Perception and Public Participation: The Level of Implementing Independent Learning Program in Indonesia

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Abstract
Overall educational quality is significantly influenced by the potential of the result of the educational process to provide a constructive contribution to the global community. Concerns about the current political atmosphere are regularly raised in the context of any curriculum creation process, and this is no exception. Specifically, the purpose of this article is to determine the level of perception and engagement of the user community in relation to the Independent Learning Program. Using the quantitative method of a cross-sectional survey, the investigators conducted their inquiry. A more complete picture of a problem under examination is produced by this procedure. The study's participant pool includes parents, students, user partners, and professors, among others. A total of 593 responses were submitted in response to the surveys, which were circulated both locally and internationally. Two hundred and forty-nine student responses were received, 117 from academics, 109 from other stakeholders, and 128 responses were received from their families. The results of this study provide information on the level of perception and involvement in each user community under consideration. According to the findings of this study, the public's impression of users is at a moderate level of sophistication. At the level of participation of the user community, which was at a modest level, the same thing occurred. This study's findings should, it is hoped, paint an accurate portrait of the way the ILP program is seen by the general public.
Keywords: The Level of Perception, The Level of Public Participation, Independent Learning Program

Introduction
    These days, many experts have voiced their opinions about the Independent Learning Program (ILP), which has sparked debate. In this paper, we will discuss various aspects of the ILP, such as how to implement it by improving the structure of the previous curriculum (Nurtjahyati & Sukisno, 2021), the importance of implementing the ILP (Baharuddin, 2021), and various issues that arise during the implementation of the curriculum (Suhendra, Asworowati, & Ismawati, 2020). Curriculum changes are always welcomed by the numerous

adaptation processes carried out by actors in the field of education, and particularly higher education, as seen by the data above. To this end, the government has issued Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 3 of 2020, which aims to make this curriculum more accessible to students in the country. The government's facilitation process for this curriculum may be seen in this regulation, particularly in the portion of the process that is standard across the board (Amalia, 2021).

Students' competencies must be developed to be more sensitive to the needs of the times in order to equip them to deal with changes in social, cultural, and work environments, as well as rapid technology advancements, among other things. Incorporate not just the worlds of industry and the world of work, but also the world of tomorrow, which is continually evolving (Al Anshori, 2021). In order for students to acquire learning outcomes including dimensions of attitudes, knowledge, and skills that are optimally and always relevant, universities must be able to create and implement novel learning procedures that are both effective and efficient. Since it was mandated by Minister of Education and Culture Regulation Number 3 of 2020 on January 24, 2020, The ILP has been the focal point for all universities in Indonesia. It will be implemented in the Even semester of 2020-2021 and will be fully operational by 2022 (Ichwandini et al., 2021).

Implementation of ILP is carried out to achieve several objectives, such as the following: 1) As announced by the Minister of Education and Culture, the ILP strategy establishes a framework for preparing students to become graduates who are tough, adaptable, and sensitive to the requirements of the times, as well as future leaders with a strong sense of national pride; 2) Students will have a plethora of possibilities to expand, deepen, and develop their insight and competence in the actual world as a result of this policy, which will be tailored to their individual potential, abilities, interests, spirit, and values, among other things; 3) The ability to learn can take place anywhere, and it is not restricted to traditional learning environments such as classrooms, libraries, and labs. It can take place in industry, research centres, workplaces, places of service, rural areas, and communities; 4) By fostering close collaboration between universities and industry, as well as with the rest of society, universities will be able to serve as springs for the advancement and development of the nation, as well as to contribute directly to the development of the nation's culture and civilization; and 5) Because of this policy, graduates' competence in nontechnical skills (*soft skills*) as well as technical skills (*hard skills*) will increase, making them better prepared and in line with the needs of their times, and thus more capable as future leaders of the nation with superior and personality traits. Students are expected to benefit from the experiential learning program's varied pathways, which will allow them to develop their potential in accordance with their abilities (Purwanti, 2021).

Furthermore, according to the findings of this study on ILP, the curriculum is an important tool in the delivery of high-quality educational services (Tohir, 2020). The ability of the output of the educational process to make a positive contribution to the global community has a significant impact on the overall quality of education. Therefore, concerns in any curriculum development project are frequently linked to the current political climate. The following was transmitted by Maher (2020), who stated that ILP is attempting to address the issue of artificial intelligence, which is now becoming increasingly apparent during the pandemic. In the employment of cyberspace in various parts of life, including education, this can be seen to be true to some extent. Besides that, Yusuf (2021) disclosed the issues surrounding Indonesia's 2030 goal, the Industrial Revolution, and public literacy, all of which the world of education must address through the ILP model of learning.

