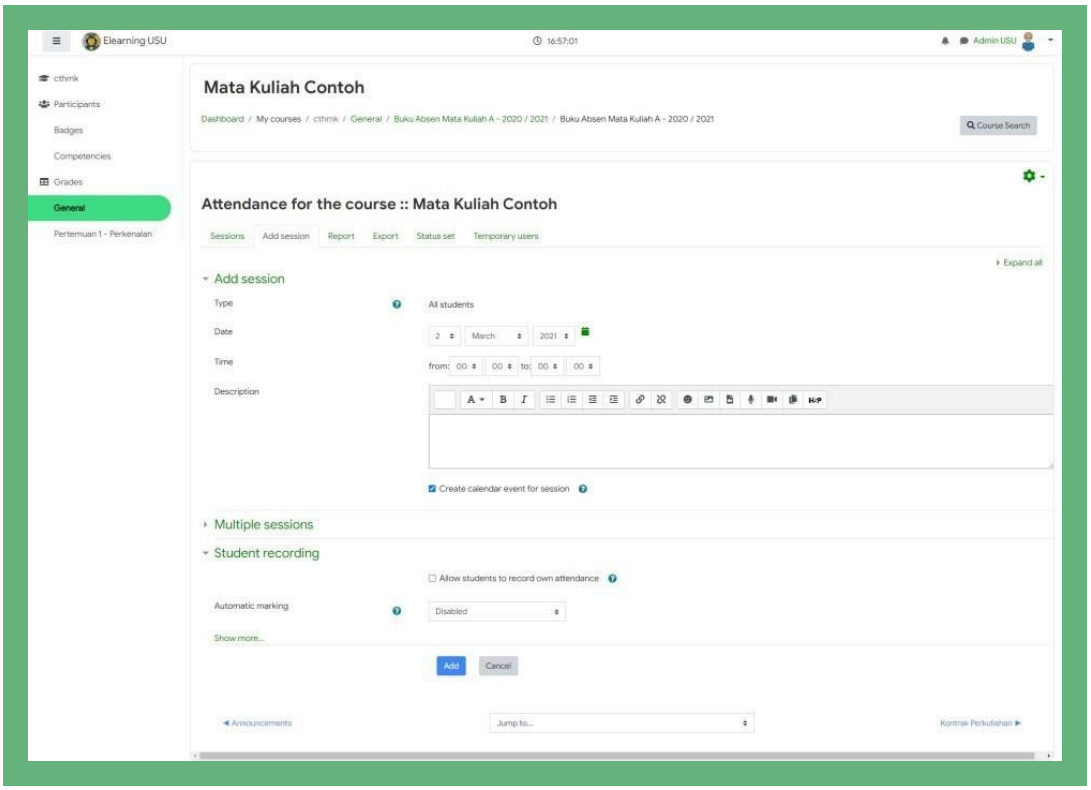


Figure 15 Presence Session Creation Form

In Figure 15, lecturers can set their own class attendance both attendance dates, Repeat attendance and students self recording.

7. Creating Live Streaming (Video Conference)

Add an activity to a sub topic or class via the Add an Activity or Resource menu and select BigBlueButtonBN in Figure 16.

On the next page, the lecturer will create a conference room. Mandatory entries are only in the Virtual Classroom Name, for other options can be adjusted depending on the needs as shown in Figure 16.

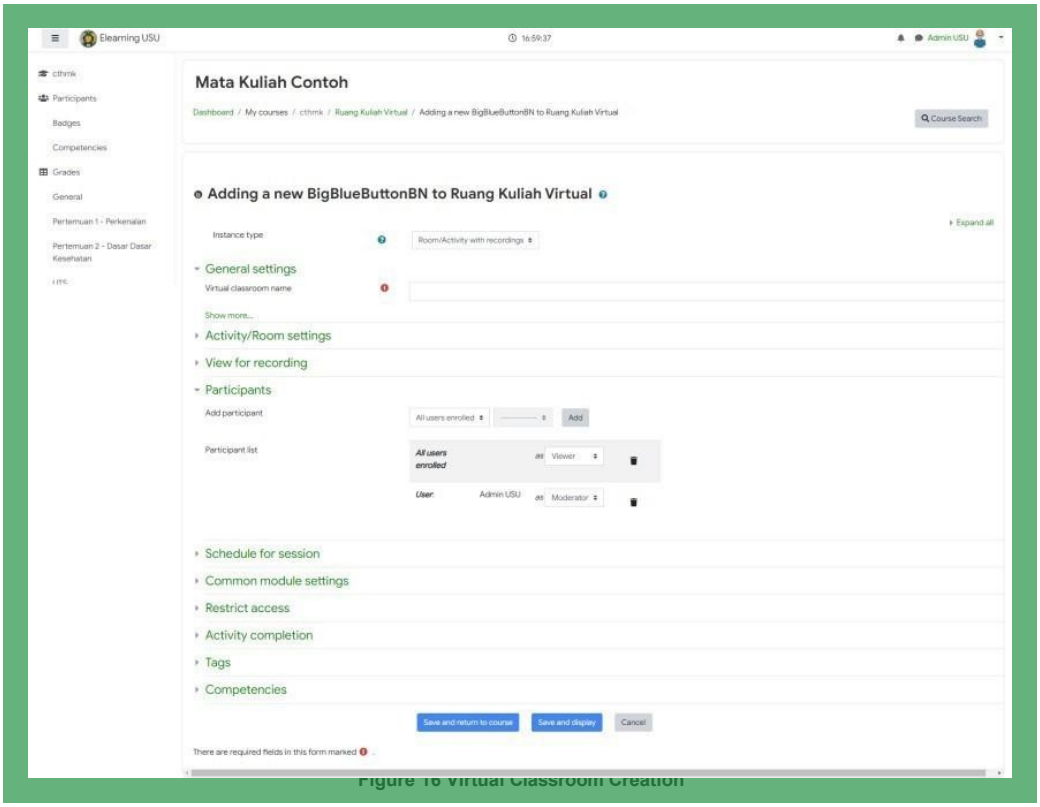


Figure 16 Virtual Classroom Creation

If the session time settings have met the requirements, students can join the conference room as shown in Figure 17 by clicking the join session button.

