
THE ROLE OF MERDEKA BELAJAR KAMPUS MERDEKA ON TEACHERPRENEURSHIP SKILL PG PAUD STUDENT

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Abstract: *Teacherpreneurship skills are expected to be possessed by PAUD teachers to answer today's challenges. Teacherpreneurship skills can be developed starting from PG PAUD students, as future PAUD teacher candidates. PG PAUD UNIPMA applied 4 BKP MBKM (student exchanges, internships, research, and entrepreneurship) to develop teacherpreneurship skills. However, it is not yet known how the role of MBKM in realizing this would be. So the question that arises would be how the role of MBKM on teacherpreneurship skills is. This research is a quantitative descriptive study that aimed to describe the role of MBKM on teacherpreneurship skills. The research subjects were students of the PG PAUD UNIPMA who participated in the MBKM program and the object was teacherpreneurship skills. Data were collected from teacherpreneurship questionnaire with indicators of role in creativity and effectiveness. The results showed that 61.54% stated that the role of MBKM was good and 38.46 % stated that the role of MBKM was very good for teacherpreneurship skills.*

Keywords: *Teacherpreneurship skills, MBKM, PG PAUD*

A. Introduction

Graduating a bachelor's or diploma is not a benchmark for easily getting a job. According to the Badan Pusat Statistik (BPS) data box, open unemployment data according

to the education completed, there are about one million undergraduate graduates who are unemployed, so they become intellectually unemployed (Pusparisa, 2021). One of the contributing factors is the community's mindset that they have higher education to become employees in companies or government agencies. Kasali (2011) said many views of the college community to become employees in companies or in government agencies. Meanwhile, employment opportunities as employees are very limited.

Global Entrepreneurship Index (GEI) data in 2018, Indonesia has a score of 21% entrepreneurs from various fields of work (Doddy, 2021). Meanwhile, according to research, as many as 69% of millennials in Indonesia have an interest in entrepreneurship (IDN Research Institute, 2019). The potential for entrepreneurship in Indonesia is actually quite high, but the support for realizing this interest is still not maximal.

The government continues to strive to reduce the unemployment rate. Students are equipped with skills to be ready to enter the world of work. One of the programs that support job readiness and broaden horizons is MBKM (Merdeka Belajar Kampus Merdeka). Universities are expected to implement and facilitate the MBKM Program as stated in Permendikbud RI No. 3 of 2020 as well as those described in the Free Learning Guidebook-Free Campus published by the Ministry of Education and Culture. Universities can choose one of nine MB-KM Programs, namely (1) Student Exchange, (2) Professional Work Practices, (3) Teaching Assistance in Education Units, (4) Research, (5) Humanitarian Projects (6) Entrepreneurial Activities, (7) Independent Studies/Projects, (8) Village Development/Projects, and (9) State Defense Training. The research results show the MBKM curriculum implementation to answer the challenges of technological development, Outcome OBE (Outcome Based Education) based learning system education so that graduates focus on learning outcomes that are in line with scientific disciplines (Rodiyah, 2021).

Data from PG PAUD UNIPMA graduates 98% became early childhood education teachers. From these data, it is still found

that graduates are paid below the standard. Early childhood education teachers must have more competence to improve welfare. The vision of PG PAUD UNIPMA is to produce graduates of early childhood education teachers who are intelligent, competitive, and have entrepreneurial skills. This vision shows that the goal is not only to become a prospective PAUD teacher but an entrepreneurial PAUD teacher. Berry (2011) wrote that one of the urgency of teachers in the future is that teachers must become teacherpreneurship. So that today's teachers are not only required to have the ability to teach, but are also required to have the ability and entrepreneurial spirit and apply it (Anggreni, 2021).

