A Proposed Design For Flexible Learning Program Implementation: A Case Studdy At The English Letters Study Program

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Abstrak

Kajian kali ini bertujuan untuk melakukan analisis SWOT terkait pelaksanaan pembelajaran online pada semester genap 2020-2021 sebagai basis antisipatif platform pembelajaran yang fleksibel (Singkatnya Belajar Merdeka Belajar atau MBKM). Sebuah survei online menggunakan Google Form diberikan kepada lima dosen, yang mewakili satu mata kuliah untuk setiap dosen. Survei menunjukkan bahwa Program Studi Sastra Inggris Unisbank telah melakukan pendidikan online menggunakan Platform Moodle dengan cukup baik seperti yang dipersyaratkan oleh institusi dengan beberapa pembaruan dan peningkatan yang direkomendasikan. Untuk memenuhi syarat layanan pendidikan online total, Program Studi Sastra Inggris harus mengubah kelemahan menjadi kekuatan, dan ancaman menjadi peluang. Terkait dengan rancangan implementasi MBKM yang diusulkan, dimulai dengan input— mahasiswa menyelesaikan administrasi keuangan dan akademiknya, dilanjutkan dengan konsultasi dengan ketua program studi mengenai pilihan program MBKM. Setelah menyelesaikan program, nilai MBKM diubah menjadi transkrip akademik lokal (KHS), semua dengan SOP yang jelas. Temuan tentang kesiapan prodi terkait pelaksanaan program MKBM dibenarkan oleh Kepala Fakultas.
Kata Kunci: *Analisis SWOT, platform moodle, konversi skor, MBKM.*

Abstract

The current study aimed at conducting a SWOT analysis regarding the implementation of online learning at the even semester 2020-2021 as an anticipative basis for flexible learning platforms (Belajar Merdeka Merdeka Belajar or MBKM for short). An online survey using Google Form was administered to five lecturers, representing one subject for each lecturer. The survey indicated that English Letters Study Program, Unisbank had conducted online education employing Moodle Platform considerably well as required by the institution with some updates and upgrades recommended. To qualify for total online services of education, the English Letters Study Program had to convert weaknesses into strengths, and threats into opportunities. With respect to the proposed design of MBKM implementation, it started with input—students finalizing their financial and academic administration, followed by consultation with the head of study program concerning choices of MBKM program. Upon completion of the program, MBKM scores were converted into local academic transcript (KHS), all with clear SOP. Findings on the preparedness of the study program regarding the implementation of MKBM programs had been justified by the Faculty Head.
Keywords: *SWOT Analysis, moodle platform, score conversion, MBKM.*

INTRODUCTION

In compliance with the current demand for quality education, most universities in Indonesian have supported the use of Information Technology and entrepreneurship. Over the past ten years

Universitas Stikubank (UNISBANK), for example, has encouraged the implementation of blended learning approach with relatively complete digital infrastructure under coordination of Distant Learning Center (DLC). This kind of facility can, at the same time, be used to manage data on the students' academic activities, lecturers, academic staff members, including activities of researches and community services. Students can, therefore, check their study plans, academic transcripts with a few clicks on their mobile phones, so can lecturers in relation to their three obligatory tasks (teaching, research and community service). This has been made possible by regular updates and upgrades of digital literacy all academicians as revealed in a research (Susila et al., 2020) dealing with digitally-based interaction, employing CIPP method.

The above educational endeavor has directly responded to the challenges of Industrial Revolution 4.0 with the development of information technology (Mursid & Yulia, 2019) where we can fulfill our daily needs in just a few clicks on our smartphones (Susila et al., 2020). Therefore, digital literacy has become urgent for the success of workforces' global competition (Bates, 2018). In addition, entrepreneurial education has not resulted in full acquisition of soft skills as expected (Samiono et al., 2019). It was identified that most college graduates have not met the minimum requirement of competency, especially with respect to communication skills, critical thinking and management (Muhamad, 2017). Meanwhile, it is not wise to ignore that to improve the quality of educational services, Learning Management Systems (LMS) with blended learning approach have been used in some lectures resulting in the absence of problems on the parts of lecturers and students alike (Subiyantoro & Ismail, 2017). Research findings on the use of blended learning for mathematics (Astuti & Febrian, 2019) indicate positives responses from all academicians. In other words, LSM can be made use of maximally to accommodate online educational practices. The students as digital natives are highly motivated to independently do cyber activities to update and upgrade their knowledge.