However, on the other hand, several students expressed their skepticism about whether the two-year period provided for the college to make improvements would be sufficient. One of the reasons for this is that this program will change a great deal about how higher education operates on a fundamental level, one of which is curriculum. In addition, Butarbutar (2020), feels that clear rules must be in place for businesses that open apprenticeships to students later in their careers. He is concerned that the internship program, which has recently been introduced, would be used by the business to obtain low-wage employees in the long run.

Subsequently, another issue is the inequalities in the quality of higher education, which is a problem in itself. This imbalance can be seen, at the very least, in the statistics on national campus rankings, which show a significant difference in scores between campuses. Therefore, the most important thing is to lay the finest possible foundation, beginning with narrowing the quality gap across Indonesian institutions by increasing the capacity of educators, modernizing teaching methods, and constructing educational facilities to serve students and faculty.

In regard to the new ILP, the purpose of this study is to investigate user community perceptions of the policy's implementation. Also, in order to determine how the user community perceptions, the ILP and to determine whether or not this view would influence their participation in supporting the ILP, it is critical to undertake this research. The findings of this study are expected to be used as input by the government (Kemendikbud) in order to ensure that the ILP is implemented properly.

Methodology

Data Respondents

The quantitative method of a cross-sectional survey is used in this investigation (Creswell, 2014). A more thorough image of a problem under investigation is provided by this method. Parents, students, user partners, and lecturers were all included in the study's participant pool. A total of 593 replies were submitted to the questionnaires that were distributed both locally and online. 239 responses came from students, 117 responses came from lecturers, 109 responses came from stakeholders, and 128 replies came from parents. Where, for each demographic, there are additional demographic elements to consider, such as the education level of parents and user partners, the type of work, and the gender of the participants. When it comes to students, the only demographic aspect that matters are their gender. The final respondent came from a group of lecturers who provided demographic information such as education level and gender.

The demographic component for the degree of lecturers' education was determined to be 15.38 percent at the doctoral level, with the remaining 84.62 percent occurring at the master level, according to the findings. Meanwhile, 42.31 percent of the lecturers who took part in this study were female, with the remaining 57.69 percent being male. Furthermore, female students account for 79.88 percent of all students, while male students account for 19/10.22 percent. Subsequently, there is a level of education among user partners, with the majority of them having a bachelor's degree and the remainder having master's degrees (17 percent) and doctoral degrees (14 percent). Meanwhile, government employees account for 75% of the respondent's parents' employment, with the remaining 15% being private employees. Males outnumber females by a margin of 63.89 percent to 36.11 percent among those who answered the parent survey questions. Finally, the demographic component of parents' educational level is dominated by high school graduates (44 percent), followed by

undergraduate graduates (31%), and the remainder are at the diploma level (3 percent) and junior high school (3 percent). Conclusion (6 percent).

The descriptive analysis method was used to create a complete description of the demographic features of ILP users, including students, lecturers, stakeholders, and parents, as well as their perceptions and participation.

Data Collection and Analysis

The perception questionnaire consists of 19 items that are rated on a 4-point Likert scale on a scale of one to four. Each sub-construct of this questionnaire is divided into three categories: 1) benefits, 2) convenience, and 3) beliefs. Each sub-construct was evaluated on a Likert scale ranging from 1 to 4, with 1 representing "strongly disagree" and 4 representing "strongly agree." Meanwhile, the questionnaire for user participation consists of 20 items divided into four sub-constructs: 1) students; 2) lecturers; 3) stakeholders; and 4) parents, each of which is scored on a 4-point Likert scale ranging from 1 to 4 (never to always). We updated the average values for the three levels, as given in the Table 1, in order to distinguish between the categories of user perception and participation.

Table 1
The Level of Perception and Participation

Mean score	Level category
$\bar{x} < 2{,}33$	Low
$2{,}34 \leq \bar{x} \leq 3{,}66$	Moderate
$\bar{x} > 3{,}67$	High

On the following page, you can find the interpretation of mean scores and level of perception and participation categories. The level category of perception and participation is indicated by a mean score ranging from 1.00 to 4.00. A mean score ranging from 2.34 to 3.66 suggests that level category is moderate. In the meantime, a mean value less than 2.33 shows that the level is quite low. On the other hand, a mean score more than 3.67 indicates that the level of perception and participation is at a high level.

