

## The Interpretation and Appreciation of Lectures to the Learning and Campus Freedom Policy and Its Relationship to Performances

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**ABSTRACT :** *The aim of the research is to find out the response of lectures in Educational Faculty of Mulawarman University to the Concept and Policy of Learning and Campus Freedom (LCF). The objectives of the research are to know the directions of lectures interpretation, lectures appreciation, and lectures performance to the LCF; to know the relationship between interpretation and performance, and the relationship between appreciation and performance; and to get improvement suggestions to LCF. Samples are 14 persons obtained by purposive sampling out of 171 lectures. Data was collected by questionnaires. Descriptive quantitative by the percentage used to analyze data to know the directions of interpretation, the directions of appreciation, and the direction of performance. The data analyzed was continued by Spearman Rank test to know the relationship between interpretation and performance, and between appreciation and performance. The finding of the research showed: most of the samples (97,91 %) are have positive response to LCF. Positive direction interpretations (93,75 %); positive direction appreciations (100 %); and positive direction performances (100 %). Hypothesis test showed that, with N= 14, in point significance 1% (0,716), and in point significance 5% (0,544), no relationship between interpretation and performance ( $p=0,505 < 0,544 < 0,716$ ); nor relationship between appreciation and performance ( $p=-0,214 < 0,544 < 0,716$ ). Based on respondents' suggestions that LCF is still needs to be refined both in terms of concept and also the policy.*

**Keywords**—*interpretation, appreciation, performance*

### I. Research Background

Indonesia educational reformation, especially in higher education just been declared by the Minister of Education and Culture of the Republic Indonesia, Nadiem Makarim. Concept of Learning and Campus Freedom (LCF) initiated by Nadiem it is believed to be a new idea to increase quality of the process and result of education, especially in higher education. As a reformation idea that has been a new policy must be followed and obeyed by education stakeholders, including lectures. Assumed most lectures do not understand yet to LCF. Lectures as implementations must understand LCF prior involved in implementation the LCF. Lectures understanding of LCF will grow in appreciation. In fact, there are many interpretations in the field of LCF and potentially on trend polarization. On one side trend to a positive direction, and in other side trend to a negative direction.

The Pocketbook of LCF that issued by Ministry of Education and Culture of Republic Indonesia on March 2020 explains clearly the concept and policy of LCF. From Ministerial Decree, reasonings, goals, the parties involved, up to the learning mechanism are very well explained in this book. As a new policy, it is normal if then appear who agree and who disagree. Lecturer as a forefront to implementing the policy of LCF will be critical while trying to understand it. They will interpret LCF according to their way of thinking. Their interpretation will vary as well as the appreciation also varies. The direction of interpretation and appreciation potentially affect their performances. The performance is characterized by productivity and passion on teaching. Is this an effective policy to bring students to be effective learners is the question that all parties are waiting for the answer.

Effectively of LCF depends on the lecturer as a trigger both in teaching and research implementation and in community devotion. Teaching, research, and community devotion were called as A Higher Education

Dedication Trilogy (Tri Dharma Perguruan Tinggi). Do lectures appreciate LCF positively or negatively are two first questions that will be continued with the question of performance: is productive or vice versa?

As a research to policy, the result of this study will be useful as inputs to LCF implementation effectiveness and improvement. With the improvement of this LCF concept and policy in implementation hopefully can reduce misinterpretations so that appreciation becomes good and performance increases.