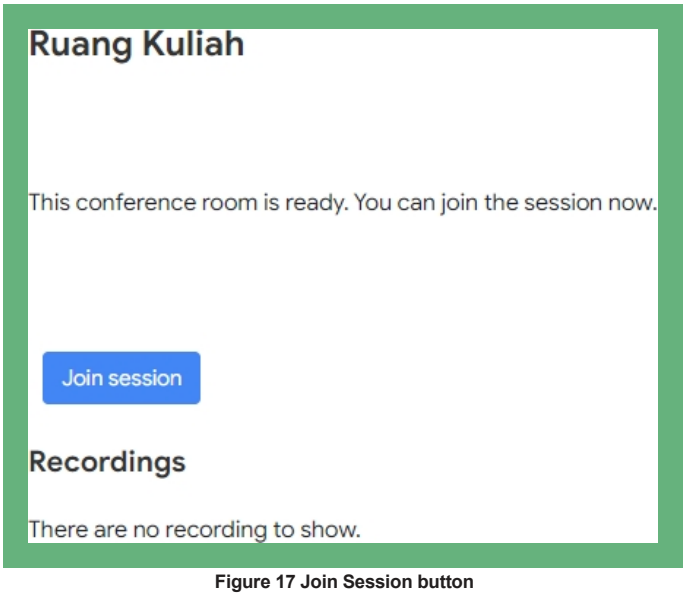
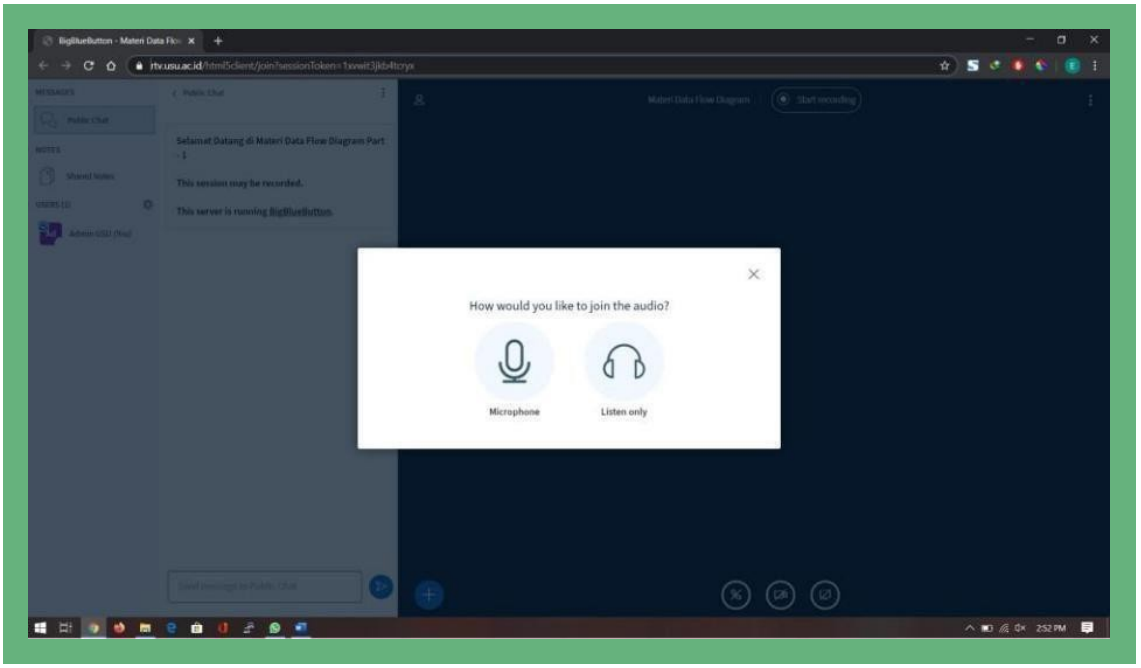


Figure 17 Join Session button

After clicking Join session, the browser will open a new tab to the Virtual Classroom page. Furthermore, the user can choose the listen only option or can use the Microphone to become a speaker.



Make sure the user has given permission t o the browser (chrome/firefox) on the pop up that appears to be able to use the camera or microphone as shown in Figure 18.