Result and Findings

The data from this study's respondents can be classified into four categories: students, lecturers, user partners, and parents of student participants. As a result, the four responses listed above provide an indication of the amount of perception and engagement. Figures 1 to 8 provide a detailed explanation of the level of perception and participation experienced by each of the user communities.

Student perception levels were measured with a total of 239 participants, with female participants accounting for 79.88 percent of all participants and male participants accounting for 10.22 percent of all participants.

Table 2
The Level of Students' Perception

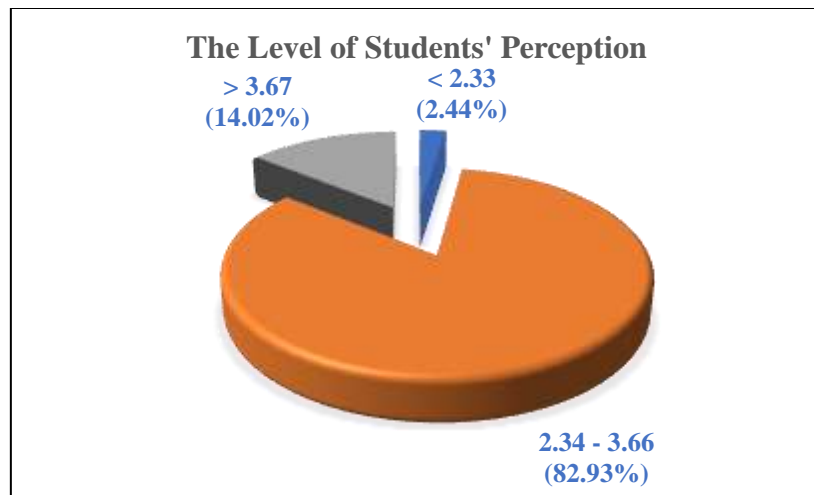| Mean score	Frequently	Percentage	Level category
$\bar{x} < 2{,}33$	24	2.44	Low
$2{,}34 \leq \bar{x} \leq 3{,}66$	152	82.93	Moderate
$\bar{x} > 3{,}67$	63	14.02	High

Figure 1. The Level of Students' Perception

In accordance with Figure 1, the findings revealed that the overall level of student perception is at a moderate level, with a total of 239 students who participated in the survey as respondents. 152 students answered the survey's questions for a mean score of 2.33 to 3.66, indicating that the overall level of student perception is on the moderate side of the spectrum. While the lowest level of perception is at a mean value below 2.33, which includes as many as 24 students, the highest level of perception is at a mean value over 2.33, which includes 63 students.

Table 3
The Level of Lecturers' Perception

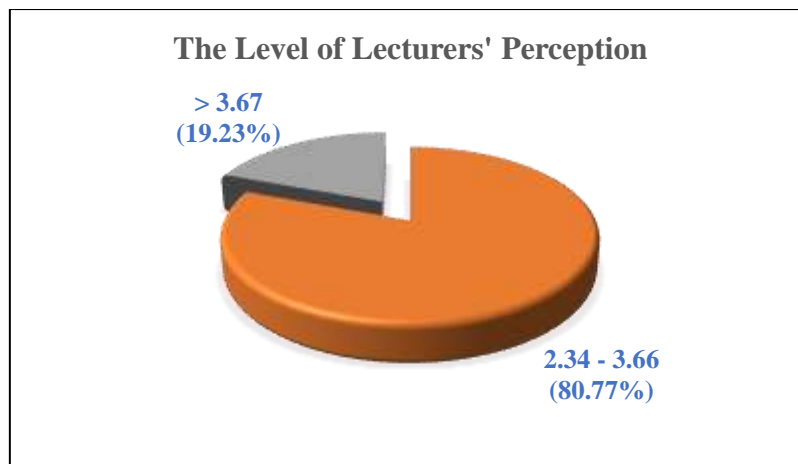| Mean score	Frequently	Percentage	Level category
$\bar{x} < 2{,}33$	0	0	Low
$2{,}34 \leq \bar{x} \leq 3{,}66$	96	80.77	Moderate
$\bar{x} > 3{,}67$	21	19.23	High

Figure 2. The Level of Lecturers' Perception

Subsequently, it is possible to see the level of perception of the lecturers, which is depicted in Figure 2 above. As a whole, the perception level of lecturers is at a moderate level, with 80.77 percent scoring between 2.34 and 3.66 on a scale from 1 to 10. The remainder (19.23 percent, or 21 lecturers) perform at an exceptionally high level.