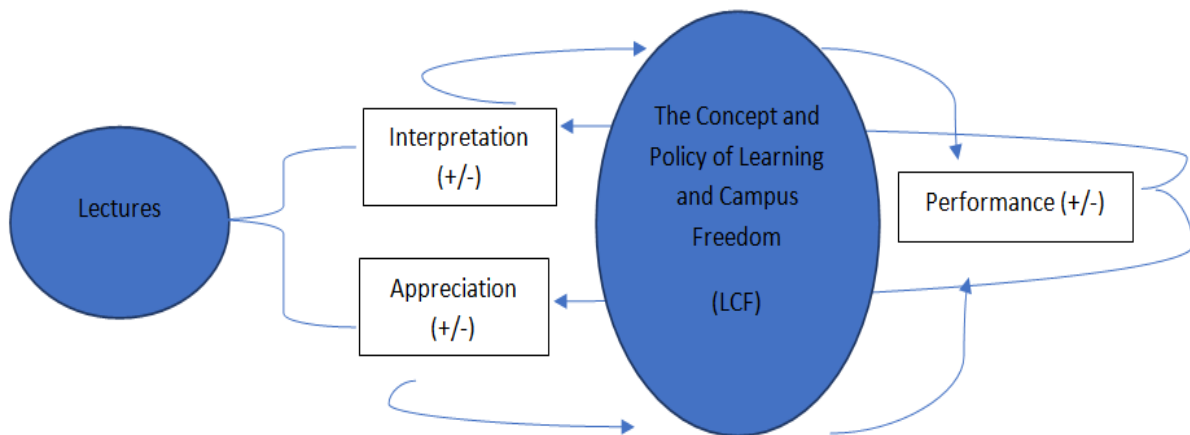
## II. The Aim of the Research

To find out responses of lectures of Education and Teacher Training Faculty of Mulawarman University to the concept and policy of LCF.

## III. The Objectives of the Research

- a. To know the lectures direction interpretation in response to LCF.
- b. To know the lectures direction appreciation in response to LCF.
- c. To know the lectures direction performance in response to LCF.
- d. To know the correlation between interpretation and performance.
- e. To know the correlation between appreciation and performance.
- f. To get improvement suggestions to LCF.

## IV. Theoretical Framework



The figure above depicts the flow of theoretical of the research. That lectures with their own interpretation and appreciation are used to interpreted and appreciated LCF. The direction of interpretation and appreciation are assumed have correlated to their performances. If interpretation and appreciation in positive direction so is performance. So is if interpretation and appreciation in negative direction, performance direction also negative.

## V. Interpretation

Interpretation is a translation activity or explanation of policy substance in more operational terms that allow the policy able to be implemented (Areros, 2013). According to Kamus Besar Bahasa Indonesia (1988), interpretation is giving an impression, opinion or theoretical perspective to everything. While, Jones (1996) stated that interpretation is construed so the program becomes a plan and proper guidance that can be implemented. Therefore, interpretation is linked to the implementers to understand they what have to do.

Interpretation can be subjective. This subjectivity arises because of personal experience, group prejudice, ideology and way of life. It can also occur due to different dimensions of insight, differences in knowledge, and interest. Whatever the explanation of interpretation, the essence of imprecation is interpreting to get understanding and knowledge clearly and deeply.

## VI. Appreciation

Appreciation is good evaluation, impression, or giving awards for a work; or evaluation process and positive reward that someone has done for something. Giving appreciation to others for his work will have a positive impact on individuals and society. There are three kinds appreciations, these are empathetically, aesthetical, and critical. In this study is focused to critical appreciation.

Critical appreciation as an assessment activity or appreciate to works by involving appraisal, analysis, discreption, classification, open minded, sensitivity, and evaluation. If simplified, this aspect of evaluation can

be squeezed into three only, these are: valuing, responsive, and proactive. The goal of appreciation is to educate the public of what and how everything are created, evaluate and develop to be works more qualified, as well as increasing abilities and imagination.

While the benefits of appreciation is to understand the work from multi points of view, to increase a sense of respect for a work, and improve the work that is appreciated for the better.

In this study, appreciation means how did the lecturer respond and appreciate the concept and policy born from the government. The level of appreciation will differ from one lecturer to another due to different interpretation. And the differences of interpretation due to education experiences and other life experiences. In this point, appreciation will have two tendencies, these are that leads to positive, appreciate something as kindness and useful; and another leads to negative, see something less valuable and less usefull.