The Covid-19 pandemic, when positively valued, is a stepping stone of an education paradigm from blended learning (partial use of e-learning) to a new education paradigm with full online education, making the best use of LMS. All colleges have to hold e-learning (online education) at all levels of higher education as a logical consequence of large scale social restriction to cut off the spread of the Covid-19 pandemic. Research findings (Turmuzi et al., 2021) show preparedness of the part of the students in participating in online education in terms of learning independence and most importantly, implementation of the government's social distancing policy.

The implementation of online education has been further confirmed by the Regulations of Higher Education and Culture Ministry No. 3 / 2020 on National Standards of Higher Education with the issuance of a Guidebook to Belajar Merdeka Kampus Merdeka (flexible learning platform) which both implicitly and explicitly requires online education during and after the pandemic. Research findings show optimism in the implementation of online education during the Covid-19 pandemic as a triggering tool to realize education transformation 4.0 despite the technical drawbacks of laptop ownership and high cost of internet credits / quotas (Jannah, 2021). Furthermore, as released in Ika (Saturday, June 13, 2020), a campus news of UGM, the Covid-19 pandemic is a stepping stone to the implementation of education 4.0 with all its limitations, and therefore in need of various training (Ambarita, 2021).

The current study, therefore, aimed to propose a design of full online education for all subjects. The curriculum structure of undergraduate study program has been fixed with competencies as required in eight semesters along with flexible learning platforms (MBKM) on the basis of SWOT analysis undertaken in English Letters Study Program of Universitas Stikubank (UNISBANK). The research problems therefore include (1) the SWOT of the study program, (2) the strategies to convert

Weaknesses to Strengths and Threats to Opportunities, and (3) the proposed design of learning platform.

METHOD

The current study belongs to a Policy Research expected to inspire the stakeholders in relation to the implementation of MBKM programs. It is a case study at English Letters Study Program, Unisbank undertaken in two phases, namely (1) facts finding through SWOT analysis and (2) the proposed design, that is to design the MBKM program implementation.

In Facts Finding phase, the data were collected by means of Survey employing Google Form resulting in pie graphs (%) which could be directly downloaded. The next step was to interpret the data through which Strengths (S), Weaknesses (W), Opportunities (O) and Threats (T) were identified. The findings were used as a basis of formulating strategic policies by converting Weaknesses into Strengths and Threats into Opportunities. Prior to the distribution of the survey instrument via WA Group, a trial survey was undertaken to guarantee validity and reliability as a qualitative research supported by proportional quantification (%) for ease of discussion. The survey involved five lecturers as the research subjects.

With respect to the proposed design, a Proses Diagram was made for all administrative activities of MBKM programs, starting from input, process, and finally output. The diagram was further discussed in relation to the SOP for each activity. Therefore, the stakeholders would be able to directly use the research findings as policy making consideration or to conduct a similar research (replica) adapted to individual contexts of education.

RESULTS AND DISCUSSION

Five research subjects were supposed to complete a survey for which each selected one lecture as a single sample to be reported in terms of the online learning focusing on four issues, such as (1) Independent Assignments (2) Structured Assignments (3) Students Presentation, and (4) Quiz Features from Moodle Platform, LMS as employed in Unisbank In fact, there are more features to explore and use from Moodle Platform. However, due to the nature of the English Letters classes, the four issues above are most relevant.