Table 4
The Level of Stakeholders' Perception

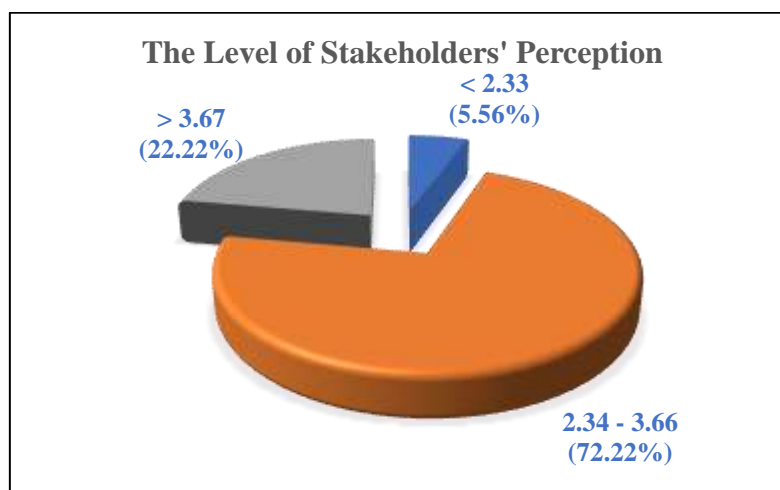| Mean score	Frequently	Percentage	Level category
$\bar{x} < 2{,}33$	7	5.56	Low
$2{,}34 \leq \bar{x} \leq 3{,}66$	81	72.22	Moderate
$\bar{x} > 3{,}67$	21	22.22	High

Figure 3. The Level of Stakeholders' Perception

The overall level of stakeholder perception, as shown in Figure 3, is moderate, with a total of 81 respondents (72.22 percent) indicating that the majority of stakeholders are satisfied with the current state of affairs. Meanwhile, there are 21 responses (22.22 percent) for each high and low level of stakeholder perception, and 7 responses for each low level of stakeholder perception (5.56 percent).

Meanwhile, the last perception level comes from parents, who answered the survey's questions in large numbers (128). With a total of 71 responses, or 64.52 percent, the majority of respondents were on a moderate to high level of satisfaction. There were 32 responses from parents who scored highly, and 25 responses who scored below the mean of 2.33 or at the bottom of the scale. The level of parental perception is depicted in greater depth in Figure 4, which follows.

Table 5
The Level of Parental Perception

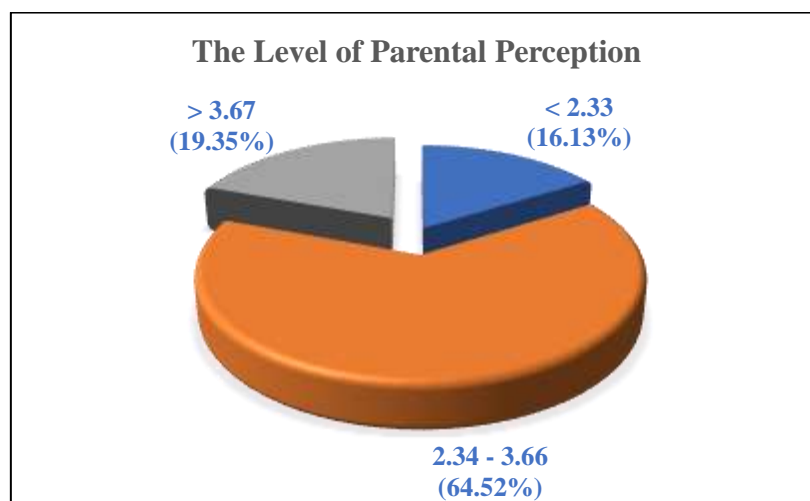| Mean score	Frequently	Percentage	Level category
$\bar{x} < 2,33$	25	16.13	Low
$2,34 \leq \bar{x} \leq 3,66$	71	64.52	Moderate
$\bar{x} > 3,67$	32	19.35	High

Figure 4. The Level of Parental Perception

In addition, the level of participation of the user community will be discussed, as illustrated in the figures 5 to 8 that are included below. For the purposes of this report, the level of participation of the user community has been separated into four categories: students, lecturers, stakeholders, and parents.

A total of 239 replies were received, with an overall level of involvement of 74.39 percent (172 responses) indicating a reasonable level of participation among students. Meanwhile, there were 38 responses for high levels and 29 responses for medium levels, for a total of 9.15 percent and 14.63 percent, respectively, for high and medium levels. Figure 5 depicts the level of student participation in greater depth, as can be seen below.

