The Perception and Public Participation: The Government Implementation of Independent Learning Program in Indonesia

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Abstract
The perception and public participation are increasingly regarded as crucial for understanding the relevance of the *Independent Learning Program* (ILP). Involvement in the ILP program is related to the perception of acceptability of the program, and it is crucial to evaluate how much the perception of the general public interested in ILP has influenced their willingness to Public Participation. Consequently, the relationship between perception and public Participation was investigated in this research. It was decided to employ the quantitative survey approach in this research, a cross-sectional study that was explained by the use of the structural equation model to obtain the most accurate results. The participants in this study were 593 respondents consisting of students, parents, stakeholders, and lecturers who served as the sample. The conclusions of this study were based on an exploratory factor analysis (EFA) and a confirmatory factor analysis (CFA) with three components for perception and four factors for public Participation. Construct a structural model of perception and public Participation that has a moderate association (β= 0.391) between them, on the other hand. As a result, the relationship study was carried out to provide public Participation with a better understanding of the topic in the ILP, technology, beliefs, and other elements that can impact the ILP. This represents a significant step forward in the ongoing attempt to provide a high-quality education system.
Keywords: The Perception, Public Participation, Independent Learning Program

Introduction
The Independent Learning Program (ILP) has been the focus for all universities in Indonesia since it was mandated by Minister of Education and Culture Regulation Number 3 of 2020 on January 24, 2020, and will be implemented in the Even semester of 2020-2021 and will be fully operational by 2022.

Student exchanges, internships/work practices, teaching assistance in educational units, research/research, humanitarian projects, entrepreneurial activities, independent studies/projects, and the construction of a thematic real work village/college are all examples of ILP (Nurtjahyati & Sukisno, 2021). The execution of the 8 (eight) pillars of ILP necessitates collaboration with university partners from the business, education, and local communities.

Partners in the ILP, as well as users, must have a complete awareness of the program, how it is conducted, and its objectives. According to the results of the study team's initial survey, several members of the ILP user community and partners were unable to comprehend ILP and its implementation. Specifically, the goal of this study is to determine people's perceptions of the ILP program, as well as the amount to which these perceptions will influence their willingness to support the program.

In order to form a comprehensive picture of something, humans must first choose, organize, and analyze facts in order to form a complete picture of that thing (Rohinsa, 2020). Perception is a process of categorization and interpretation that is selective in nature. Views are influenced by perceived characteristics of a person, as well as factors in the surrounding environment.

It is predicted that users and their perceptions of new system information will influence how users interpret new system information, both in terms of utility and the ILP aims, according to Kotler (2005), when ILP is implemented. To conduct this investigation, researchers turned to the Technology Acceptance Model (TAM) (Surendran, 2019). TAM is a paradigm that is frequently used to evaluate the level of acceptance of information systems (Amalia, 2021). The six components that make up perception are: external variables (external variables), user perceptions of perceived ease of use, user perceptions of perceived utility, attitudes toward using, attention to using behavioral intention, and actual usage (Prakoso et al., 2021).

These objective studies are as follows:1) makes use of knowledge-based attitude perceptions; 2) views of program convenience; and 3) perceptions of usefulness. ILP implementation is the context for this study, and public perceptions are conveyed in descriptive narratives within that context. A questionnaire was distributed to ILP users and users who are involved from tertiary institutions and university partners to assess readiness for implementation and participation in the ILP. The questionnaire was designed to assess readiness for implementation and participation in the ILP program.

The perception of acceptability of the ILP is related to participation, and it is important to determine how much the perception of the general public involved in ILP has influenced their willingness to take part. Following the findings of Ichwandini et al (2021), positive perceptions of ILP users will influence their involvement, and therefore this study analyzes community engagement of ILP users, and users are related with their perspectives.

In order to determine how the general public 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 (Zulfikar, 2021).

Methodology

This study adopts a quantitative method, in the form of a cross-sectional survey (Creswell, 2014). When you use this method, you can get a more thorough picture of the scenario you're looking at Kline (2017). The fact that this quantitative cross-sectional survey method has advantages in terms of data collecting and processing results in more robust and high-quality research as well (Creswell, 2014).

Participants in the study were students, parents, lecturer, and stakeholders from The ILP. They took online questionnaires throughout the 2020/2021 academic year and were included in the study sample. A total of 593 respondents were included in this study's sample.

Table 1 depicts the demographic profile of the participants in this study, which includes their age, gender, and education.

Table 1. The data respondents

Demography sample	Frequency (N=593)	Percentage (%)
Parents	128	21,59
Students	239	40,30
Stakeholders	109	18,38
Lecturers	117	19,73

The exploration of the relationship between the perceptions and public Participation, as well as the validation of a structural model that linked the two types of knowledge, were the specific objectives of this research project. In order to reach a conclusion, this study used *the Analysis of Moment Structure* (AMOS) approach in conjunction with *the Structural Equation Model* (SEM) approach. Multivariate analytic approaches such as regression analysis, route analysis, factor analysis, and structural models are blended in the SEM-AMOS model in order to analyze moment structure in the data (Hair, Black, Babin, & Anderson, 2014). A few other advantages include the ability to test multiple complex and dynamic variables at the same time, which is not possible with other statistical analyses; the ability to test a comprehensive model; and the ability to expand existing theories and models into new models based on respondent data, which is not possible with other statistical analyses.