MBKM program supports teacherpreneurship through BKP (Bidang Kegiatan Pembelajaran). The results showed that the village project program packaged in KKN Kampus Merdeka could be integrated into various academic activities such as Praktik Pengalaman Lapangan (PPL), Praktik Kerja Lapangan (PKL), or Thesis and Feasibility Test. Implementation of KKN Kampus Merdeka Model is in the very appropriate category to be implemented (Yuwono, Mu'arifudin, & Sumardiana, 2021). Another Kampus Merdeka Program is the Kampus Mengajar Program. In the Kampus Mengajar Program, students gain teaching skills, assisting teachers in adapting technology and administration (Adellia & Himawati, 2021). The result of this activity is instilling student empathy for the problems of community life, being able to work together across fields of science, and increasing the real role and contribution of universities and students in national development (Nurhasanah & Nopianti, 2021). In the MBKM program, this activity can include internships or teaching assistance. This shows the suitability of the MBKM program for educational students produce qualified teacher candidates.

The feasibility of the MBKM program requires an integrated system that can be accessed by lecturers and students. The MBKM portal not only provides socialization but also helps realize the MBKM program. The official Kampus Merdeka portal system has proven to be effective in providing the latest information and accommodating the digitization of MBKM activities at Universities throughout Indonesia

(Azizah, Sandfreni, & Ulum, 2021). Before offering the MBKM program to students, lecturers must understand it. The implementation of seminars, workshops and questions and answers that resulted in the MBKM BKP recognition guide further clarified the understanding of lecturers (Khaeruddin, Arwadi, & Majid, 2021).

A teacher is currently required to be able to teach students to have the ability to adapt to environmental changes by having the skills and entrepreneurial spirit or called teacherpreneurship. For this reason, teacherpreneurship is one of the skills that must be possessed by teachers to be able to equip students with entrepreneurial skills. The MBKM program has an entrepreneurial BKP that can support these skills. This also applies to early childhood education teachers, as educators, coaches and founders of the basic concepts of education which will later become the basis for further education.

The results of the study (Feriady, Harnanik, & Santoso, 2020) found that teacherpreneurship was able to improve teacher internal factors in the form of teacher efficacy and the need for creativity and innovation to face the current era. In line with the above, Sandiaga Salahudin Uno (Fathur, 2020) encourages entrepreneurship from an early age to be introduced to create a golden generation that is independent, social and solution-oriented. From here, it is necessary to produce early childhood education teacher candidates who have teacherpreneurship skills.

Drucker in Heller (2008: 74) states that innovation is a special tool for entrepreneurship. An entrepreneur is always looking for new ways to exploit change as an opportunity to grow his business. Entrepreneurship or in other terms referred to as entrepreneurship according to Robbins, S.P dan Coulter (2009: 156) consists of three important definitions, namely the process of pursuing opportunities, innovating and growing. Entrepreneurship is the ability and courage to take business risks through the process of planning, organizing, operating and assuming risks (Griffin, 2004: 284). From all these opinions it is interpreted that an entrepreneur is someone who has the skills to pursue opportunities, management skills and has the creativity to innovate.

PG PAUD UNIPMA as a printer for early childhood education teacher candidates, should equip prospective early childhood education teacher students with entrepreneurial skills to become teacherpreneurship. Students will become professional educators who are also entrepreneurs. This is done through the MBKM research program to find products that inspire business creation. The entrepreneurship program that is formed is directed to the field of education, such as snacks for school children, quran reading and writing lessons for kids, tutoring for children's talents and interests. Entrepreneurship is designed by students. Students learn to make entrepreneurship planning proposals to produce business products. Students are expected to realize their efforts until they have graduated. For professionals as educators, this is achieved by doing internships in schools and daycare. In addition, there is a student exchange program to increase knowledge as a teacher and entrepreneur.

PG PAUD UNIPMA is as a pioneer for early childhood education teacher candidates who have entrepreneurial skills. However, so far it is not known whether MBKM has an effective role in teacherpreneursip skills to students who have participated in the MBKM program. Based on these problems, it is very important to know the role of MBKM in the teacherpreneurship skills of PAUD study program students who take part in the MBKM program. Because so far it is not known whether MBKM is effective in improving teacherpreneurship skills in PG PAUD UNIPMA students.