Table 6
The Level of Students' Participation

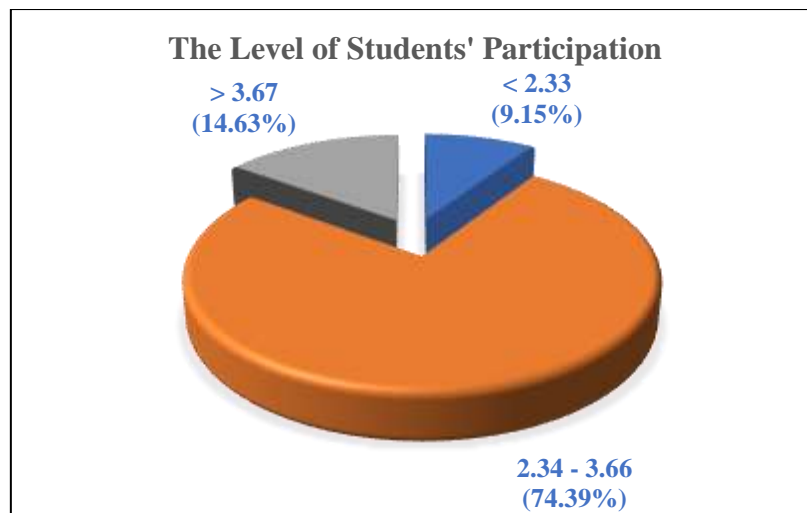| Mean score	Frequently	Percentage	Level category
$\bar{x} < 2,33$	29	9.15	Low
$2,34 \leq \bar{x} \leq 3,66$	172	74.39	Moderate
$\bar{x} > 3,67$	38	14.63	High

Figure 5. The level of students' participation

Furthermore, the amount of participation from lecturers was determined, with a total of 117 respondents. Following analysis of the total number of replies received, it was discovered that overall participation was moderate, with 73 lecturers (57.69 percent) responding to the survey question. Only 2.33 percent of participants are at a low level of involvement, while a tiny fraction of participants are at a high level of participation, with a total response of 31 professors. A breakdown of lecturer participation is shown in the following figure, which provides further specifics.

Table 7
The Level of Lecturers' Participation

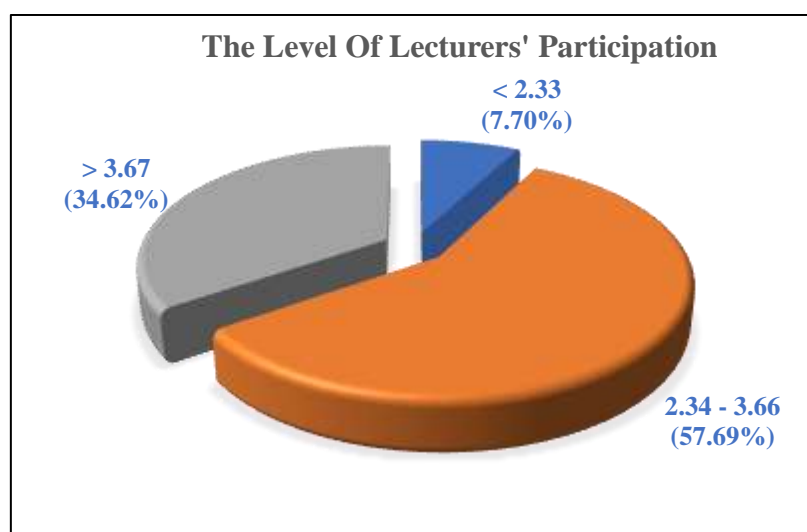| Mean score	Frequently	Percentage	Level category
$\bar{x} < 2{,}33$	13	2.33	Low
$2{,}34 \leq \bar{x} \leq 3{,}66$	73	57.69	Moderate
$\bar{x} > 3{,}67$	31	34.62	High

Figure 6. The Level of Lecturers' Participation

Participation from other members of the user community comes from stakeholders, who provided a total of 109 responses. With a total of 76 replies, it can be concluded that respondents, on average, exhibit a modest degree of participation, based on the available data. In contrast, the rest of the participants were at a high level of involvement (22.22 percent or 9 replies), while as many as 8.33 percent were at a low level of participation. On the following page, you can find more specific information about the amount of stakeholder participation.

