

Education Policy Network Analysis in The Implementation of Student Exchange Activities in Indonesia

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Abstract. *This study aims to examine the literature related to the implementation of student exchange activities in the MBKM program at universities in Indonesia. Policy network analysis is used to analyze the implementation of student exchange policies in the MBKM program. The results of the study show that the roles of actors involved in policy networks who have an interest in and involvement in student exchange activities/programs include: 1) Directorate General of Higher Education, 2) sending universities, 3) receiving universities, 4) lecturers supervisor/lecturer in charge of the subject/mentor, 5) Independent Student Participants in the Exchange program. Each actor has played a role in accordance with their main duties and functions and collaborated with other actors so that the implementation of the Exchange activities Program goes according to standard operational guidelines.*

Keywords. *Policy Network Analysis; Student Exchange; Freedom Learning; Freedom Campus*

Abstract. Penelitian ini bertujuan untuk mengkaji literatur terkait implementasi kegiatan pertukaran pelajar program MBKM pada perguruan tinggi di Indonesia. Policy network analysis digunakan untuk menganalisis implementasi kebijakan pertukaran pelajar pada program MBKM. Hasil penelitian menunjukkan bahwa peran dari aktor yang terlibat di dalam jejaring kebijakan yang memiliki kepentingan dan keterlibatan dalam kegiatan/program pertukaran pelajar, antara lain: 1) Direktorat Jenderal Pendidikan Tinggi, 2) perguruan tinggi pengirim, 3) perguruan tinggi penerima, 4) dosen pembimbing/dosen pengampu mata kuliah/mentor, 5) Mahasiswa Merdeka Peserta program Pertukaran. Setiap aktor sudah berperan sesuai dengan tugas pokok dan fungsi serta saling berkolaborasi dengan aktor yang lain sehingga implementasi kegiatan Pertukaran Pelajar Program MBKM berjalan sesuai dengan panduan operasional baku.

Kata Kunci. Analisis Jaringan Kebijakan; Pertukaran Pelajar; Merdeka Belajar; Kampus Merdeka



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A. INTRODUCTION

Indonesia faces a rapid social, cultural, world of work, and technological advances. Therefore, it is necessary to prepare students to be better prepared to answer the needs of the times. The government is also trying to reduce the national unemployment rate by synchronizing education with the world of work and industry so

that university graduates are ready to work with areas of expertise and the needs of the world of work (Arifinet al., 2020). The link and match between the world of education and the world of industry, and the world of work is expected to answer the challenges of a rapidly changing future. The link-and-match model and the MBKM program have similarities in producing qualified and skilled graduates (Kodrat, 2021a). Higher education institutions, as the front line in preparing human resources, are required to design and carry out creative and innovative learning processes so that students can achieve maximum learning outcomes, including aspects of attitude, knowledge, and skills optimally.

The MBKM policy is expected to be able to answer these demands. Where this creates autonomous and flexible learning in tertiary institutions to create an innovative, flexible learning culture that follows the needs of the industrial world and the world of work, students can independently take credits outside the study program. The MBKM policy aims to increase the competence of graduates so that they are more prepared and relevant to the needs of the industrial world and the world of work. Therefore, students are expected to be able to improve their soft and hard skills so that they are ready as future leaders of the nation who are superior and have personalities.