B. Method

The research was conducted on all PG PAUD UNIPMA students who took part in the MBKM program in 2021, totaling 26 students. The research method used is descriptive quantitative research. The research will describe the role of the MBKM program for teacherpreneurship skills. For collecting data, the writer used a teacherpreneurship skill questionnaire. The questionnaire was filled in through a form given to the research subjects. Before being used, the questionnaire has gone through expert judgment. The

questionnaire was developed from teacherpreneurship skills. The questionnaire was compiled based on 2 components of the Teacherpreneurship Model, creativity and effectiveness (Prihadi, 2016), which are described in the following grid of indicators:

Table 1. Teacherpreneurship Skill Indicator Grid

Component	Aspect	Indicator
Creativity	Creativity thinking	Find ideas
		Developing ideas
	Be creative	Open to new experiences
		Flexible in thinking
		Free expression
		Fantasy appreciation
		Interest in creative activity
		Be confident in own ideas
	Creative behavior	Dare to stand
		Independent thinking
Hard work		
Tenacious		
Effectiveness	Professional	Reflective teaching
	Sosial Relationship	Continuous teaching
		Motivating ability
		Support the confidence of students or others
	Class success	Managing of class or business
		Cooperation
Willingness to improve quality.		

The questionnaire was prepared using a Likert scale. Questionnaire in the form of a statement asking for answers strongly agree, agree, less agree, or disagree. Quantitative data analysis will show the frequency and percentage of the role of MBKM on teacherpreneurship skills in 4 categories

(not good, less good, good, and very good). The questionnaire was prepared using a Likert scale.

$$P = f / n \times 100 \%$$

Keterangan :

P = percentage number

f = frequency of number

n = number of respondents

C. Result and Discussion

Research on the role of MBKM in teacherpreneurship skills is based on the research model of Prihadi & Herminarto Sofyan (2016) with the construction of the teacherpreneur model. It consists three interrelated components, namely the competency component, the creativity component that a teacher must possess, and the effectiveness component. In this research used effective and creativity component. The teacher competency component is not used because PG PAUD UNIPMA students have just become early childhood education teacher candidates.

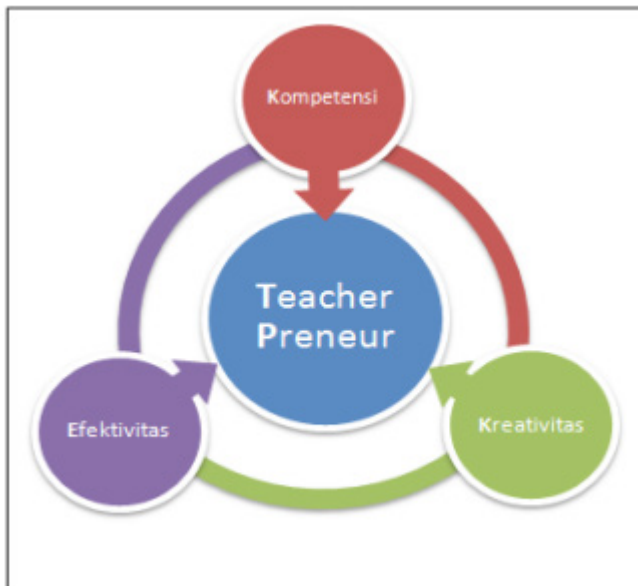


Figure 1. Teacherpreneurship Model (Prihadi, 2016)

In table 2 and diagram 1 it is explained that the role of MBKM on student creativity is 57,69% baik (good), and 42.31% sangat baik (very good) in terms of creativity. Creativity is the foundation for innovation. A person is able to innovate if he has creativity, that is, he dares to try and is not afraid to fail. The results show that the creative thinking, attitude and behavior aspects of MBKM students are in baik (good) and sangat baik (very good) categories.

