

Local Wisdom Value in Implementing of *Merdeka Belajar Kampus Merdeka* in Digital Era

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ABSTRACT

The Ministry of Education established the *Merdeka Belajar Kampus Merdeka* (MBKM) policy to prepare students to become scholars who are relevant to the needs of the times, particularly in the era of technological advancement, so that students must have character values that characterise the Indonesian nation. The study's purpose was to obtain the concept of the value of local wisdom in the digital era with the existence of an independent learning policy on an independent campus. This study analysed all research data related to the value of local wisdom and MBKM that has been carried out by previous researchers. This study was a literature review research through a qualitative approach. The research data was taken from research results that have been published in national and international journals in the period 2010-2022. The determination of the range of journals was determined after the MBKM policy was issued by the government. In this study, the data analysis stage used a qualitative approach that included data reduction, data presentation, and conclusion. The results of this study resulted in the concept of applying local wisdom values that were compatible with the application of the MBKM policy and were also related to advances in digital technology with all the demands for quality human resources. Educators and educational institutions must work together to develop local wisdom values in MBKM policy-based learning. Educators can use the results of this research as theoretical input for developing learning facilities

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1. INTRODUCTION

Advances in science and technology have brought many changes to human life. The conditions of globalisation demand quality human resources that can meet current needs. However, quality human

resources are not only oriented to science, but attitudes and behaviour are also a very important part. This means that professionals and academics must understand what human resource practices are required in the Industry 4.0 environment and during the digital revolution (Nicolás-Agustín et al., 2022). The Fourth Industrial Revolution has had an impact on the development of adaptive and individual learning to meet students' individual needs. This is possible because of technological advancements such as artificial intelligence and the internet of things (Ally, 2019). Teachers' basic digital skills and technology-related teaching abilities are more important than digital technology resources (Sailer et al., 2021).

To meet the needs of the younger generation and their digital future, children's schools and education must undergo a broad digital transformation. We must understand them and allow them to shape the education we provide in the context of higher education, but we must also aim to influence young people's basic education - to provide them with the skills and competencies required for their digital future (Iivari et al., 2020; Kosasi, 2020).

As a result, the rise of digital technology in education will continue to alter educational delivery and teachers' roles in individual learning environments. The future education system will be judged by how well it prepares students to function in the twenty-first century and the Fourth Industrial Revolution rather than how many graduates it produces. There is a mismatch between how teachers are currently taught and what teachers will require in the future (Bezuidenhout, 2018). Therefore, educational institutions and the government need to organise training to effectively educate prospective teachers and the behavioural models teachers should use (Trust, 2017; Trust, 2018). Findings in other studies also found problems related to future teachers currently receiving little ethical training regarding digital competency development (Novella-García & Cloquell-Lozano, 2021).

Furthermore, because current education policy has changed and adapted to the needs of global developments, educators must be able to possess the knowledge and digital competencies that can help students develop character. This policy shift prepares a responsive and ready generation to face the challenges of the day without being uprooted from the nation's cultural roots. Today, creativity and innovation are critical terms for ensuring Indonesia's long-term development. Students in higher education must be prepared to become true learners who are skilled, adaptable, and tenacious (agile learners). The Minister of Education and Culture's Independent Learning Policy - Independent Campus is a framework for preparing students to become strong scholars who are relevant to the needs of the times and ready to become leaders with a strong national spirit. Universities must be able to design and implement innovative learning processes that allow students to achieve optimal and always relevant learning outcomes that include aspects of attitudes, knowledge, and skills. These demands are expected to be met by the Independent Learning Policy - Independent Campus. Merdeka Campus is a form of independent and flexible learning in higher education that aims to create a learning culture that is innovative, unrestricted, and driven by student needs (Tohir, 2020)

From these conditions, it can be concluded that the competence of qualified teachers by the times can provide valuable education and shape the character of students well according to the needs that have been proclaimed by the government. One of the values that need to be paid attention to by educators is the value of local wisdom that must be instilled in students as part of character building so students have an identity for the character of the Indonesian nation. Thus, students have limits and control over all freedom of information through the internet network. They are still cultured human beings from the Indonesian nation. Moreover, the policy of providing education has changed at this time and adapted to the needs of global developments.