Table 8
The Level of Stakeholders' Participation

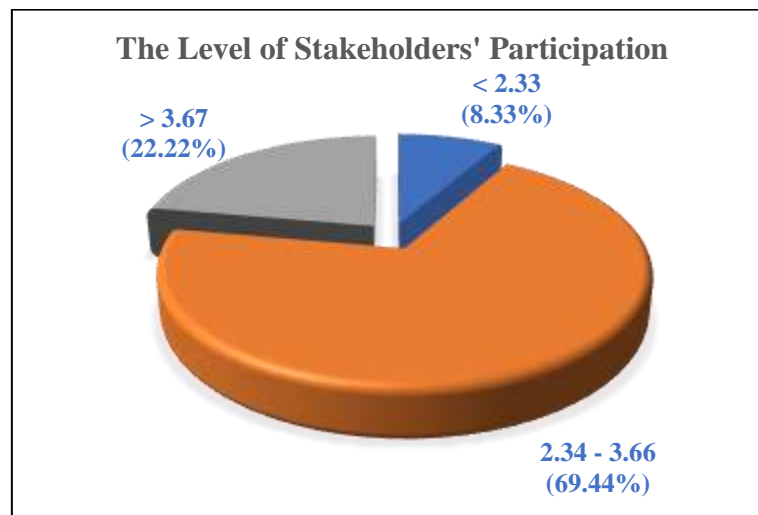| Mean score	Frequently	Percentage	Level category
$\overline{x} < 2,33$	9	8,33	Low
$2,34 \leq \overline{x} \leq 3,66$	76	69,44	Moderate
$\overline{x} > 3,67$	24	22,22	High

Figure 7. The Level of Stakeholders' Participation

The final level of participation came from the parental in the community, who provided a total of 128 responses. The overall level of participation was moderate, with 78 responses representing 61.29 percent of those who responded. Furthermore, it was discovered that the two categories with the highest and lowest participation rates were 19.35 percent and 25 responses, respectively. Figure 8 shows data on the level of parental participation, which provides some insight into the situation.

Table 9
The Level of Parental Participation

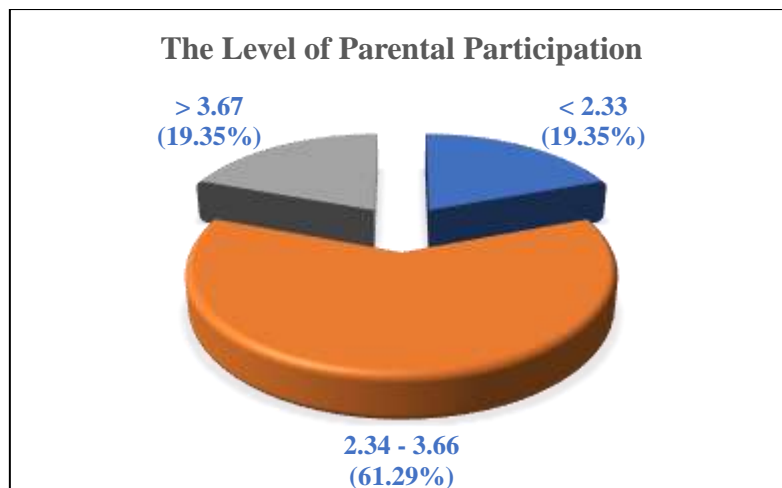| Mean score	Frequently	Percentage	Level category
$\overline{x} < 2,33$	25	19,35	Low
$2,34 \leq \overline{x} \leq 3,66$	78	61,29	Moderate
$\overline{x} > 3,67$	25	19,35	High

Figure 8. The Level of Parental Participation

Discussion

Many experts have voiced their opinions about the independent campus learning curriculum (ILP), which has sparked debate. Following the concept of implementing the ILP curriculum by improving the structure of the previous curriculum (Zulfikar, 2021), the urgency of implementing the ILP curriculum (Prakoso, Ramdani, & Rahmah, 2021), and the various problems that arise during the implementation of the curriculum, this paper will discuss the implementation of the ILP curriculum.

Curriculum changes are always welcomed by the numerous adaptation processes carried out by actors in the field of education, and particularly higher education, as seen by the data above. As a result, the Ministry of Education and Culture of the Republic of Indonesia issued Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 in order to make this curriculum more accessible. The government's facilitation process for this curriculum may be seen in this regulation, particularly in the portion of the process that is standard across the board (Lucardie, 2014).