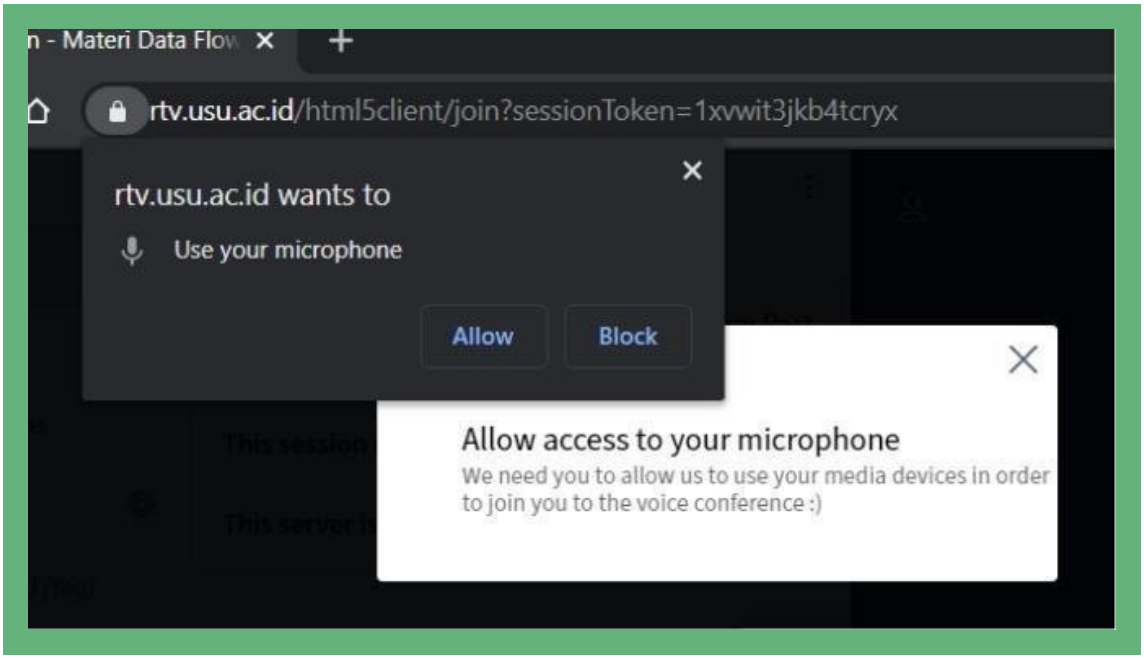


Figure 18 Microphone Permission

After giving permission to the application to access the microphone, then the user can join the conference room as shown in Figure 19.

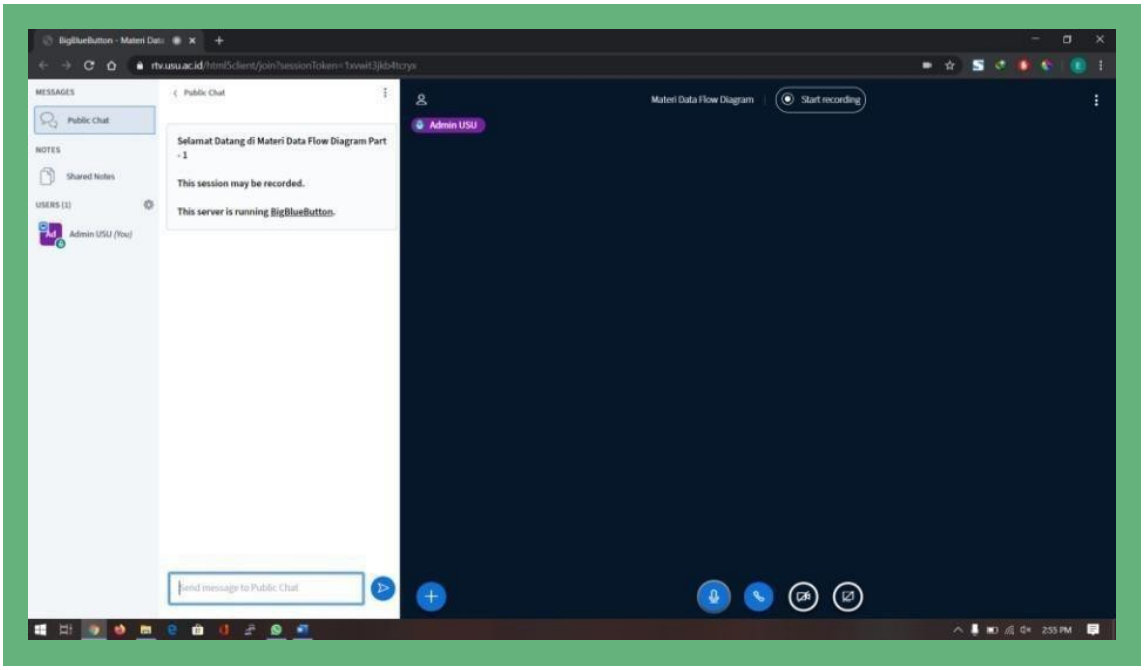


Figure 19 Conference Room Elearning main page

If the image does not appear, please click the camera button on the menu as shown in Figure 20, if a pop up appears, please click allow.

Figure 20 Conference Room Menu

This conference room can share the screen so that the presenter can provide direction or overview of the presentation slides.

3.2 E-Learning Usage Guide (Students)

Students are an important element in this elearning process. The following are important things that students should know in accessing the learning system with e-learning.

1. Login and Password Reset

   Students can use their academic portal account to access usu elearning. If students forgot their password or using E-Learning for the first time, students can recover profile data from the forgot password link on the login page.

2. Register to an active Class.

   To search for lecture classes, E-Learning users can use the search feature located in the header section by clicking the Course Search button and then entering the course name.

   If the course has been found, click on the name of the course so that it appears as shown in Figure 21.