## VII. Performance

Performance is outcome record resulting from the function of specific jobs or activities over a specified period of time; or overview of the attainment level of activity[1]. In this study, the performance is lecturers performance in the context of A Higher Education Dedication Trilogy (Tri Dharma Perguruan Tinggi) that consist of how lecturers conducting teaching tasks, research tasks, and dedication for society. Need to know that this study did not get inside to see secundair data in the form of documentary of performance or other evidence, but it is enough to look at trends, both positive direction and negative one. These directions were found with lecturers statement of what they have been doing for the last two years. If there is a creation or production means a positive direction, and vice versa if there is no creation or production means negative direction.

## VIII. The Relationship Between Interpretation and Appreciation with Performance

As far as we know, up to now there is no research that examines the relationship between interpretation and performance as well as the relationship between appreciation and performance. Principally, interpretation and appreciation are traits inherent in every human being, not only in the arts.

The relationship between interpretation with appreciation is a certainty, something that naturally already exists, and its relationship is like a coin where one side cannot be separated from the other side, and therefore no verification by research is required.

The interpretation that it is percieved as a way to interpret, and appreciation that it is percieved as a way to appreciate can be found in social life interaction of human being, including in every level of education.

The relationship between interpretation and performance, and appreciation with performance can be explained from Edward Thorndike's Stimulus - Response (S-R) Theory, where the kind of stimulus willstrengthen the kind of response; if stimulus is positive then the response is also positive, and return to give a positive response to stimulus, and so on.

In one of his laws of learning that called as the law of effect, he explained that the relationship the stimulus and response is strengthen if the consequences are satisfactory, and the relationship is weakened if the consequences are unsatisfactory[2].

In this study, LCF is placed as a stimulus where the lecturer will respond. Methodologically, the position of interpretation and appreciation are the variables X1 and X2, and each will be searched for the relationship with variable Y namely the performance.

Theoretically as explained above and which will also be confirmed in the formulation of the hypothesis, that there is a relationship between interpretation and performance, and between appreciation and performance.

## IX. Freedom of Learning and Campus Freedom

Basically, the concept of Freedom of Learning and Campus Freedom is nothing new. David Ausubel (1978), Jerome Bruner (1960), and Jean Piaget[3] have developed in different ways, but it's actually the same. Conny Semiawan[4]has even offered a concept namely Process Skill that the real thing is freedom of learning. Of course many experts have reviewed it and build learning theories which is actually in the same direction as NadiemMakarim thought.

Ausubel with meaning verbal learning which stated that learning process done by constructing of phenomenon, facts and students' experiences to the knowledge system they have[5]. Also, according to Bruner that learning done by exploring experience from their environment[6]. In line with that opinion, Piaget offered Constructivistic Theory which explained Generative Learning Concept by creating meaning from what is learned and experienced, and stated that knowledge are sought and dug by students themselves[3].

Conny Semiawan[4] has formulated the concept of process skill which states that knowledge and science is obtained through the search process, invention, and development through actualization of the work, and therefore students need to be given a free and independent thinking space. Which was meant by NadiemMakarim in the concept of LCF as a container for the implementation of learning is important to research.

As Makarim stated (2020) that this concept is dynamic, which means it is still open to the refinement process[7]. As written in Pocket Book of LCF, there are four mandates related to LCF, these are: easy of opening new study program; changes to the accreditation system; changes the higher education as legal body, and; three semester right for learning outside the study program.

The higher education as agent of change must provide input to this new concept and policy. The lecturer as executors and thinkers is a critical entity, and therefore it is necessary the direction of criticality is explored. Is critically constructive-active, or in the opposite direction, critical-creative counterproductive. Whatever the direction of the lecturer criticism, that's part of interpreting phenomenon and as a reflection of their appreciation to new phenomenon. What means new phenomenon is Freedom of Learning and Campus Freedom which was launched by NadiemMakarim, Minister of Education and Culture of Republic Indonesia. Normally the critical group always responds to new policies. Assumed, if the direction of interpretation is positive so the appreciation, and in the end be proactive and productive. In contrary, if the direction of interpretation is negative so the appreciation, then has potential to be reactive and counterproductive. This can be seen in attempt to approach to new policy by using a continuum knowing-loving-doing. There was an attempt to be curious, to like, and strive for success the new policy.