As a result, the purpose of this research is to ascertain the concept of the value of local wisdom in the digital era with the presence of an independent learning policy on an independent campus. This study examines all research data on the value of local wisdom and MBKM that has been conducted and thoroughly studied with current conditions to produce research on the pattern of developing local wisdom values in universities or educational institutions.

2. METHODS

This research is a review of the literature using a qualitative approach. A literature review is essential as a foundation for all types of research. They can serve as a foundation for knowledge development, establish policy and practice guidelines, provide evidence of effectiveness, and, when done properly, can generate new ideas and directions for a given field (Snyder, 2019). It can do to review various references from books and research results that have found new concepts as new references (Budiwanto, 2017). The research procedure is divided into three stages: (1) preparation in determining the topic, (2) implementation in searching for relevant reference sources, and (3) writing down the findings from various reference sources (Creswell, 2012). The research data is derived from research findings published in national and international journals between 2010 and 2022. The determination of range of journals was determined after the MBKM policy was issued by the government. It is around 21 journals. Through the Merdeka Belajar Kampus Merdeka policy, this study only introduces the concept and investigates the value of local wisdom in educational activities. Furthermore, advances in knowledge and technology are increasing the demand for high-quality human resources. As a result, the concept of the value of local wisdom plays a significant role in graduates' Indonesian identity. As a result, this study delves deeper into the findings of local wisdom values to make them more relevant to current conditions. This study's data analysis stage is a qualitative approach that includes data reduction, data presentation, and conclusion (Miles et al., 2014).

3. FINDINGS AND DISCUSSION

The following is the finding of the previous study that related to local wisdom and MBKM that was published in a national or international journal.

	Local Wisdom Study		Merdeka Belajar Kampus Merdeka Study	
	Researcher	Finding	Researcher	Finding
1	(Armariena & Murniviyanti, 2017)	Formation of self-sufficient, creative, and productive student characters to enable them to explore the local wisdom of South Sumatra through the writing of short stories.	(Rahman et al., 2021)	MBKM at PBA UNSIQ was created with two ideas in mind: humanistic ethics and the value of local wisdom.
2	(Parwati et al., 2018)	The teaching model developed by incorporating the community's local wisdom values allows for the development of positive character in students.	(Rodiyah, 2021)	The Merdeka Belajar Kampus Merdeka Program is one of the breakthroughs in the digitalisation era in the field of education, opening the boundaries of (physical) classrooms to become digital spaces to shape students' professional character.
3	(Ilhami et al., 2019)	Students' environmental literacy improves when science learning is combined with a local wisdom approach.	(Suwanti et al., 2022) (Rahmawanti & Nurzaelani, 2021)	Teaching campus programs not only provide teaching experience in the classroom but can also help improve students' cooperative abilities and soft skills.
4	(Sriartha et al., 2017)	In social studies learning, the indoor-outdoor learning model incorporates the concept of subak-based character development.	(Ismaya et al., 2021) (Nehe et al., 2021)	The independent learning policy establishes critical education patterns to prepare graduates for the Industrial Revolution 4.0 and Society 5.0.

5	(Wardani et al., 2016)	Creating "wayang" learning media to boost local wisdom value	(Siregar et al., 2020).	MBKM is a forum or media for every tertiary institution facing challenges in the industrial revolution era 4.0. With the concept of an independent campus, they are directed to be more ready to work, collaborate, be creative, and benefit themselves.
6	(Toharudin & Kurniawan, 2019)	It has been demonstrated that learning models that incorporate local wisdom in the form of Sundanese folk games improve student learning outcomes.	(Wardhani et al., 2022).	Relevance with the curriculum
7	(Astuti & Astuti, 2021)	The incorporation of local wisdom and YouTube videos into the choreography course is appreciated and valued by students, and they all agree that local wisdom values guide their dance performances in terms of movement, attitude, costume, and creativity.	(Susilawati, 2021)	The principles of humanistic learning, namely learning how to learn (learning how to learn), independent learning, self-motivation, and affective education, can be used to improve the quality and meaning of learning. Thus, MBKM educational goals are expected to develop both hard and soft skills, preparing students to be more prepared and relevant to the needs of the times.
8	(Subali et al., 2015)	Developing a science learning design based on local wisdom to foster positive character development in elementary school	(Nehe et al., 2021).	Students will get an extraordinary experience on campus
9	(Sangiamwibool, 2012)	Increasing learner awareness of local wisdom in a tour-related project teaching		
10	(Fitriah et al., 2021)	Creating a textbook based on local knowledge		
	(Darmayenti et al., 2021)			
11	(Sriyati et al., 2021)	Integrated teaching materials that emphasise the importance of local wisdom		
	(Kusmana et al., 2020)			

