

## **KNOWLEDGE SHARING AS AN INNOVATIVE LEARNING METHOD IN IMPLEMENTATION OF “MERDEKA BELAJAR-KAMPUS MERDEKA”**

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**Abstract.** Merdeka belajar-kampus merdeka (MBKM) is a policy that is implemented in universities. This policy gives the students flexibility to add competencies that are useful for their lives. The existence of this flexibility is also inseparable from the challenges faced. One of the challenges faced is the challenge in the field of student literacy skills. In this study, researchers looked at the effectiveness of the knowledge sharing method to improve student literacy and support the implementation of “Merdeka Belajar”. This research was conducted at a university in Temanggung. This study used a classroom action research method with a spiral model from *Kemmis and Taggart*. The results show that the success of knowledge sharing in the context of “merdeka belajar” is influenced by: the ability to read and understand a text, the ability to express opinions and explain, the ability to self-directed learning, and the ability to understand sharing from friends.

**Keywords.** Merdeka belajar-kampus merdeka; knowledge sharing; learning method

### **A. INTRODUCTION**

The government through the ministry of education and culture is implementing an independent curriculum. The implementation of the program makes all education actors adjust to the policy. At the university level, this policy is known as “Merdeka belajar-kampus merdeka” (MBKM). The main focus of this policy is to give students learning support. In other side, it also give autonomy to universities to create a learning culture that is appropriate with student needs, flexible, and provides opportunities for students to add various competencies that are useful for their lives. Furthermore, in Permendikbud Number 3 of 2020 concerning National Standards for Higher Education, it has been stated that various competencies must be mastered by students at each level in accordance with the KKNI (Kerangka Kualifikasi Nasional Indonesia). The implication is that implementation of MBKM can support the achievement of the KKNI and facilitate the achievement of competence for students. Furthermore, the aspect of increasing competence in MBKM is in accordance with the results of research by Syamsudin, et al which show that both lecturers, students and education staff that the implementation of the MBKM program contributes to the improvement of students' hard skills and soft skills.(Syamsuddin et al., 2022).

The implementation of the MBKM policy cannot be separated from the various challenges faced. First, the challenge in curriculum development in higher education is to produce graduates who have new literacy skills, such as data literacy, technological literacy, and human literacy that pivot to the development of the character of graduates with noble character(Mariati, 2021). Second, in the implementation of learning, the challenges faced are around the mechanism of Program Implementation, the accessibility of Information and Communication Technology, and the readiness of Human Resources(Wibowo, 2022). From the challenges that exist, students are also required to be able to direct themselves in an appropriate way of learning to master the competencies required in each of the courses they choose. Self-regulated learning is a form of learning independence that is applied by students in the context of implementing independent learning.

Based on the challenges faced, it can be said that one of the challenges that need to be faced is related to literacy. Both in terms of data literacy, technological literacy and human literacy need to be well prepared. One of the learning methods that have been proven to improve literacy skills is the knowledge sharing method. Research by Satriawati, Musyrifah, and Purwanto (2018) found that the average mathematical communication ability of students taught with the Active Knowledge Sharing strategy was higher than the average mathematical communication ability of students taught using conventional methods. Likewise with the ability to learn mathematics (Permanasari & Pradana, 2021). Not only for students, Mundiarsih's research (2019) resulted in an increase in Widyaiswara's competence through knowledge sharing. Furthermore, the results can be developed in three ways: first through formal and informal meetings, second through leadership support in terms of room facilities and technology to share knowledge and build trust and third through material and non-material awards.

Based on the research explanation above, it can be said that there has been research on the use of the knowledge sharing method, but most of the research has been conducted on students in high schools and widyaiswara, while for students in universities hasn't been done. On the other hand, there is also no research linking this method in the implementation of "Merdeka belajar-kampus merdeka" (MBKM). Therefore, this study intends to determine student learning outcomes from the application of the knowledge sharing method in the implementation of MBKM. Furthermore, the purpose of this study is to determine the effectiveness of using Knowledge sharing learning methods through learning outcomes and student learning progress.