Reality on the ground, not all lectures have welcomed LCF for various reasons. As the reaction of some lectures in Gadjah Mada University which is reflected from the contend of Open Letter to NadiemMakarim on November 7, 2019[8]. But some others one support it as stated by OjatDarojat as a Rector of Open University, although admitly have to turn the brain to carry it out. The rest seemed a little apathetic and looks not yet or does not care to this policy, and even reading documents has not been done, and something like this happened on Faculty of Education and Teacher Training, Mulawarman University. The same thing may be happened at other campuses in response to the new policy.

## X. Hypothesis

Based on theoretical explanation above to the problem under study, two hypotheses can be formulated as follows:

Hypothesis I

Ho1 : There is no linear relationship between interpretation and performance.

Ha1: There is relationship between interpretation and performance

Hypothesis II

Ho1 : There is no linear relationship between appreciation and performance

Ha2 : There is linear relationship between appreciation and performance

## XI. Methods

The populations of the research are all of lectures of Education and Teachers Training Faculty of Mulawarman University which numbered 117 persons. Sampling was purposive non random. According to research objectives then a sample are those who are assumed to have mastered of LCF policy, in means that they have read The Pocket Book published by Ministry of Education and Culture on February 2020, five month before the study being done.

The data collection tool is questionares which is developed from the concept related three variables in this study, namely: interpretation concept, appreciation concept, and performance concept. From these concepts sought the main aspects, and from the main aspects then developed into question/statemen items. The questionare consist if 30 items, two of which are open questions to provide space for improvement suggestions for the LCF.

In line with the approaches of the research namely descriptive and inferential, then data analyzed by percentage to see the map of interpretation direction, appreciation direction, and performance direction. After the data is collected, it is analyzed and classified, its dominance is seen by amount of percentage, these are tend to positive direction or negative direction in response to LCF.

Incoming data is processed by the Spearman Rank formula which is included in non-parametric statistic. The Spearman Rank is used to following the data that are not normally distributed. This technical analysis is used to know the relationship interpretation and performance, also appreciation and performance[9]. The qualitative data which is obtained from two open-ended questions will be explained as is, because it is suggestions for improvement LCF. Then the data is interpreted to see its relevance with the objective of the research.

## XII. Result and Discussion

### Descriptive Results

**Table 1: The score of lecturer response**

Lecturers (professor)						Lectures (non professor)					
Interpretation direction		Appreciation direction		Performance direction		Interpretation direction		Appreciation direction		Performance direction	
Mean: 14.25		Mean: 27.25		Mean : 11.88		Mean: 14.75		Mean: 26.50		Mean : 11.25	
Range: 8-17		Range: 14-29		Range: 6-12		Range: 8-17		Range: 14-29		Range: 6-12	
Field score: 9-17		Field score: 20-29		Field score: 11-12		Field score: 13-17		Field score: 25-29		Field score: 11-12	
										Highest:	
Positive (%)	Negative (%)	Positive (%)	Negative (%)	Positive (%)	Negative (%)	Positive (%)	Negative (%)	Positive (%)	Negative (%)	Positive (%)	Negative (%)
87.5	12.5	100	0	100	0	100	0	100	0	100	0

**Note: most of the lectures are in a positive direction.**

Based on incoming data, can know the direction of interpretation, the direction of appreciation, and the direction of performance, what the percent positive direction is and what is the percent negative direction. Data in the form of percentage shows that lecturer in professor group only interpretation variable with its negative direction (12.50%). On the other two variables namely appreciation and performance at positive direction (100%). So is for group of lectures who are not professor, all variables show the positive direction (100%).

Why on the group of professor has the negative direction on interpretation variable is a question that needs to be answer theoretically. In general, a professor as a senior lecturer has a longer reading time than others, so were his experiences. The number of hours of reading, experiences and insight has an effect on the level of criticality. Although not all, but it is a state in the context of knowledge possessed by professor.