According to the findings of the analysis of journals published in national or international journals, local wisdom research in implementing policies on their campus learning in the digital era has not been researched. The following diagram depicts the findings framework related to the value of local wisdom and independent campus learning in the digital era.

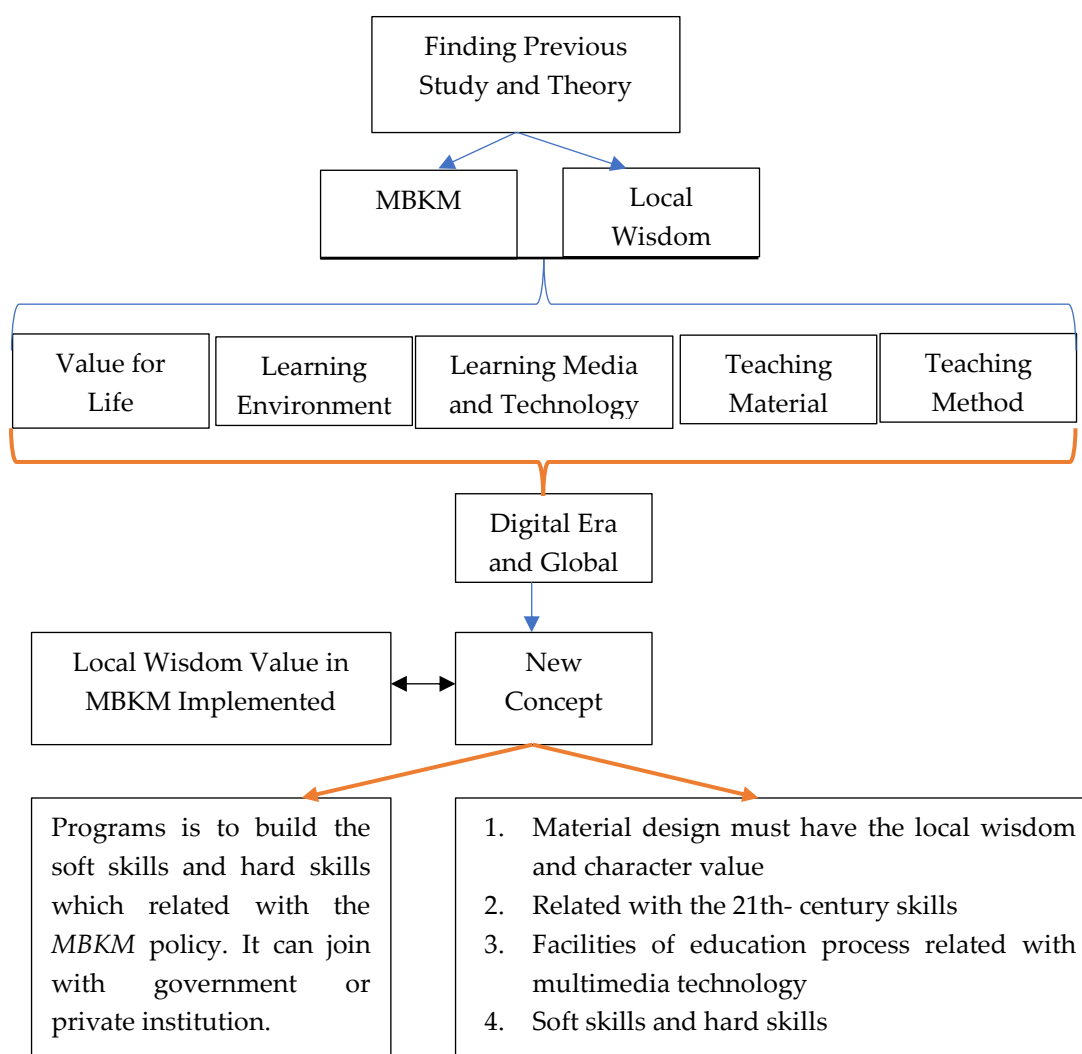


Figure 1. Design of Local Wisdom Value in MBKM Implemented

Figure 1 depicts the concept of local wisdom values that the independent learning campus independent curriculum policy can apply to the learning and teaching process to make it relevant to the needs of today's digital era. These values can be emphasised in the design of teaching materials, technological learning facilities, and the concept of soft and hard skills that meet the needs of 21st-century education. Educational institutions can work with government agencies to involve their students in various MBKM programs and create MBKM programs that align with government policies. Schools or higher education institutions can cooperate with private parties such as companies or non-commercial institutions.

Furthermore, because technology is evolving at such a rapid pace that it makes it easier for students to access information, they require filters that can be applied to their daily lives. 1) Digital literacy is an individual's awareness, attitude, and ability to use digital tools and facilities correctly to identify, access, manage, integrate, evaluate, analyse, and synthesise digital resources, construct new knowledge, create media expression, and communicate with others. Others to enable constructive social action in the context of specific life situations; 2) Digital competence is a set of knowledge, skills, and attitudes needed to use ICT and digital media for a variety of purposes. 3) Digital technologies that can be used in the learning process by schools/teachers include interactive whiteboards (IWB), software applications, Web 2.0, and social media; and 4) The use of digital technology in learning can improve student learning interest and motivation, the quality of the learning process, and learning outcomes;

however, various aspects of human resource capabilities, safety, and the health of teachers and students must be considered.

So, the findings of this study provide an explanation of theoretical concepts related to the development of local wisdom values for the application of MBKM policies in the educational process. The values of local wisdom from the results of previous studies have not been much associated with these conditions. Therefore, the value of local wisdom can serve as a stronghold for students to absorb information and build their competence. Because quality graduates must have not only quality competence but also the virtues that are inherent in the characteristics of the Indonesian nation. Local wisdom is a characteristic of a people that must be preserved as an identity as well