## B. METHODS

In this study, the author uses the Classroom Action Research method with the aim of knowing the problems in the learning process and the steps that researchers can take to improve the quality of the learning. Classroom Action Research is a series of activities consisting of three words, each of the three words can be explained as follows: (1) Research, Research is an activity to examine an object by using methodological methods and rules. to obtain data or information that is useful in improving the quality of something that is of interest and importance to researchers. (2) Action, Action is a movement that is intentionally carried out with a specific purpose. In this case, the motion of the activity is a cycle that occurs repeatedly for students or students who are subject to an action. (3) Class, Class in this case is not bound by the notion of classroom, but has another meaning. The class in question is a group of students, in this case students are consistent at the same time, learning the same things from the same educator (lecturer) (Arikunto, 2015).

The researcher used the spiral model from Kemmis and Taggart. In the method there are several stages in carrying out Classroom Action Research, There are Action plan, implementation, actions, and reflecting (Arikunto, 2015). These four steps must be carried out in each classroom action research cycle. To carry out each step in the classroom action research, the researcher uses the knowledge sharing method which is implemented during the learning process. In this study, researchers used two cycles to implement the knowledge sharing method in learning with the aim of knowing whether there were differences in learning outcomes between the first and second cycles.

**Action plan 1.** The purpose of the action plan is the activity of making plans that will be implemented in classroom learning. Here the researcher prepares a learning model with knowledge sharing listed in the lesson plan. This is important to do so that lecturers are not confused in directing students in the learning process in class. It is also important to make an action plan as a control tool when modeling knowledge sharing implemented.

**Implementation of Knowledge Sharing.** Knowledge Sharing is a learning method based on the management of learning management in the classroom. The essence of this method is to provide opportunities for students to hone skills in understanding the material and share the material that has been understood with other students.

**Action.** Action is a movement that is deliberately carried out with a specific purpose. In this case, the movement of activities is a cycle that occurs repeatedly for students or students who are subject to an action. This means that lecturers have the authority to repeat or finish their learning activities in accordance with learning achievement indicators.

**Reflection.** Learning reflection is a means to assess each other between lecturers to students

and students to lecturers. The content of the reflection is to build communication about the learning that has been carried out regarding impressions, messages, hopes and criticisms of whether knowledge sharing learning has provided benefits or not.

### C. RESULT & DISCUSSION

The research was conducted at a university in Temanggung. The object of this research are two classes in Islamic Education Management Department. Each class is subjected to the same method with the same cycle. The following is the action plan for each cycle

#### 1. First cycle

##### Action plan 1

Knowledge sharing is done by providing several journal articles to be studied together. Previously class A was divided into 4 groups of 4-5 people. Each group is given one scientific article to study and share with other groups.

##### Implementation

Each group is given time to study scientific articles. When finished, students are asked to sit in a circle. The first group then stands in the middle of the circle and begins to share related findings or new knowledge they get from the scientific articles they read. Each group member takes turns to share new findings. Everyone may find something different from others.

##### Action

Actions are performed by continuously repeating the method. After one group has finished, take turns with another group.

##### Reflection

After the activity is finished, the lecturer invites students to reflect on what they have done. On that occasion, students gave impressions and messages related to the implementation of knowledge sharing. In class A students feel happy with this method due to several things such the sitting position which they think is more pleasant than the usual sitting position, they can practice speaking in public, they can train self-confidence and help to understand the material well. From the activities carried out, the students are increased literacy skills, public speaking skills and understanding of the material being studied.

#### 2. Second Cycle

##### Action plan 2

The second action is applied to class B in the same way. One class is divided into 4 groups of 4-5 people. Each group is given a scientific article. The article given to class B is the same as the article given to class A.