As confirmed in Ministerial Regulation of Minister of Policing the State Apparatus of Republic Indonesia, Number 46/2013 Article 26 Verse (3) that is the requirement to a professor are: (1) have a doctorate degree; (2) at least 3 years after becoming doctorate degree; (3) have writings which is published in reputation international journal; (4) experienced as a lecturer at least for ten years. Besides that, as a professor that to get it is not easy, hence, as Alice Thomas and Glenda Thorne (1992)said, that a professor is accustomed higher order thinking system, which if is implemented in learning process he will give the best service and treatment to students. Usually he also write down little things detailly such as input for evaluation, also creating a model of teaching, methods as well as strategy and updating lesson content.

Based on the reason mentioned above, so it is very possible that the professor has independent view and thought, and do not have to inline with thought of people in general. Number of 12.50% is a representation of entities that are discussed in this, the entities of professor in Faculty of Education and Teachers Training of Mulawarman University.

As for the group of lecturers not professor, none of variables which leads to negative direction, means that all in the positive direction. This things is different from the professor entities which one of the variables namely interpretation, some are skewed to negative direction (12.5%). The difference caused by subjectivity in interpreting things. As for the appreciation variable, mean score of lectures group who is not professor lower than professor's average, namely 27.25% in professor group and 26.50% in lectures group who is not professor that actually is insignificance difference, only 0.75%.

From this results it is explained that the professor entities tend to more appreciative, which may be caused by their responsibility as scientists in order to elaborate the phenomenon in their campus which is trigged them to appreciate the concept and policy at first before delving into the content. It is in line with OjatSudrajat said on Inauguration of 3 Professor at Open University Campus in 11 February, 2020, that "The professors are expected able to become an academic stronghold in maintaining quality and authority of higher education".

For the variable of performance, both professors and non-professor, are both 100% in the positive direction. It means, all lectures in all level of position is equally productive in Higher Education Dedication Trilogy (Tri Dharma Perguruan Tinggi), especially in research and community dedication. Even if there is a difference in average is insignificance differences, these are: mean score is 11.88 for professor and 11.25 for non-professor. The distribution of score range also same, that is 11 up to 12.

### Hypothesis Testing Results

In the hypothesis test is used Spearman Rank as explained above.

Hypothesis test showed that, with  $N=14$ , in point significance 1% (0,716), and in point significance 5% (0,544), no relationship between interpretation and performance ( $p=0,505 < 0,544 < 0,716$ ); nor relationship between appreciation and performance ( $p=-0,214 < 0,544 < 0,716$ ).

With the rejection of two hypotheses have implications both to theory or methods used in this research. The implication on theory comes a question: is theory used in this research relevant to the phenomenon and the existing condition, caused this research is theory testing in one side, and in the other side is to describe three variables namely interpretation, appreciation, and performance in relation to the concept and policy of Freedom of Learning and Campus Freedom (LCF).

Methodologically, the rejection to this research hypothesis potency to raises at least two questions, these are that related to tool for collecting data, and sampling. Is the instrument arranged correctly, and purposive random sampling was done right?

The relationship between interpretation and performance, and appreciation with performance are still no theory explained it clearly. Single explanation what is interpretation, already a lot, such as written by Paul Ricoeur [10] namely Theory of Interpretation: Text Understanding, Interpretation and Its Methodology. So as Theory of Appreciation written by Edmund Burke Feldman, et al (2014).

This study of interpretation more emphasize on understanding of meaning of written texts. To understand the meaning of language used the interpretation in order to understand the reality. In this context, well known hermeneutic, this is the study of interpretation theory both to various text and to the process.

The traditional hermeneutic studied a lot written texts on literature, religion, and law. As for the modern hermeneutic studied text and everything that undergoes a process. In this research, the interpretation is how lecturers interpret the concept and policy of Freedom of Learning and Campus Freedom. Basically, the interpretation in this study is a modern hermeneutic, namely highlighting text and its policy in field. Text of LCF and its implementation.