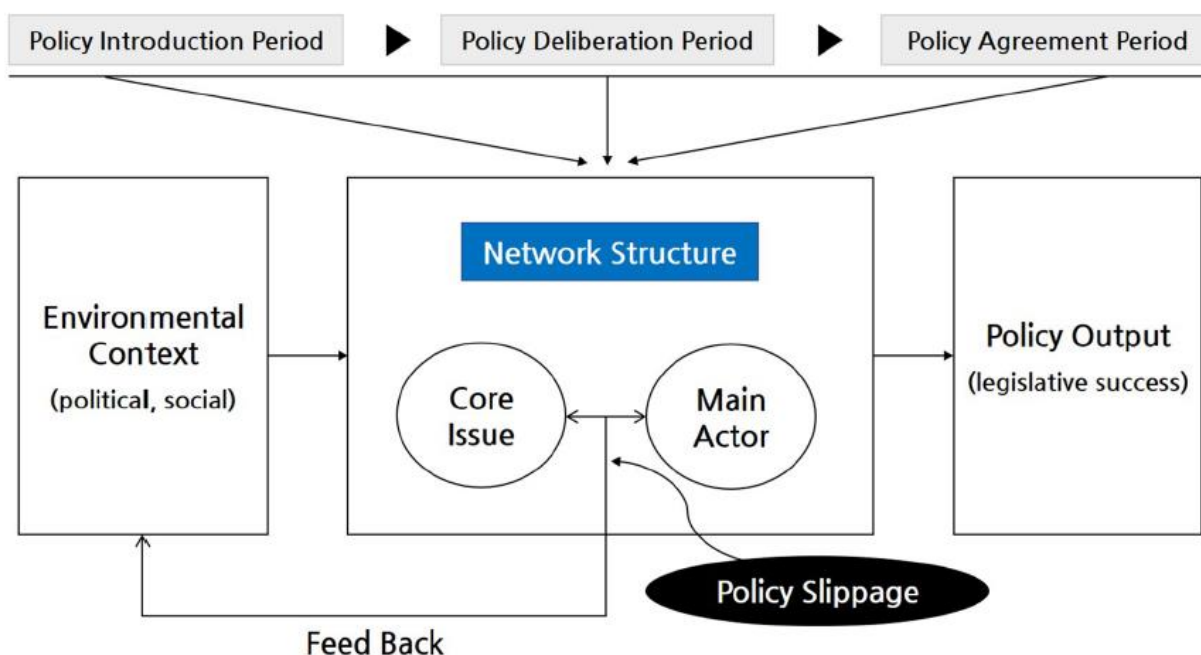
Various forms of learning activities outside the college, including doing internships/ work practices in the industry or other workplaces, carrying out community service projects in villages, teaching in education units, participating in student exchanges, conducting research, conducting entrepreneurial activities, making studies/ independent projects, and participate in humanitarian programs. All these activities must be carried out with the guidance of the lecturer. The independent campus is expected to be able to provide contextual field experiences that will improve student competency as a whole, be ready for work, or create new jobs. The results of Baharuddin's research (2021) regarding the adaptation of the independent learning campus independent curriculum at Cokroaminoto Palopo University related to fulfilling the period and learning load as student learning rights where students are allowed to take courses in their study program, as long as a minimum of 84 credits which are core courses mandatory which will support the fulfillment of learning outcomes and graduate profiles of subsequent study programs; students are allowed to take courses in other study programs within the university, a maximum of 20 credits according to the needs, interests, and talents of future students; and students are allowed to gain learning experience at other universities through business internships, student exchanges, thematic study programs, social services and final assignments with a maximum of 40 credits.

Carrying out learning activities outside of college certainly involves various actors, such as study program heads and department heads, for student exchange activities between study programs within the same tertiary institution and university leaders for student exchange activities between similar study programs at different universities. Student exchange programs can make students more familiar with various cultures and customs on other campuses and can strengthen unity and oneness (Arjanto et al., 2022). Principals for student teaching assistance activities in education units, company leaders for apprenticeships or student work practices in the industrial world or the world of work, heads of study centers or research institutions for research or research activities such as internships in laboratories, heads of institutions in the humanitarian field both Domestic agencies (Pemda, PMI, BPBD, BNPB, etc.) as well as from foreign

agencies (UNESCO, UNICEF, WHO, UNOCHA, UNHCR, etc.), and other actors. Education policy network analysis suggests that new research strategies, methods and perspectives are needed to account for the participation of new actors and entities in the policymaking arena, the concomitant globalization of policy and the enactment of heterarchical governance (Ball, 2023). So, the policy network analysis can provide a new analytical framework for the study of the formulation and implementation process of ocean ranching policy (Yu et al., 2022). This study examines the literature on implementing student exchange activities in the MBKM program at universities in Indonesia.