Table 2. the Role of MBKM in Creativity

Criteria for creativity	Total	Percentage
not good		
less good		
good	15	57.69
very good	11	42.31



Diagram 1. Chart Percentage Results of Creativity Components

Teacherpreneurship is able to contribute to increase teacher internal factors in the form of teacher efficacy and need for achievement towards teacher innovation and creativity in the era of disruption (Feriady et al., 2020). In

this study, the components of creativity consist of creativity thinking, be creative, and creative behavior. The study found that teacher creativity was seen from creative products in the form of learning media. Creative media that can be assessed for novelty, resolution, as well as elaboration and synthesis (Sari, Zaman, & Setiasih, 2018). Creativity is needed by prospective early childhood education teachers in learning, one of which is making media. The attractiveness of teachers can be seen from the ability to prepare creative learning media to teaching methods that stimulate children to have entrepreneurial leadership creativity (Fitroh & Mayangsari, 2017). Creativity will produce products that can be business opportunities, learning media can be entrepreneurial opportunities. From previous findings and research, it is important for prospective early childhood education teacher to have creativity to support teacherpreneurship skills.

Creativity is needed by a teacherpreneur to learning activities. Creativity can also instill a new mindset and develop it. Creativity can be obtained with new insights and experiences and needs. MBKM provides opportunities for students to add new insights and experiences, which affect creativity.

This role is deepened with effectiveness data. Table 3 below shows the acquisition of MBKM effectiveness data in its role in improving teacherpreneurship skills.

Table 3. MBKM Program Effectiveness

Effectiveness Criteria	Total	Percentage
not good		
less good		
good	19	73.08
very good	7	26.92

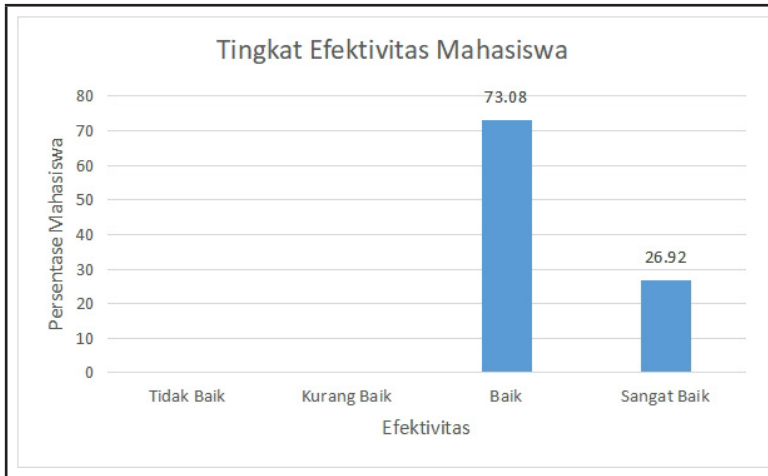


Diagram 2. Chart Percentage Component Effectiveness

The tables and diagrams show that 73.08% of the MBKM program has a good role in effectiveness and 29.92% states that it has a very good role in improving the teacherpreneurship skills of students who take part in MBKM. MBKM is proven to be able to increase the insight and knowledge of students of the PG PAUD UNIPMA. MBKM plays a role in good and very good categories for students in professionalism, social relations, and class success.

Effectiveness can be obtained through good management. In this case, although in implementation there are still many obstacles because MBKM is a new thing for the world of education in Indonesia, but with good management it is proven that the effectiveness of MBKM has a good role in improving teacherpreneursip skills, especially for PG PAUD UNIPMA students.

The effectiveness of this study was measured by professionalism, social relations, and class success. The professionalism of early childhood education teacher has a high relationship with effectiveness (Zubaidi, 2020). There are seven processes of teacher professionalism, namely interaction, family involvement, planning, education and evaluation of child development, using teaching strategies, support for professional development, creating an environment for child growth and development (Peterson et al., 2016).

Early childhood education teachers have a role in creating harmonious relationships in teaching and learning interactions in the classroom by providing motivation (Herawati & Hidayat, 2020). Students gain hands-on teaching experience to develop their interpersonal and leadership skills through MBKM in schools (Widiyono, Irfana, & Firdausia, 2021). The ability of teachers to manage classes affects effective learning in PAUD (Rejeki & Suwardi, 2021).

The results of the study after combining the components of creativity and effectiveness as a model of teacherpreneurship stated that the role of MBKM on teacherpreneurship skills 61.54% is good and 38.46 % is very good. For details, see Table 4.