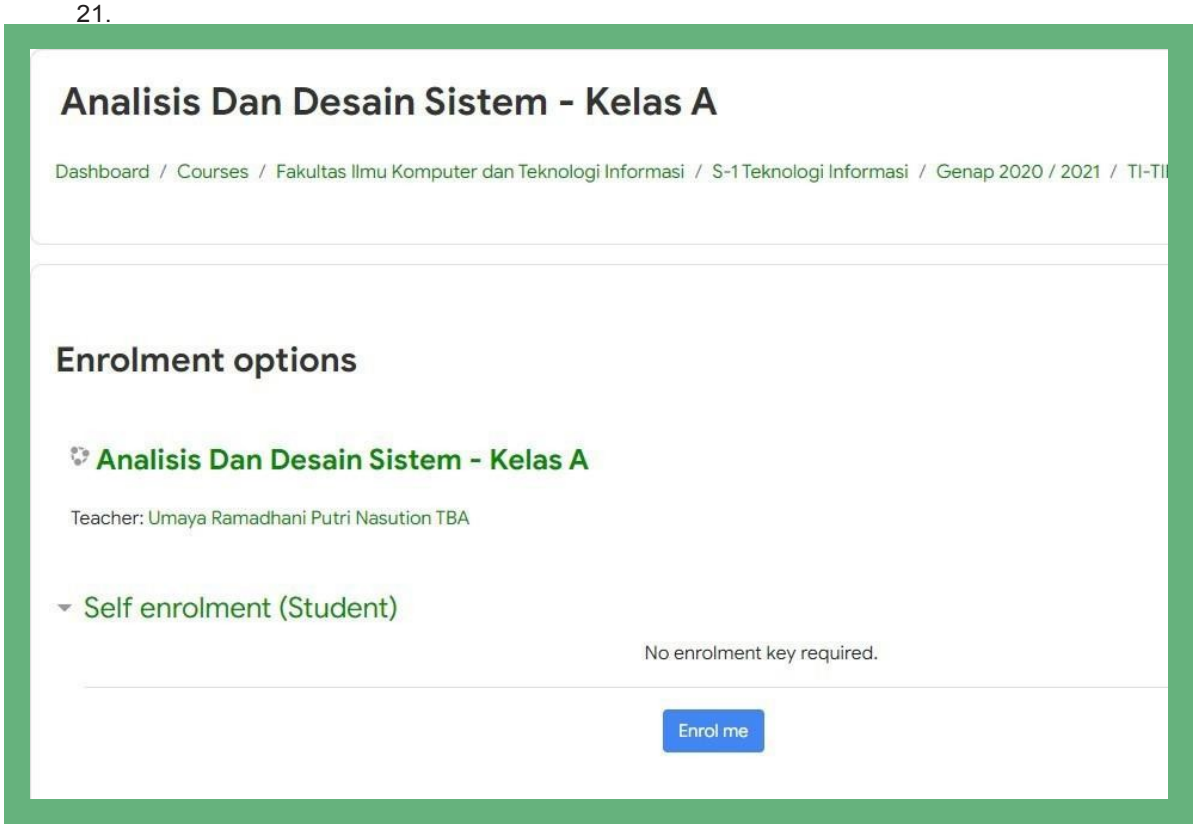
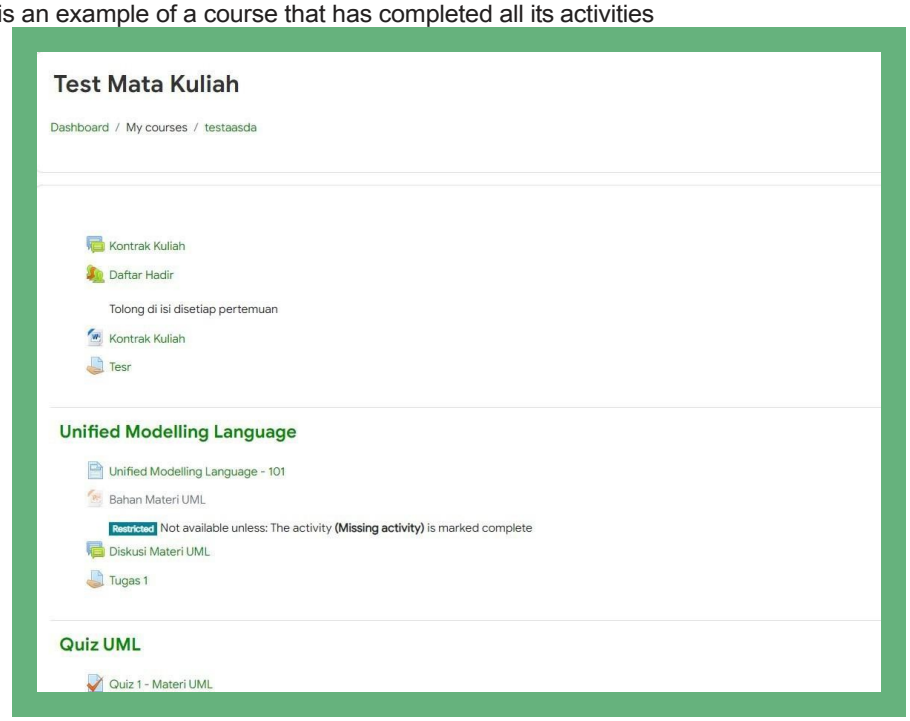


Figure 21 Courses that can be registered by the User

3. Participate in Activities

In courses, all activity and resource content is dynamic depending on the lecturer who manages it. Here's how to follow the activities

Here is an example of a course that has completed all its activities



a. Filling Presence

To fill in the attendance list, click the Attendance List link marked with a person icon.