Furthermore, according to the findings of this study on ILP, the curriculum is an important tool in the delivery of high-quality educational services (Sanfo, 2020). The ability of the output of the educational process to make a positive contribution to the global community has a significant impact on the overall quality of education. Therefore, concerns in any curriculum development project are frequently linked to the current political climate. The following was transmitted by (Higgins et al., 2018), who stated that ILP is attempting to address the issue of artificial intelligence, which is now becoming increasingly apparent during the pandemic. In the employment of cyberspace in various parts of life, including education, this can be seen to be true to some extent. Besides that, Prakoso et al (2021), disclosed the issues surrounding Indonesia's 2030 goal, the Industrial Revolution, and public literacy, all of which the world of education must address through the ILP model of learning.

Curriculum modifications must, of course, be balanced against a spirit of change that not only arises from the macro (universities), but also emanates from the micro (user community). It is necessary to determine how well prepared the user community are for this ILP in order to do this.

In theory, ILP provides students with opportunities to enhance their abilities in specific sectors, particularly those that are cross-disciplinary in nature and that prepare them for entry into the workforce. As a result, ILP is a student's right to receive course credit for completing the course.

Students are permitted to attend lectures in different department at the same institution in order to receive this recognition. This occurs when the existing courses in the study program do not maximize the potential of the students enrolled in the program. For example, although students' abilities in the field of theater arts are quite strong, the Indonesian language education study program simply delivers the fundamentals of theater arts training to them. For students to further enhance their abilities in this area, acting, directing, and other courses in the theater arts department in Physical Therapy, if one exists (Rohinsa, 2020). However, if we do not have access to one, it may be possible to pursue a degree in theater at another institution.

Following the implementation of the ILP curriculum, the majority of students have a moderate perception, which means that they are willing to pursue study programs in other departments within the same school, according to the data (Purwanti, 2021). Furthermore, students who enroll in classes outside of the university provide an excellent representation of the program, particularly if the courses offered inside the institution are not shown. Students must enroll in courses at other educational institutions. As a result, students can receive them in order to aid subjects in which their learning accomplishments are less than optimal. As a result, the institution is required to make space available for students who wish to study at other institutions. This enables collaboration between institutions that have comparative advantages in specific fields of study. For example, because Indonesian language courses for non-native speakers are not owned by the department, students are required to take them at other institutions in accordance with the collaboration that has been established between the department and the other institution. Pupils replied favourably to this, indicating that the vast majority of students were in favor of the adoption of this recognition program. Many people, however, are opposed to the consideration of flexibility and a lack of knowledge of cultural differences in other organizations (Tohir, 2020).

Another form of appreciation for the ILP was discovered in the perceptions of the lecturers, who, on the whole, agreed with the curriculum. The findings revealed that the perception level of the lecturers was on the moderate side of the spectrum. In the lecturer's understanding of the ILP, it is clear that this has occurred. According to the results of the questionnaire, the vast majority of lecturers recognize the significance of practice recognition in non-university settings and express enthusiasm for the program's implementation (Al Anshori, 2021). Despite this, there are still lecturers who are stuck in the old paradigm and are only interested in fields that allow them to feel comfortable in their own skin. In light of the emergence of such a wide range of attitudes, the ILP curriculum can be tailored to meet the specific demands of individual lecturers. More importantly, the ILP program can accommodate all of the wishes and needs of lecturers, and it is available to any and all lecturers who like to use it.

The use of technology in the delivery of the ILP also has a positive perceptual influence on lecturers, as demonstrated by the following: They believe that by participating in this

program, lecturers will be able to gain information and possibilities to employ technology in the classroom. So that their abilities in the field of educational technology grow as a result. The use of technology in the execution of ILP is supported by the vast majority of lecturers (Yusuf, 2021). For example, offering advantages to humanitarian research initiatives and internship programs are examples of charitable contributions. Both curricula, in the opinion of the lecturers, provide possibilities for them to learn technology in an effective and efficient manner. It's a fantastic time to concentrate on taking advantage of possibilities to learn about technology and new applications. Lecturers can use these two programs to narrow their focus and increase their overall quality in terms of integrating technology into their classes.

Stakeholders include other user communities that are concerned about the implementation of the ILP, among others. This is critical since the ILP has a large number of institutional activities that require collaboration with various stakeholders. As a result, the success of this ILP is dependent on the participation of all stakeholders (Suhendra et al., 2020). According to the findings of the research, the perception held by stakeholders in this ILP program is of a moderate nature. This perspective suggests that the programs given by ILP are accepted as a form of collaboration between universities and partners by the majority of stakeholders. ILP offers a variety of programs for collaboration with stakeholders, including internship programs and entrepreneurial activities, among other things. Universities and stakeholders are encouraged to work together effectively under both programs. Aside from that, stakeholders must give high-quality services in order to establish profitable and efficient internship programs and entrepreneurial activities for both parties. In addition, the usage of this collaboration gives other benefits for stakeholders, such as the increase in earnings or the strengthening of relationships in order to improve the quality of marketing and products produced by the participants.