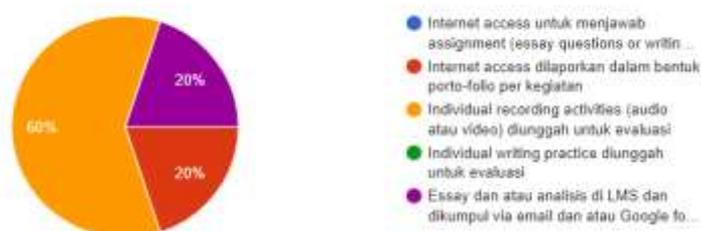Regarding Issue 1, Independent Assignments, the survey yielded the following data:

Figure 1. Independent Learning

Figure 1 above indicates that there are independent assignments as parts of the online modes of learning. The activities are mostly dominated by video or audio making projects outside the structured activities, such as quizzes, or material-related assignment. Two types of activities are of equal proportions, namely (1) internet browsing reported in port-folio, and (2) essay writing sent to lecturers for evaluation. Such activities are quite challenging and inspiring. The students have to work

creatively and independently outside their major materials of the online classes. As digital natives, they feel free to explore information abundantly presented in the Internet. It can even be said that they are given unlimited opportunities to support their creativity in accordance with their interests.

Figure 2 below shows the students' activities in the structured assignments with different proportions (%) to indicate the quantity of each activity.

Gambar 2. Structured Assignments

Structured activities are routinely performed to further master the on-going materials. Lecturers still dominate to present material through PPT employing the Google Meet platform in the "Share" feature. There are two activities of equal proportion, namely (1) recording as it believed to be an authentic evidence to the students' levels of performance and (2) peer interpreting for interpreting subject. Without doing such exercises, the students cannot be expected to improve both competence and performance.

Described below is the result related to the item Students' which is actually semi-obligatory activities for every subject, considering the importance of presentation skills nowadays.
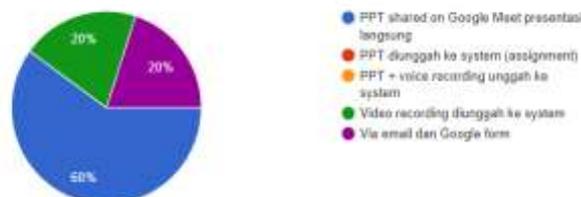
Gambar 3. Students' Presentation

During the Covid-19 pandemic with the obligation to hold online education, lecturers normally use **_Google Meet_** through which the students can simply share files. Another way is betting the students produce their own video presentation, to be uploaded to the system for evaluation. However, Google Meet platform is soehow preferred as it is possible to give the students direct feedbacks.

The final item is the use of Quizzes with all possible features as seen in Figure 4 below. There are, in fact, quite a number of quizzes that can be used, depending on the nature of the subjects.
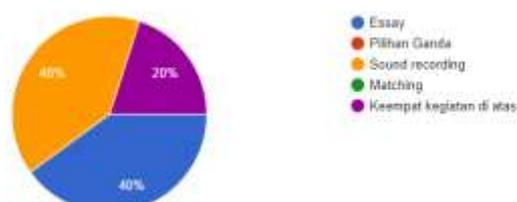
Figure4. Quiz Features

Quiz is a small test to justify of learning process in a certain period of time. In this survey, it turns out that multiple choice and essay types occupy equal dominance of use. Lectures were found to use various quizzes available.

The survey yields rich information based on which strengths, weaknesses, opportunities and threats can be identified as seen in Table 1 below, representing the preparedness of the English Letters Study Program to implement the government's revolutionary breakthrough in education, the so-called MBKM programs. This has triggered changes in curricula of all study programs. It is possible that in one study program, there exists two integrated curricula, one is the core curriculum, and the other is MBKM curriculum.

Table 1. SWOT Analysis for English Letter Study Program Unisbank

Strengths	Weaknesses
All lecturers have undertaken online modes of learning	
Most lecturers know how to digitize the teaching materials	The students' virtual participations cannot be detected. There are possible 'ghost' students)
All lecturers have sufficient knowledge how to use smart campus e-learning features (LMS) according to the nature of the subjects	The sudents' honesty in completing the assignments cannot be detected (possible copy-paste)
All lecturers support MBKM activities	On various reasoning at one time or
English Study Program was given a research grant for to create MBKM curriculum	another, the assignments are often made with open due dates.
The students' academic administration has been able to be processed online.	