as a filter for various destructive aspects of external culture. Local wisdom is understood as a hereditary heritage in this context so that it is not eroded by various elements of an outside culture. As a result, studying local wisdom is an unavoidable requirement. Students can learn about, understand, and practice social life and the characteristics of the environment, both the natural and social environments (Jumriani et al., 2021). According to research on literary literacy activities, studying local wisdom-based literary literacy can be beneficial for strengthening learning and language related to local wisdom values (Adam et al., 2022). Furthermore, the creation of learning tools based on local wisdom enhances students' critical thinking abilities (S, 2015).

The presentation of these findings provides very clear input to all implementers in the implementation of education. All parties in schools or tertiary institutions must be able to translate the needs of the Freedom to Learn Campus Freedom policy, relevant technological advancements in the delivery of education, and character values such as local wisdom values into an integrated unit capable of producing graduates with quality skills and able to face globalisation. This integration must be highlighted by teachers in learning activities in class. Teachers can present learning strategies that direct patterns of analysis and problem-solving so that students can improve critical thinking patterns.

4. CONCLUSION

According to the findings of this study, previous theoretical studies and research on the value of local wisdom and the application of MBKM have not examined the relationship between the two. So, the results of this study produce the concept of applying local wisdom values that can be appropriate for the application of the MBKM policy and also related to advances in digital technology with all the demands for quality human resources. Educators and educational institutions must work together to develop local wisdom values in MBKM policy-based learning. They can develop local wisdom values that synergise with humanist character education values and appear in teaching materials, learning facilities related to technology, and the concepts of soft skills and hard skills that are in line with the needs of 21st-century education. In addition, it can appear in various educational programs in collaboration with the private sector or the government.

The findings of this study are still limited to theoretical studies of research findings published in national or international journals, as well as theory, and have not addressed student learning outcomes. So, future researchers can develop these findings to apply to classroom learning both online and offline. Educators can use the results of this research as theoretical input to develop learning facilities in terms of teaching materials, teaching methods and learning media by utilising digital technology.

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