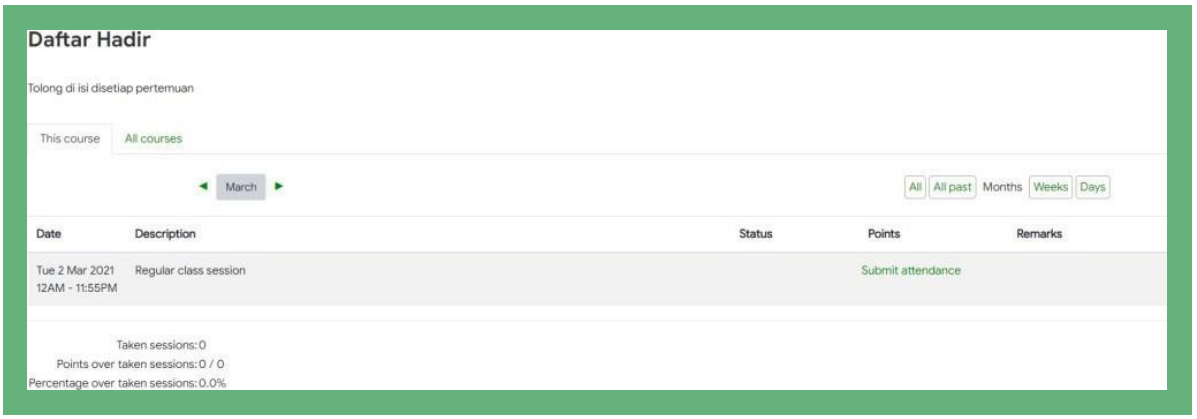


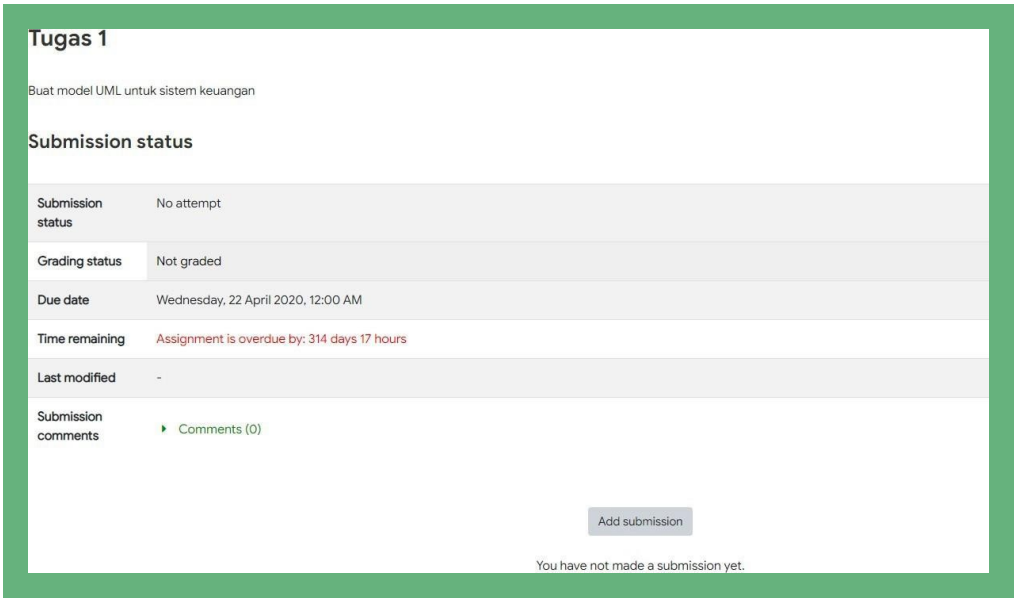
Figure 22 Available Meeting Sessions

Next, students simply click the "Submit Attendance" link and select the Attendance status then click Save Changes button. By default, elearning creates 4 states viz:

- Present = Present
- Late = Late
- Excuse = Permission
- Absent = Not Present

b. Collecting Assignments

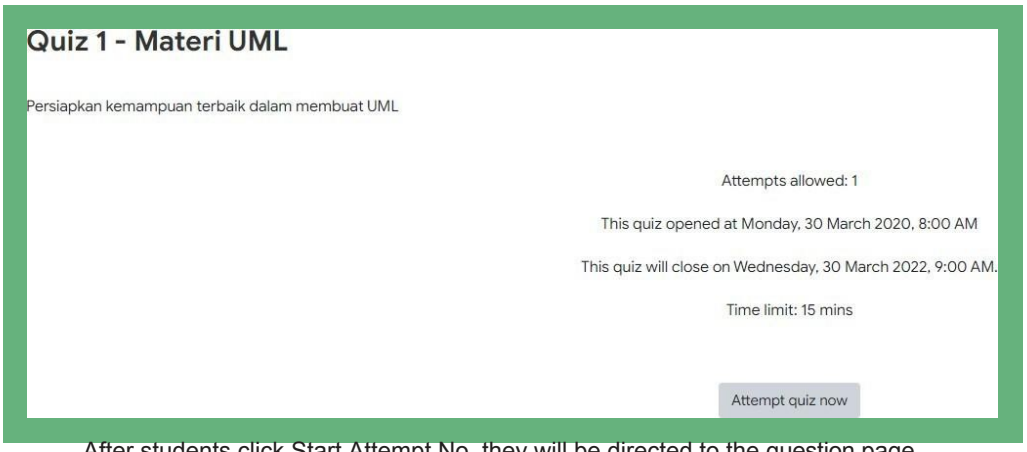
Submitting assignments can be done by clicking the add Submission button on the Assignment page.



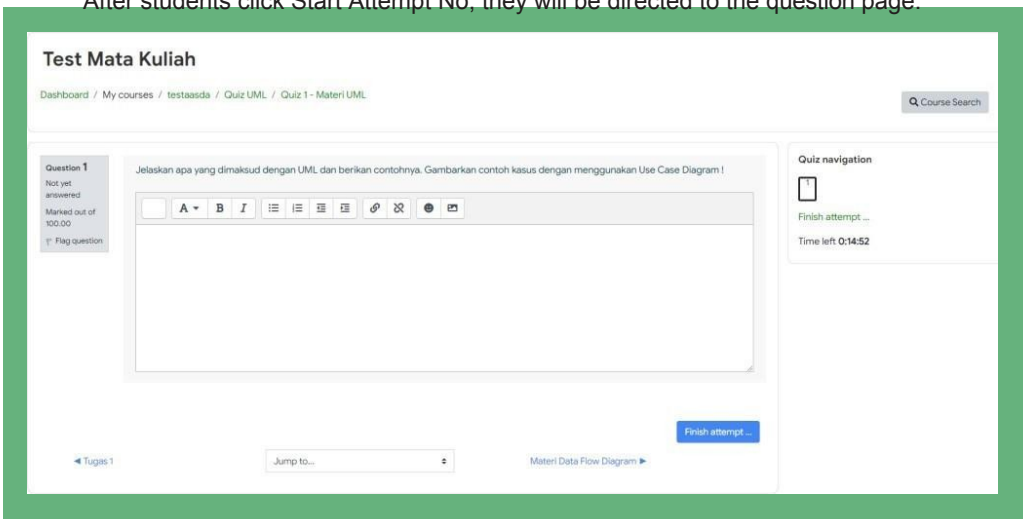
Then students can fill in the text or upload the task in the box provided.

c. Take Quiz/Exam

To take the Exam, students can click the Attempt Quiz Now button when the exam is available.



After students click Start Attempt No, they will be directed to the question page.



On this page, students can see the timer running, navigate between questions by clicking the Previous or Next Questions button.
To complete the exam, students can click the Finish Attempt button.

d. Taking Virtual Classes

To join a virtual class, users only need to click the join button when the class is ready. Next, the user must enable and allow the browser to access the camera and microphone.