B. METHOD

Policy network analysis can be used to analyze public policies whose implementation involves many parties/actors in the era of good governance where there are no more superior or dominant institutions or actors in implementing a policy. Policy networks “refer to actors and relationships in the policy process”, which at the same time indicates the presence of “many communities and different types of networks” (Jost et al., 2022). The issue network model presupposes the interaction between network changes and major actors (Yoon et al., 2022).

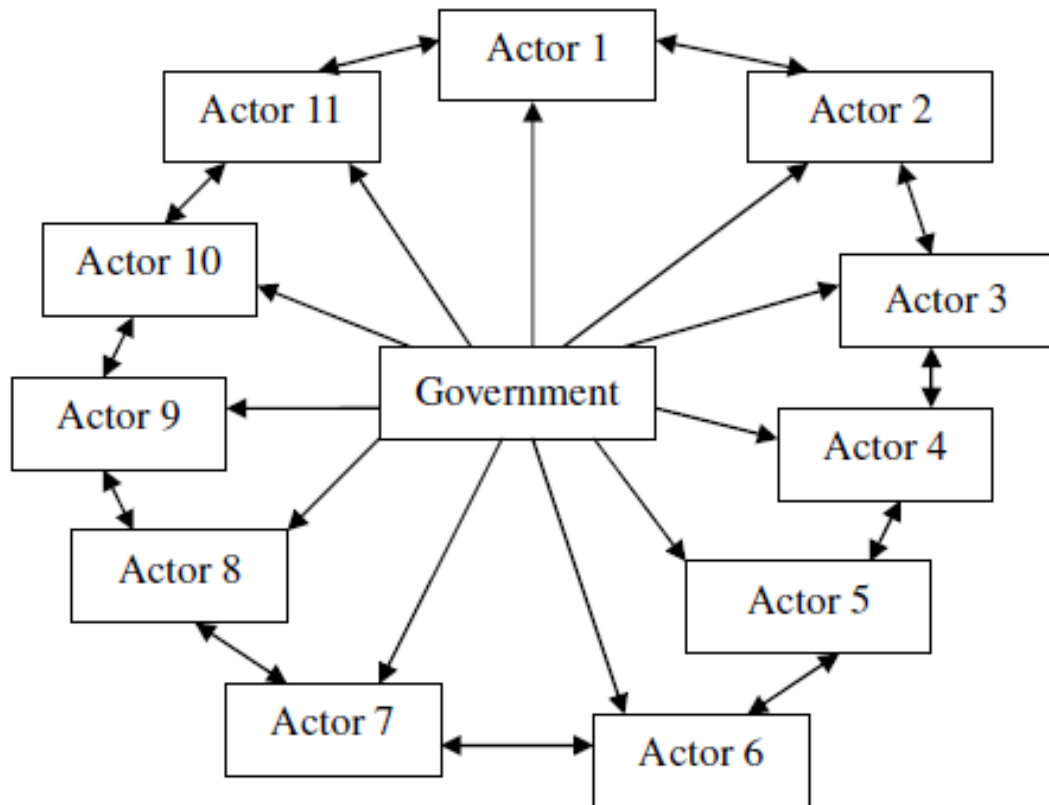


Source: Yoon et al., 2022

Figure 1. Change Process of Policy Network

This happens because there is dependence or interdependence between institutions or actors. Even though sometimes the decision-making is at the top leadership of a particular ministry or institution, the implementation process of the policy certainly involves various parties or actors. Therefore, policy network analysis is one of the instruments for analyzing multi-actor phenomena in policy implementation that is suitable for analyzing MBKM implementation in tertiary institutions in Indonesia. Where are the actors involved in implementing the MBKM policy, including Higher Education