The perception formed by the parent's user population is also on a moderate scale, to conclude. This suggests that parents have a good knowledge of the ILP and that the program can be used as a foundation for activities carried out by kids as a result (Butarbutar, 2020). A few of the most important roles played by parents in the success of the ILP are the granting of permission and mutual understanding of the ILP, so that parents can monitor the activities that their children engage in while participating in the ILP. ILP is a multi-faceted program that includes several components. In addition, parents can play a vital role in ensuring that the high standards of performance achieved by kids in this program are maintained. Concern on the part of parents, Zulfikar (2021) stated that ensuring that their children work and participate actively in the ILP is the most important factor in increasing the overall quality of pupils. For example, in humanitarian missions, parents can assist in providing the necessary facilities for pupils to participate in the activity. Another point to mention is that the implementation of humanitarian projects cannot be isolated from the education of parents who teach good things to their children in both happy and difficult circumstances. In order to develop a human being who assists and supports one another in all situations that they encounter while living together.

A modest degree of participation is observed in the ILP program by the user community, which corresponds to the same level of perception as that observed in the program. This is due to the fact that the perceptions demonstrated have an impact on participation in the ILP program (Ichwandini et al., 2021). ILP participants, for example, expressed their agreement

that the ILP program might increase the quality and experience of students in the real-world of industry and business as seen by their participation in the program. They are energised by this and transformed into pupils who are prepared to compete in the corporate world later on. Another way in which academics contribute to the ILP is by assisting in the preparation of facilities and infrastructure for student exchange programs and teaching sites. Another activity that lecturers engage in as part of their participation in the ILP is a humanitarian project in which they interact with students and other stakeholders to do good for mankind. In general, lecturers agree with this and actively participate in the ILP. Another example of lecturer participation might be found in the sphere of scientific investigation. The fact that lecturers are taking part in this ILP is motivated by the desire to improve the quality of their research and produce research results that can be published as a result.

Another group of users who are parents and stakeholders are other user communities. The second component of the ILP is comprised of these two user communities. In this particular instance, it is also a critical aspect in the success of the ILP implementation (Amalia, 2021). A few examples of parental participation in support of the ILP include taking an active role in monitoring the activities carried out by their children in the ILP, in addition to serving as a student support system that contributes to the overall success of the ILP Student internship activities and entrepreneurial activities, for example, provide evidence of stakeholder participation in the ILP. Both programs are made possible by collaboration between universities and other stakeholders. Participants in these two programs must provide the appropriate environment for students to gain useful information and experience through internships and entrepreneurial activities if they are to succeed. Additionally, it is beneficial to stakeholders in terms of enhancing the quality of the items that are created. As a result of enhanced collaboration, stakeholders will be able to establish new contacts in order to promote the items that they manufacture.

Conclusion

Making a new policy, known as the ILP, from the Ministry of Education and Culture is one of the most effective strategies to improve the quality of education in Indonesia, according to experts. In the long run, it is envisaged that the program, which was developed in collaboration with and collaboration across user communities, will be able to improve the quality of life of Indonesians while also increasing the quality of education, culture, and the economics of their respective communities. Due to the eight foundational principles mentioned in the ILP, it is having a significant impact on the lives of those involved in the field of education in practice. Thus, a thorough understanding and synergy between education and stakeholders are required. In order to provide a clear image of how the ILP is being mapped, it is envisaged that the level of perception and engagement of the user community will represent a comprehension of the program. In accordance with the findings of the research that has been conducted, it has been determined that the level of perception held by the user community is moderate. Same thing happened with the amount of engagement by the user community in the ILP, which was only moderately high at the time of its implementation. Consequently, this demonstrates that the user community as a whole is already familiar with and understands the ILP software, albeit not yet to the point of being able to comprehend it in depth. In the meantime, the level of perception and participation of the user community that is currently being measured demonstrate that the ILP that is being implemented is being received positively by the entire user community, which includes lecturers as well as students,

stakeholders as well as their parents. Accordingly, it is believed that better awareness among the user community, as well as increased involvement among the user community, would help to ensure the success of the ILP in the years to come.

Acknowledgement

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