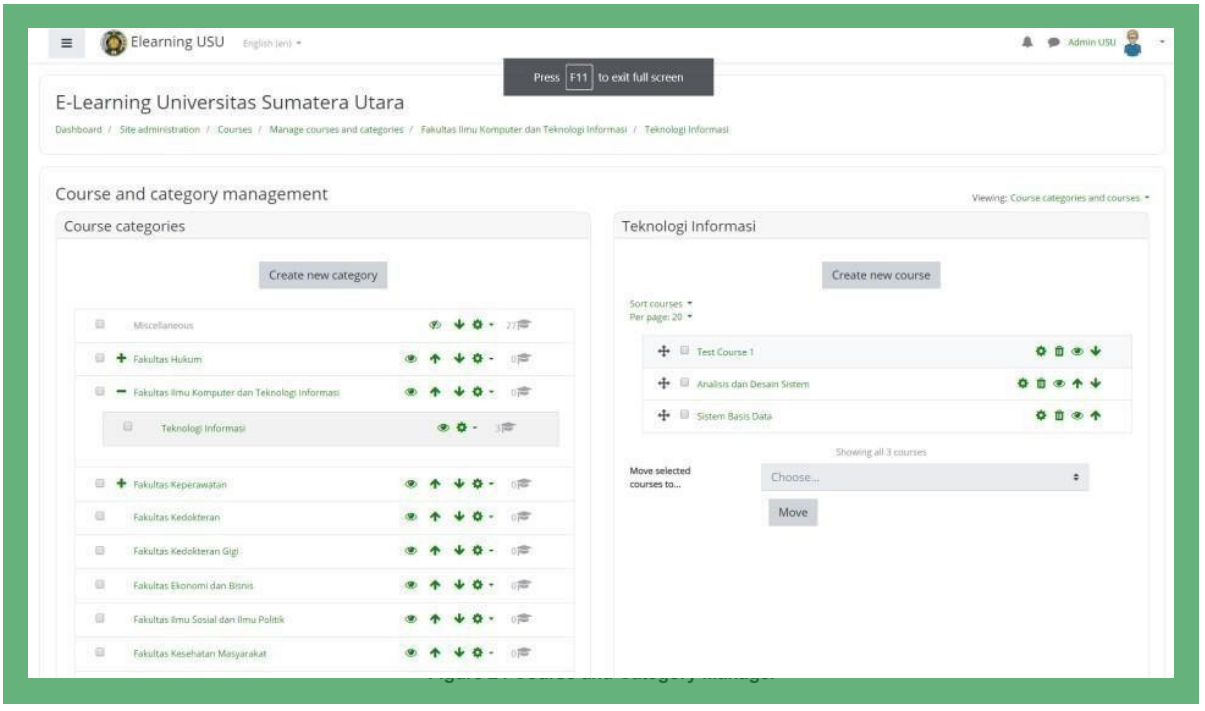
Students can use the Chat column for discussions with DOsen and other students or Shared Notes to share notes.

To be able to become a presenter, students must ask permission from the moderator (lecturer) to be used as a presenter.

3.3 E-Learning Usage Guide (Operator)

1. Creating a Course

Course is a feature in E-Learning where lecturers and operators can add learning materials for their students. A lecturer may have more than one course and one course may include more than one lecturer and more than one group of learners.
By default, general lecturers cannot create their own courses and have to ask for Course Creator (Operator) assistance to be able to create them, but lecturers who have been assigned as Course Creator can create courses privately.
To create a Course, click the Site Administration > Courses > Manage Courses and Categories menu.



In Figure 1, the lecturer can determine which course he will create by selecting the category on the panel on the left. After that, click the create new course button on the panel on the right.