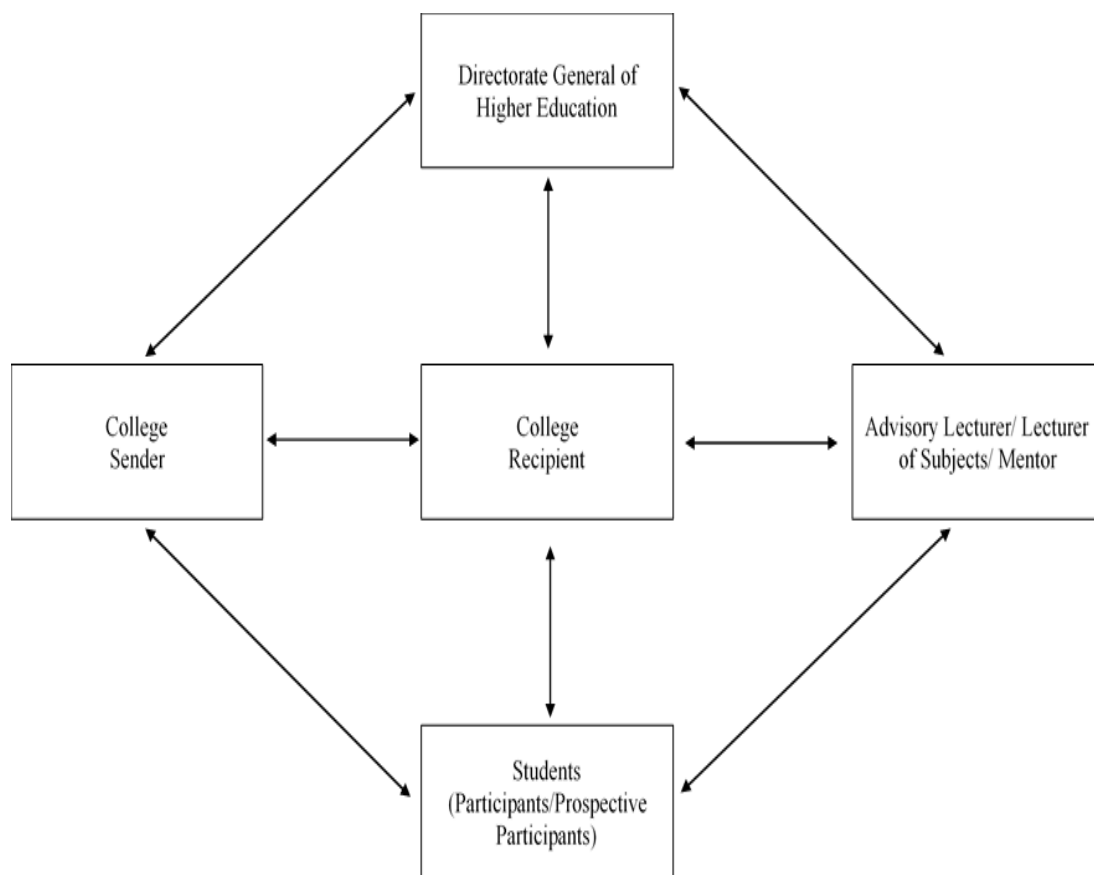
Leaders (Rector, Director, Chair); Headmasters; Managers/Leaders in Industrial/Business organizations, etc. The government is the main engine for building networks between public and private organizations, such as public institutions and civil society organizations (Wälti & Kubler, 2003).



Source: Chang, 2021

Figure 2. Model Policy Network Analysis

From figure 2, the government will coordinate with Actor 1, Actor 2, Actor 3,... Actor 11 in the policy network analysis. Public service analysis is not only in the exclusive area of the public sector. The government is moving towards mixed mechanisms in providing public services (Brandsen & Eelco, 2006), so it is necessary to analyze the policy network in delivering public services (Chang, 2021).