From the understanding side is clear, no more problems. But is any problem when the interpretation juxtaposed or linked to the performance; is there theoretical explanation of the logic relationship of these two variables, is something that will be questioned, and we will answer.

As explained theoretically above that as long as we know not have been found the research founding's that linking interpretation and performance. So as the relationship between appreciation and performance. This is caused by the lack of theoretic support so it was deemed unnecessary to search these two variables. Precisely the of lack of theoretic support is one motivations for we doing this research. This is also an opportunity for us to maneuver with theories on these three variables, who have their own explanation and speculatively try to explanation the relationship of interpretation and performance, and also the relationship and performance, and prove it through research.

The policy of LCF in this context is positioning as medium being boarded by these three variables. The lecturers as research subjects who have ability in interpreting, appreciating, and performing in various level are psychological phenomenon that need to reveal the trends to the stimulus in the policy form namely policy of Freedom of Learning and Campus Freedom. That from the result of hypothesis testing proved rejected is an indication need more research. The cause of the rejection of hypothesis can be caused by small sample size, that's only 14 respondents, or 8.19 % out of population members. The respondents are representing all of departments in the faculty. The sample amount which is too small although it is supported by the assumption of representative department is presumed to be main cause of the hypothesis rejection.

### XIII. Conclusion and Recommendation

#### Conclusion

1. The lecturer interpretation to the LCF is on the positive direction (93.75%), and separately of professor group is 87.50 % in positive direction and 12.50% in negative direction. Whereas for non-professor group is 100% in positive direction. The lecturers appreciation to the LCF both professor group and who are not professor is 100% on positive direction; likewise to performance, 100% on positive direction.

2. No linear relationship between interpretation and performance, so is no linear relationship between appreciation and performance; and based on qualitative incoming from respondents that LCF is still need to be refined in terms of concept and policy.

#### Recommendation

1. The leader of higher education both in level university and faculty, department and study program need to do outreach of LCF. As a new concept and policy, there are still many of lectures who have not understood it and is still groping in implementation. In order to implementing the policy properly needs synergizer among higher education leaders in each level so LCF can be implemented on the right track.

2. The leader of higher education in each levels needs to mapping of directions of lectures interpretation, lectures appreciation as well as lectures performance to LCF for coaching purposes because they are in the front guard in applying LCF.

3. Further research is needed in a larger and diverse population for groups of education institution leader, lecturer, teacher, and students, to dig deeper into the problem of LCF.
4. At levels of institution such as faculty, department and study program need to open a broader and deeper discussion forum which is involving various stakeholder so LCF can be understood better.

#### **XIV. Implication**

##### Theoretical Implication

1. This research intends to test the theory which is built from single concept of interpretation, appreciation, and performance, to become a theory of connectedness of these concepts. Hypothesis testing proved that no linear relationship between interpretation and performance, so is no linear relationship between appreciation and performance. Logically there is a relationship among these variables. This phenomenon potency to question back the logical truth of relationship among these variables.
2. Need further study to explore and elaborate the concepts and theory of interpretation, appreciation, and performance. Interpretation and appreciation as a part of soul and mental process, and performance as an aspect of education domain is becoming increasingly important to study through special subject matters in related departments. The study has the potential to give birth the new nomenclature in field of science which is a combination of psychology, art, and education.

##### Methodological Implication

Rejection of research hypothesis has implication in the use of the research methods as well as in the use of detailed procedures. The level of representation the population in the sample, the adequacy of indicators and aspects in instrumentation constructing as well as the accuracy of data analysis technique, are the important steps before hypothesis testing. These are major point of concern in further research work.

##### Practical Implication

High percentage of positive direction on three variables is indicates that most of the lectures are ready to implementing LCF with a number of conditions have been stated above. A qualitative data which contain constructive suggestions need to be followed by preparing superior human resources, infrastructure, adequacy of the budget, and by considering the uniqueness and diversity each entities.

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