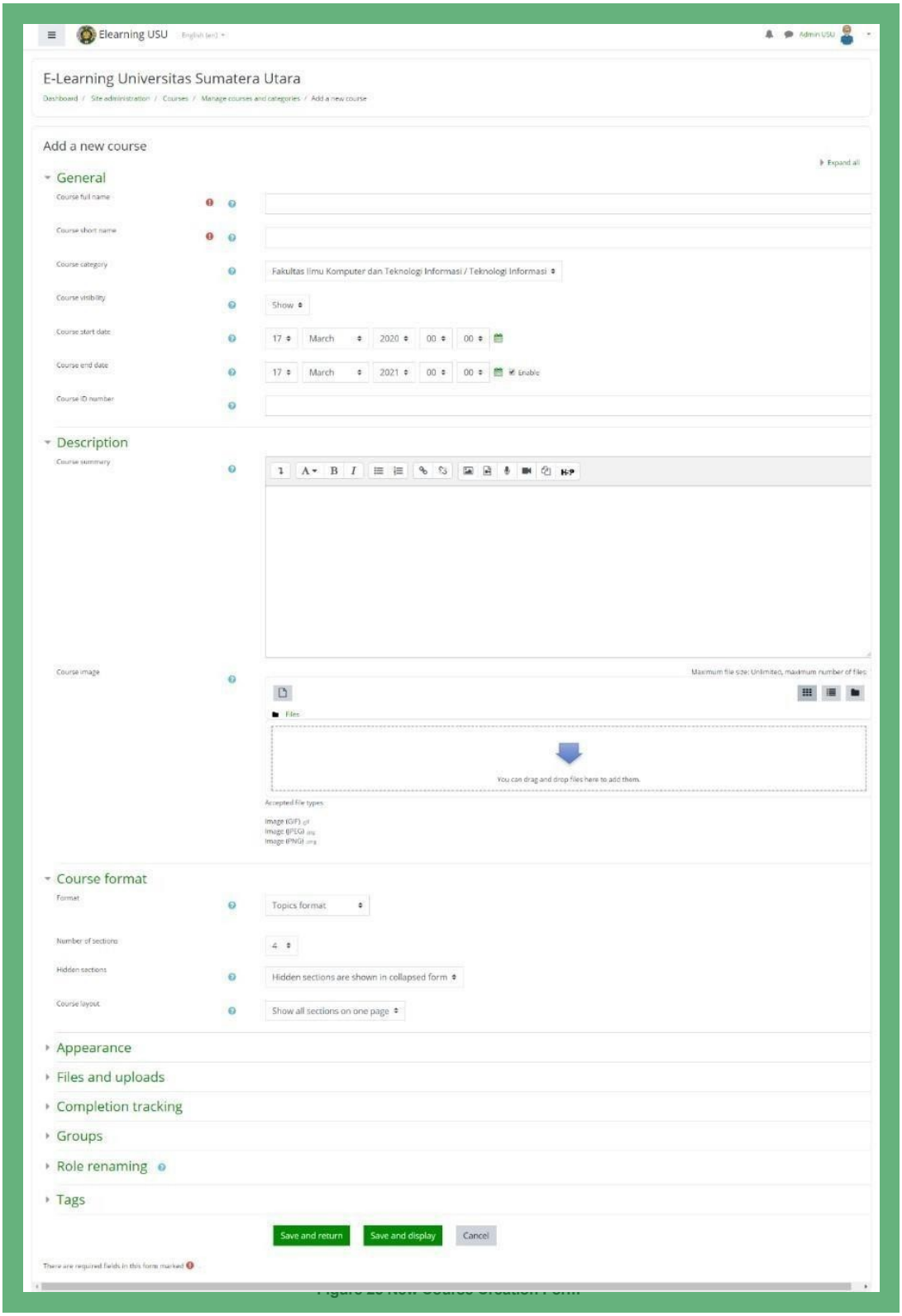


Figure 2 is a display of the course creation form where there are several fields that must be filled in regarding the course to be created, including:

a. Course Full name:	filled in with the full course name.
b. Course Shortname:	filled with the abbreviated name of the course.
c. Course Category:	where courses are placed in certain categories (study programs / faculties).
d. Course start/end Date:	Start and end date of the course (Semester).
e. Description:	Brief description of the course.
f. Course Format:	Course format, by default elearning uses topic format. Some formats that can be used are: Topic, Weekly, Single Activity and Social

Note: for the creation of Full and Short Course Names, it is better to use the course code followed by the class name to avoid duplication of the same course from different lecturers.

If all forms have been filled in, then click the save and display button. The next page is user enrollment which is used to add user membership to the course. By default, the enrollment method available is manual enrollment where the lecturer must manually enroll the class participants, but this can be changed so that students can enroll themselves into the class by clicking the gear icon on the right in the participation panel, then select Enrollment Methods. For more details, the class participant enrollment method will be explained in point 2.

After completing the addition of class participants, the following is the default view of the course that has been created.

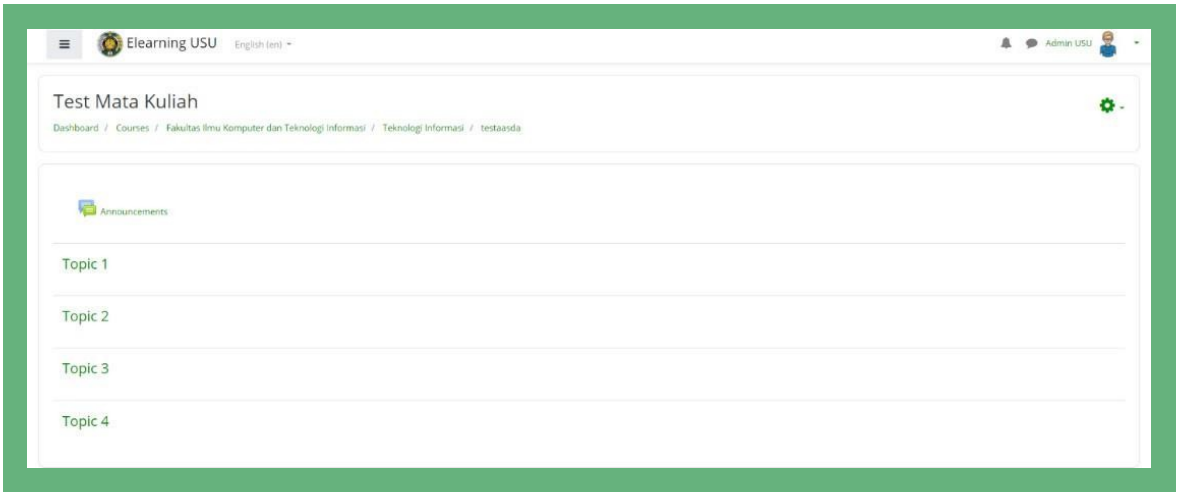


Figure 26 Default view of new courses

2. Manage Class Participant Enrollment

Courses that have been created in the first stage still do not have content and class participants, both managing lecturers (teachers) and class participants. To be able to register class participants into e-learning there are 2 ways, namely:

a. Manual Enrollment

Manual enrollment is useful for limiting courses so that they can only be accessed by certain users. Manual Enrollment can be done by lecturers or operators, but to add lecturers can only be done by operators or managers. Manual Enrollment Steps:

- On the side menu of the class page click **Participant**

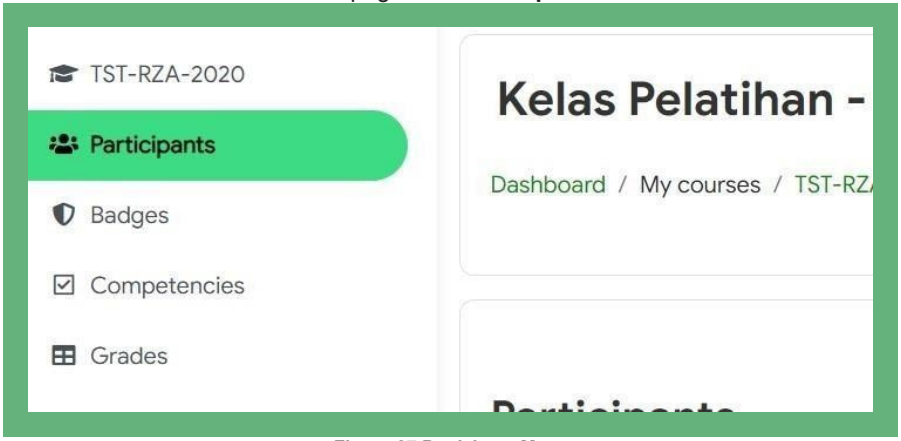


Figure 27 Participant Menu

- On the next page click Enroll users.
- Next there will be a pop-up dialog that will appear. Here operators and lecturers can search for students or other users to be included as participants in the class.
- In the "Select Users" search box, type NIM or student name so that the options appear as shown in Figure 28, click the user's name so that the user's condition appears as shown in Figure 29.