Table 4. the Role of MBKM for Teacherpreneurship Skills Teacherpreneurship

Teacherpreneurship Skill Criteria	Total	Percentage
not good		
less good		
good	16	61.54
very good	10	38.46

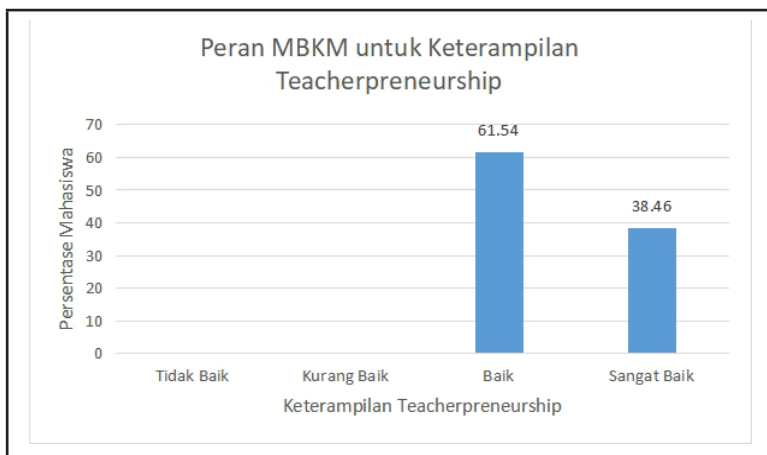


Diagram 3. Chart Percentage Result Teacherpreneurship Skill

From the tables and diagrams of the research results, PG PAUD UNIPMA students feel the positive role of the MBKM program that is followed on teacherpreneurship. Efforts to grow entrepreneurship and increase entrepreneurial activities are important for early childhood education teachers to produce children with entrepreneurial instincts from an early age, so teachers must be examples of how to have entrepreneurial instincts (Novitasari, 2019). The findings in this study deepen previous research. It was found in previous research that teacherpreneurship is able to contribute to improving teacher internal factors in the form of teacher efficacy and the need for achievement on the innovation and creativity of teachers in the era of disruption. Wiyani (2017) adds that teacherpreneurship will bring up the mental attitude and spirit of a teacher who is able to be creative both in business and education, empowered, which is always action-oriented, balanced, that is, being able to control oneself in all situations, cultured, namely being able to position his words and actions within certain standards. , and not awkward in showing his gratitude.

In its implementation, MBKM supports the seventh IKU which requires collaborative and participatory classes. The campus together with the lecturers can create qualified classes through this program. The MBKM program makes it easier for students to engage in the learning process. Learning activities are more varied and add insight because they are carried out outside campus and involve partners. Students will be independent and have social skills. Campus collaboration with partners makes students open-minded and have diverse knowledge references.

This research is limited to 4 MBKM BKP which is implemented in the PG PAUD UNIPMA study program. The research has not discussed the role of each MBKM BKP for teacherpreneurship skills. Future research can compare the role of each BKP in teacherpreneurship skills. To clarify, qualitative research can be conducted on the supporting and inhibiting factors for the implementation of the MBKM program to foster teacherpreneurship. Research can also be developed to the effect of teacherpreneurship skills on the ability to foster an entrepreneurial spirit from an early age in children.

D. Conclusion

PG PAUD UNIPMA implements 4 MBKM BKP, namely student exchange, internship, research and entrepreneurship which have a role in developing skills to become prospective PAUD educators who have an entrepreneurial spirit. The MBKM program has a good role in improving the teacherpreneurship skills of PG PAUD students. Students have the experience to read business opportunities that also support the profession as educators. The MBKM program has a role in both creativity and effectiveness. Thus, it can provide teacherpreneurship skills. Prospective PAUD teachers can equip children with an entrepreneurial spirit by having entrepreneurial skills. During the lectures, the MBKM program also supports the seventh KPI on collaborative and participatory learning. The MBKM program can continue to be carried out and developed considering its role in teacherpreneurship skills and in accordance with the challenges of the times. Collaboration requires more varied partners to increase students' insight and social skills to become work-ready graduates.

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