Opportunities	Threats
Activities realtd to online education can still be developed.	Other similar study programs have made new breakthrough realatd to MBKM programs implementation.
Digitalization of teaching materials can still be developed to be of better quality and variation.	Updates and Upgrades related to method of material digitalization develop real fast.
Chances are still open for improvement in the lecturers' skills in the use of e-learning features .	Development of MBKM curriculum of other study programs seems to be of higher
Supports to MBKM activities can still be realized more comprehensive and factual.	quality and variation.
Findings from MNKM curriculum research grants can give 'color's	

Table 1 above shows the current conditions of the English Study Program, Unisbank. Below are the strategic policies to anticipate possible problems encountered in the implementation of MBKM Programs in the near future, which, at the same time give the best services to the shareholders.

With respect to the strategies for conversion form Weaknesses into Strengths, the following recommendations are thereby offered:

1. To anticipate the weakness of partial (or non-) participation of the students in their virtual activities, the attendance system in the e-learning has to be activated. Suh a feature is available but not yet activated.
2. Institutionally, it would be much better if plagiarism checkers (free application) to anticipate the students' dishonesty in completing academic assignments.
3. English Study Program, Unisbank has to issue strict rules for late submission and non-submission to anticipate open due date (extension) policy, for example by percentage of scoring. This is to avoid

injustice for students with punctual submission, late submission and request for extension of time. So far, such a policy is left to the lecturers.

Related to the strategies for converting Threats into Opportunities, the following issues should be addressed:

1. English Letters Study Program, Unisbank needs to undertake comparative studies with other similar study with higher accreditation levels and more complete and modern digital infrastructure in compliance with MBKM programs implementation.

2. On integrated and systematic periodical basis, English Letters Study Program, Unisbank needs to update and upgrade the digital literacy to immediately respond to the rapid development of information technology. It is commonly known that things are now of particular platforms.

3. The last but of no least importance is that English Letters Study Program, has to expand the academic and social networking with other similar study programs, including other relevant institutions for a better service of MBKM Programs.

MBKM Programs have not been evaluated nor have they been researched in terms of outcomes and impacts. Were they created to respond to the Covid-19 pandemic, or as demanded by the world challenges to comply with the current industrial development? In fact, they are progressive and revolutionary. Responses from study programs are of various kinds, some are enthusiastic and others remain doubtful.

Eight programs are under MBKM management, namely (1) Student Exchange, (2) Apprentice, (3) Teaching Assistant, (4) Research, (5) Independent Studies, (6) Thematic Rural Work Practice, (7) Entrepreneurship, dan (8) Humanity Project. For the first intake, each study program has to implement three programs out of eight programs. FPMIPA-ITB through Program Studi Sarjana Fisika has published a complete guideline to MBKM program implementation which can be used as a reference by other institutions with or without alterations. Implementation types may differ from one institution to another, and mostly due to institutional preparedness in digital infrastructure (including the LMS available), human resources and students' characteristics. FTI-Unissula Semarang, another example, published a guidebook called Pedoman Pelaksanaan MBKM. The Government has also gave research awards called Hibah Kerjasama Kurikulum to a number of study programs to accelerate MBKM Programs Implementation.

English Letters Study Programs in particular have a new paradigm related to the skills of language and literature engineering. There has been digitalization of language and literature in various platforms, starting from production process to target audience of literature. What is more, teaching literature has made use of LMS. In addition, the products of language and literature have been manifested in various genres, especially in the world of entertainments and information providers, not any more limited to prose, drama and poetry genres. The producers of current literature can be but not limited to content writers, copy writers, brochure writers, products reviewers, you-tubers, news presenters (readers), negotiators—all of which have made use of digital media as a means of distribution to the end users. This has become special challenges for lecturers of language and literature in order for them to update and upgrade their digital knowledge for a better future service of language and literature pedagogy.