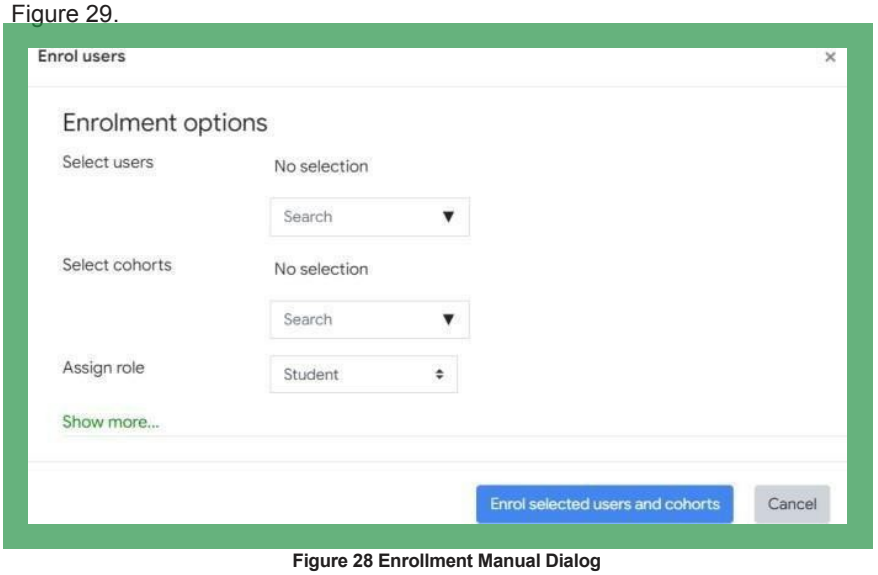


Figure 28 Enrollment Manual Dialog

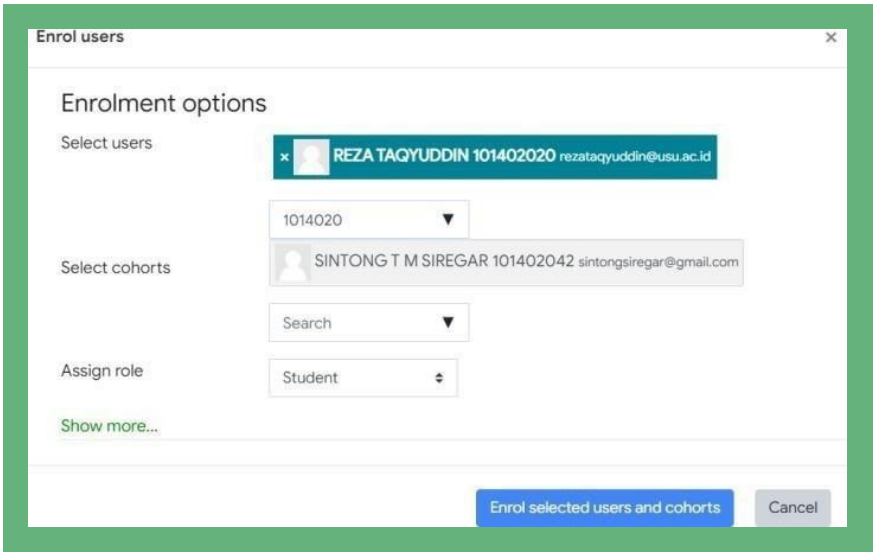


Figure 29 Search and selected users

- Furthermore, it should be noted in the Assign Role section, by default the role that will be created on the participant is user, if the operator wants to create a user as a lecturer then the Assign Role as Teacher can be selected.
- After the user and Role have been adjusted then click the Enrol selected users and cohorts button.
- The list of participants will be displayed in a table.

b. Self Enrollment (Student)

For the self-enrollment method, the class manager must first enable this feature by :

- Click the Participant menu
- On the participant list page, click the gear icon as shown in Figure 30.

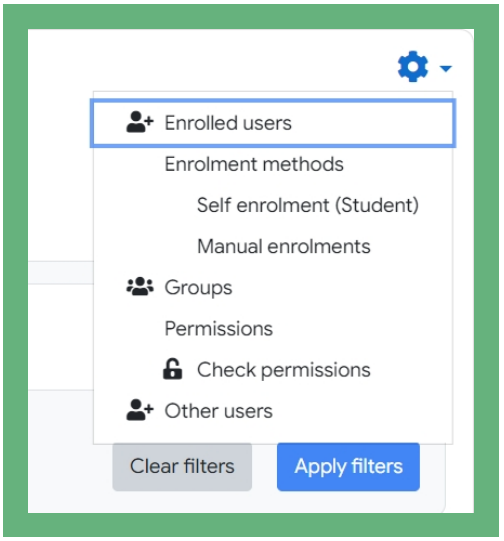


Figure 30 Enrollment Methods Menu

- Then click Enrollment Methods, the list of available enrollment methods can be seen in Figure 31.

Figure 31 Enrollment Methods

- Click on the icon with a striped eye (disable) in the Self Enrollment section so that the enrollment will become active (enable).
- After this, students can search for courses and then register themselves as participants.

CHAPTER IV
CLOSING

Thus this guide is prepared as a reference for all faculties and undergraduate study programs within USU. Matters that have not been described in this guide will be determined later through separate regulations. The provisions in this guide are prepared based on regulations and considerations of several important matters.