**The implementation** of action 2 is the same as the implementation of actions in class A

**Action.** The action is the same as the implementation in class A

**Reflection** on class B is done the same as class A.

From the research conducted, the results show that some of the successes in doing knowledge sharing are influenced by: **First**, the ability to read and understand a text. From the two classes studied, group A needed the most time to read and understand the text. Class A takes about 80 minutes to study a journal article that is 8 to 10 pages long. While class B takes about 50 minutes to read and understand. Amalia's research states that students tend to read slowly to better understand the content of the text, so that their reading speed is below the standard, while understanding the content meets student standards (Amalia, 2017). Furthermore, Hakim's research found that during the online learning period, students also read course references, used social media as a learning resource, and read online news (Hakim, 2021). This shows that there are differences in reading ability according to the type of text. There is a difference in understanding between reading general articles and scientific articles.

**Second**, the ability to express opinions and explain. From the two classes studied, it is proven that class B has better ability to explain than class A. This ability can be seen from the fluency in speaking, not glued to the text they read and able to paraphrase (speak by themselves). Meanwhile in class A, when sharing, they stammered, often paused, fixated on the text, and shared only by read the text they read. Research from Selwen, Lisniasari & Rahena shows the effect of self-confidence on public speaking skills (Selwen et al., 2021). Based on the results of this study, it can be said that the

limited ability to convey understanding experienced by students in class A is caused by a lack of self-confidence. Self confidence from students is expected to be increased through this knowledge sharing learning method. This is because knowledge acquisition and knowledge sharing have a positive and significant influence on learning (Al-Emran & Teo, 2020). However, more research on this needs to be done.

**Third**, self-directed learning ability. Self-directed learning is an important element in doing knowledge sharing, because without being able to manage their own learning, students cannot share with their friends. From the two groups studied there are differences that are so steep. Group B can be said to have more self-directed learning abilities than class A. In group A, it seems that they are still sharing notes in groups. This was done because each of the children did not believe in their own notes, so they looked at their friends' notes. In addition, when one group is sharing, other groups do not pay attention, but are too busy preparing to share. This is because many children in class A still lack confidence. While in Class B students are more prepared because in the group there is a distribution of material for each student. As a result, not all students studied the entire article that was distributed. Accordance to research by Fitriani, Haryanto and Atmojo revealed that there was a significant relationship between achievement motivation and student learning independence (Fitriani et al., 2020). This means that when students are aware of their desire to excel, they will be able to direct their own learning style.

**Fourth**, the ability to understand sharing from friends. In addition to the ability to explain, the ability to receive explanations is also important. This is because the success of this method is that what is conveyed can be well received. In the two classes studied, there were differences. Class A can be said to have less ability to understand. This can be seen during the discussion that the questions asked are only technical. The questions asked were, for example, "how do I ask for a signature if there is a merger in the organization?". Meanwhile in class B, the ability to understand is higher. Especially when asking questions also relates to articles that have been read. For example, "in the era of the industrial revolution 4.0, how is our education still lagging behind? Even according to the news that I read, our education is 128 years behind." Syahputra's research found that learning independence had an effect on the ability to understand journals (Syahputra, 2017). Thus, it can be said that in order to achieve understanding, students must have independent learning first. In addition, the prevalence of knowledge sharing depends on the willingness of each student to exchange knowledge, support from colleagues, and also the way in which activities are structured (Havnes et al., 2016). In addition, individual characteristics and motivations can have a significant impact on the effectiveness and outcomes of knowledge sharing. In a university setting, students have different levels of motivation to share knowledge, and their level of ability and understanding will vary (Gamlath & Wilson, 2022).

#### D. CONCLUSION

Based on the research above it can be said that the knowledge sharing learning method can be applied in the context of implementing MBKM. This method can improve student learning outcomes and also progress in terms of student literacy skills, train student learning independence, and improve students' ability to public speaking. However, there are still limitations in this study, this is because the study has not measured the reading ability of each student, the level of self-confidence of students in each class, and student motivation to learn. Future research is expected to reveal what has not been revealed in this study.

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