The lecturers of English Letters Study Programs, especially those with pedagogical backgrounds have to update and upgrade their pedagogical knowledge, including communication skills in support of Program Asistensi Mengajar, (Teaching Assistant) dan Magang Kerja (Apprentice) They may participate in giving pre-service trainings to the students interested in the two programs. Meanwhile, for Program Riset/Penelitian dan Studi Independen, the lecturers need to equip the students with

social research methodology to be familiar with research undertaking later on in the institutional partners.

For the program of KKN TEMATIK (Thematic Rural Work Practice), it has normally been synergized with Research and Community Service Division in each university. The most interesting and challenging program is Proyek Kemanusiaan (Humanity Projects) with high criteria and competitiveness. To support this program, the lecturers had better update and upgrade negotiating, lobbying and public speaking skills. The final program is Program Kewirausahaan, especially made for students who have their own business, yet in need of development. In this case, the lecturers can help motivate the students sustainably to maintain the entrepreneurial spirits and to complete their studies without delay.

Displayed below is a path of activities for MBKM programs that Study Programs can undertake.
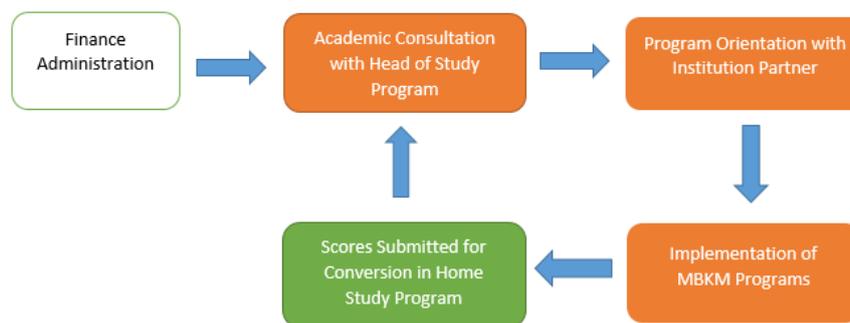
Figure 5. Path of MBKM Program Implementation

The Head of Study Program determines what MBKM programs which will be offered to eligible students, considering the availability of fund and personnel as the site consultant. It is also possible that a committee be formed for each offered program for a better-organized implementation.

Interested students upon completion of the finance administration have immediately to consult with the Head of Study Program regarding the choices of program in accordance with their interests and talents. Finalizing their academic consultation, the students are ready to be stationed in the MBKM sites according to the study program / institution partners based on the MoU (University Level) and MoA (Faculty Level) which have been mutually signed.

On finalizing the orientation program, the students then start performing duties, tasks or assignments in compliance with the site supervisors' guidance during a certain agreed-upon period of time. Upon completion and evaluation of the program, scores will be awarded to those within the passing grade requirements. The students have to submit the scores to the Head of Study Program of Home College for score conversion and record in the academic transcript.

The current problem is that of the eight MBKM programs as recommended by the government, most Study Programs have only, at the moment, taken three types of programs, so has English Letters Study Program, Unisbank. This has, by all means, closed the opportunities for students who may be interested in the programs not offered by the Study Programs. In the future, it is expected that more Study Programs will qualify for opening all MBKM programs from which the students can choose, depending on their interests.

CONCLUSION

Englih Letters Study Program, Unisbank has implemented online education relatively well as required by the institution, but is still in need of further advancement. This was reflected in the SWOT Analysis. To qualify for quality education of the online mode, English Letters Study Program has immediately to convert weaknesses into strengths, and threats into opportunities as has been elaborated in the findings and discussion of the current study. The proposed design for MBKM program implementation has been systematized for use, starting from Input (students' administrative and academic affair) to Process (completing MKM programs) to Output (finalizing by score conversion in the academic transcript)—all conducted in clear SOP. The research team expect that this study can contribute to similar study programs in relation to implementation of MBKM programs. Further researches may deal with evaluation of MBKM programs implementation for the betterment of the programs in the future.

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