Source: Penulis, 2021

Figure 3. Policy Network Analysis Model of Student Exchange Activities in Indonesia

From Figure 3, you can see the network between actors in implementing the MBKM policy, where Higher Education (Sender) is the leading actor who plays a role in the policy. Where Higher Education (Sender) must be able to build a partnership network with Higher Education (recipient), apprentice partners, research institutions, villages, humanitarian agencies, schools/education units externally, then with supervisors or supervisors and students internally. Policy network analysis can identify the underlying structure and relations of power by visualizing the inter-relations between centrally located policy actors (Koon, 2022).

C. RESULT AND DISCUSSION

The MBKM policy aims to increase graduates' competency, both soft and hard skills. Students are expected to be better prepared to meet the needs of the times and become graduates who can become future leaders of the nation who are superior and have personalities. Experiential learning programs with flexible pathways are expected to facilitate students in developing their potential according to their passions and talents (Sudaryanto et al., 2020). The independent student exchange program is a student exchange program for one semester from one regional cluster to another which provides a diverse experience and credit transfer system with a maximum of +/- 20 credits. Student exchange programs can also provide opportunities for students to deepen their scientific fields that are not available in their study programs (Faiz & Purwati, 2021). Other benefits of student exchange programs are that students will have high self-efficacy

when learning online if they can manage time, have a high awareness of communicating, can admit that they have difficulties and need help, and have supporting infrastructure (Fatima et al., 2021)

Actors involved in this policy network are parties who have an interest in and are involved in activities/programs (Taufik, 2017). Actors who play a role in the implementation of student exchanges include: 1) The Directorate General of Higher Education is the directorate that regulates the activities/programs of the Independent Student Exchange nationally; 2) sending universities are universities that send students to take part in the Independent Student Exchange program at other universities; 3) recipient universities are tertiary institutions that accept students from other tertiary institutions, both by site-visit, and online learning to take part in the Free Student Exchange program; 4) course lecturers are university lecturers who are assigned by the leaders of the universities participating in the Free Student Exchange program to deliver lecture material according to competence; 5) Independent Student Exchange program participants are university students who are designated as participants of the Independent Student Exchange program provided that they have never participated in the Student Exchange program.

1. Policy Preparation Phase

The directorate general of higher education makes a policy to set a national quota for students participating in the independent student exchange program, then disseminate higher education information to faculties/departments/study programs, lecturers, and students regarding the implementation of the independent student exchange program. Furthermore, recruiting lecturers for courses and supervisors for activities. Universities make policies for creating accounts and registering in the independent student exchange program application, then coordinate and ensure that subject lecturers and supervisors create accounts and register in the independent student exchange program application. Subject lecturers adopt a policy in developing course learning modules for offline and online learning. Subject lecturers and supervisors create accounts and register for the independent student exchange program. As potential participants in the independent student exchange program, students carry out policies by registering through the independent student exchange application system and inputting the required personal data and documents. The student/student exchange program is carried out through thorough, detailed socialization and reaches students as a whole so that the preparation stage can run more optimally (Insani et al., 2021).

2. Recruitment Phase

Students who are prospective participants in the Independent Student Exchange program access information about participants' determination through the Independent Student Exchange application system page. They were sending universities access information on the determination of participants, receiving universities, and partner universities through the Independent Student Exchange application system page, including the list of applicants and the results of the determination of participants. Universities coordinate with the Directorate General of Higher Education (Free Student Exchange Working Group) regarding creating an MoU between tertiary institutions and the Director General of Higher Education. The Directorate General of Higher Education

(Subpokja Merdeka Student Exchange) monitors the process and results of recruiting participants in the Free Student Exchange program through the Free Student Exchange application system page. It is hoped that in the future, the recruitment process will involve not only students from Indonesia but also international students taking part in the Student Exchange Program (Astuti, 2016)

3. Policy Implementation Phase

Sending universities to send students participating in the Independent Student Exchange program to receiving universities, if it is possible to carry out offline activities, or symbolically hand over participants online to receiving universities if offline activities are not possible due to government restrictions on the Covid-19 pandemic. Participants in the Free Student Exchange program make adjustments and adaptations to the academic environment and local community environment to avoid culture shock, namely the extent to which students feel disoriented and uncomfortable in a new culture (Schumann, 1986). Culture shock is a transformative process at the individual and societal level that arises due to the clash of two cultures (Cupsa, 2018). The study results show that student exchanges can cause culture shock and language shock (Harunasari & Halim, 2021). Independent Student Exchange program participants participate in a learning process of +/- 20 credits. Independent Student Exchange program participants participate in activities according to the schedule set by the supervising lecturer at the receiving university. The Merdeka Student Exchange program participants submit a mid-semester progressive report on learning progress to the sending university. Participants in the Independent Student Exchange program complete the learning process and make a final report to the sending university by attaching documents of learning outcomes at the receiving university. Participants in the Independent Student Exchange program obtained grades from the recognition of course credit from the sending university and certificates from the Director General of Higher Education for the Independent Student Exchange program. The role of study programs and students is critical in the implementation phase. With the management of the student exchange program by the study program and the active participation of students, these policies and activities can be carried out (Insani et al., 2021).

Recipient universities carry out the learning process. Recipient universities submit feedback on the final reports of participants in the Independent Student Exchange program. Sending universities coordinate with receiving universities and partner universities regarding the study results of participants in the Independent Student Exchange program and transfer of credit scores, equivalencies, and issuance of Certificates of Accompanying Diplomas (SKPI) or micro-credential recognition. Directorate General of Higher Education (Subpokja Independent Student Exchange) obtain national data on participants of the Independent Student Exchange program through an application system and monitor the implementation process. The Independent Student Exchange Sub-Working Group obtained national data on program implementation reports by monitoring the implementation of the Independent Student Exchange. Subject lecturers, supervisors, and mentors received certificates from the Director General of Higher Education for the Independent Student Exchange program.

4. Policy Monitoring and Evaluation Phase

They were sending universities to monitor the implementation of the Free Student Exchange program in tertiary institutions, either by remote means or site visits, if possible, using the management costs of the Free Student Exchange program in tertiary institutions. The sending university submits a report on the progress and condition of the students participating in the Independent Student Exchange program to the sub-working group after the end of the midterm exam (UTS). At the end of the semester, the sending university prepares and submits a final activity report containing the entire activity implementation. It is submitted to the receiving university and the Higher Education in soft and hardcopy forms. Recipient tertiary institutions must regularly monitor at least once a month regarding the implementation of Nusantara Module activities according to the schedule and agenda, as well as achieve the learning objectives of the Nusantara Module. Recipient tertiary institutions carry out a joint evaluation based on monitoring results and activity reports after the expiration of the implementation period of the Independent Student Exchange program. Supervisors for the Nusantara Module activities are required to make a report on the implementation of activities once a month by filling out a form on the MBKM application. The directorate general of higher education (sub-working group on Independent Student Exchange) conducts periodic monitoring and evaluation at several universities implementing the Independent Student Exchange through the coordination of each university, in order to ensure the quality of the implementation of the Independent Student Exchange program as a whole; then summarizes and analyzes the results of all reports from sending universities and receiving universities of the Free Student Exchange program as material for evaluation and development of Independent Student Exchange activities in the following year. The results of the evaluation of the learning process in the student exchange program, students admit their ability to understand the material, explain the material, and analyze the material so that their ability to evaluate learning material increases (Insani et al., 2021). This indicates that the destination study program has attempted to fulfill the student exchange program indicators by developing a more innovative learning culture to create a collaborative climate.

D. CONCLUSION

Policy Network Analysis in the Implementation of MBKM Student Exchange Activities at Universities in Indonesia shows that each actor involved has played a role following their primary duties and functions and collaborated with other actors so that the implementation of the MBKM Student Exchange Program activities goes according to standard operational guidelines with The Directorate General of Higher Education as a mayor actor. The complex network structure formed by the interaction of multiple actors in the student exchange policy process.

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