Validity indices, reliability indices, and an acceptable fit index for each instrument are some of the data filtering techniques used in the building of a structural model. When conducting this investigation, the researcher will employ two modeling approaches developed by Kline (2017), which are as follows: Initial check is to ensure that the measurement model corresponds to the data, followed by a second check to make sure that the structural model formed by linking the measurement model with potential changes or between all measurement models corresponds to the data as well. *A Confirmatory Factor Analysis* (CFA) is used to examine whether or not a measurement model is appropriate in terms of accuracy and precision. Following the development of the CFA model, the measurement model was developed and subsequently applied. The validity and reliability of the constructs were assessed in light of the CFA data that had been collected and analyzed. Thus, elements with a loading factor of 0.01 or lower will be removed from the model before it is statistically checked using a match index to guarantee that it is a good fit with the respondent's data. When it has been determined whether or not the model is a good fit, the research team will go on to the next step, which will involve evaluating the structural model.

After a range of different numbers were explored and compared, the best-fit model was picked. Kline (2017) proposes that at least four tests be utilized, including *the Chi-square* (CMIN) test, *the Goodness of Fit Index* (GFI), the Normed Fit Index (NFI), and *the Comparative Fit Index* (CFI), among others (CFI). In this inquiry, four different fit indices were used: *the Absolute Fit Measure* (AGFI), *the Normalized Fit Index* (NFI), *the Tucker Lewis Index* (TLI), and the *Continuous Fit Index* (CFI) (Byrne, 2019). 0 to 1,00 are the values of this index; 1.00 is the highest possible value for this index. In terms of accuracy, a good matching model is described as one that has a value of 0,90 or above. The Parsimonious Fit Measure (CMIN/df), according to certain studies, can be used to produce a fit model with values as low as 5 in order to save time by obtaining a fit model with values as low as 5. In a similar vein, some researchers insist

on a success rate of 2 or less in order for their research to be regarded effective. The value used in this study for CMIN/df, on the other hand, is less than three (CMIN/df 3), indicating that it is less than three in number. In order to determine the adequacy of the research model for the task, the *Root Mean Square Error of Approximation* (RMSEA) of the model was determined. It is possible to get several levels of acceptability with the RMSEA value fit, with the lowest being 0,03 and the most being 0,08 (Hair et al., 2014). For the RMSEA values utilized in this analysis, the 95 percent confidence interval varied between 0,03 and 0,08, with the values used in this investigation having a 95 percent confidence interval spanning between 0,03 and 0,08 (Hair et al., 2014).

The following is a full description of the research methodology: 1) The development of the perceptions and public Participation indicators—the total number of indicators was 19 and 21 indicators, respectively; 2) the development of the perceptions indicators—the total number of indicators was 19 indicators; 3) the development of public Participation indicators—the total number of indicators was 21 indicators; and 2) the development of a questionnaire on the perceptions and public Participation with a four-point rating system is currently underway. The final step involved data collection, which included 593 participants. Both perceptions (0.959) and public participation (0,810) had higher KMO values than 0,70, as did the reliability and validity of the data collection, as well as the factor analysis performed in SPSS. A confirmatory factor analysis with three factors for perceptions and four factors for public Participation was conducted; a confirmatory factor analysis with three factors for perceptions and four factors for public Participation was conducted; and a structural model of perceptions and public Participation was developed with a moderate relationship *(β = 0,391)* between them was developed.

Result and Discussion
Reliability

To determine the consistency of the results received from the questionnaires filled by the participants, the value of internal reliability was calculated for this study and used to calculate the sample size. The reliability value (Cronbach alpha) obtained in this study is greater than 0,70, which is regarded acceptable and was employed in this analysis because the responses are given on a Likert scale. Following the fold, Table 2 summarizes the results of the dependability values for all constructs based on their dependability values.

Table 2. The Reliability of Constructs

Constructs	Sub-constructs	Alpha-Cronbach
The Perceptions	Benefits	0,770
	Convenience	0,735
	Beliefs	0,718
Public Participation	Parents	0,780
	Stakeholders	0,741
	Students	0,779
	Lecturers	0,762

Model of Exploratory Factor Analysis

It was decided to use the *Exploratory Factor Analysis* (EFA) approach to investigate both the perceptions and public Participation constructs in order to assess the diversity of dimensions or indicators that exist in each of the three instruments. Items with low loading

factors (less than 0,5) will be deleted in a phased manner, beginning with the least loaded items and progressing up the list (Hair et al., 2014). Researchers can use factor analysis to uncover, reduce, and arrange a large number of questionnaire questions into distinct constructs under the variables in the study, which can then be further studied.

A significant increase in *the Kaiser Meyer-Oikin* (KMO) value for the items in the perceptions construct questionnaire (0,959), which exceeded the value of 0,50, indicated that the data did not have a serious multicollinearity problem and that factor analysis could be used to successfully analyze the items in the construct. A statistically significant value of 0,000 (p<0,001) was obtained by performing Barlett's test of sphericity on the item in question, which indicates that the item qualifies for factor analysis. More specifically, according to our findings from the public Participation construct analysis, the KMO value for each item in the TPACK construct questionnaire was 0,810, which was greater than the value of 0,50, indicating that the data does not have any significant multicollocation problems and that factor analysis can be used to determine whether the items in the construct are related to one another. Using the findings of Barlett's test of sphericity, it was determined that the item has statistically significant value of 0,000 (p<0,001), indicating that it is appropriate for factor analysis.

Model of Confirmatory Factor Analysis

Perception is divided into three sub-constructs, which are as follows: benefits, convenience, and beliefs, as determined by the EFA analysis stated above. The perception of benefits is comprised of seven items (TPM1, 2, 3, 4, 5, 6, 7), the perception of convenience is comprised of six items (TPK1, 2, 3, 4, 5, 6), and perception of beliefs is comprised of six things (TPC1, 2, 3, 4, 5, 6). The results of the CFA conducted for the perceptions construct are depicted in Figure 1 as the next step in the procedure following the completion of the CFA.
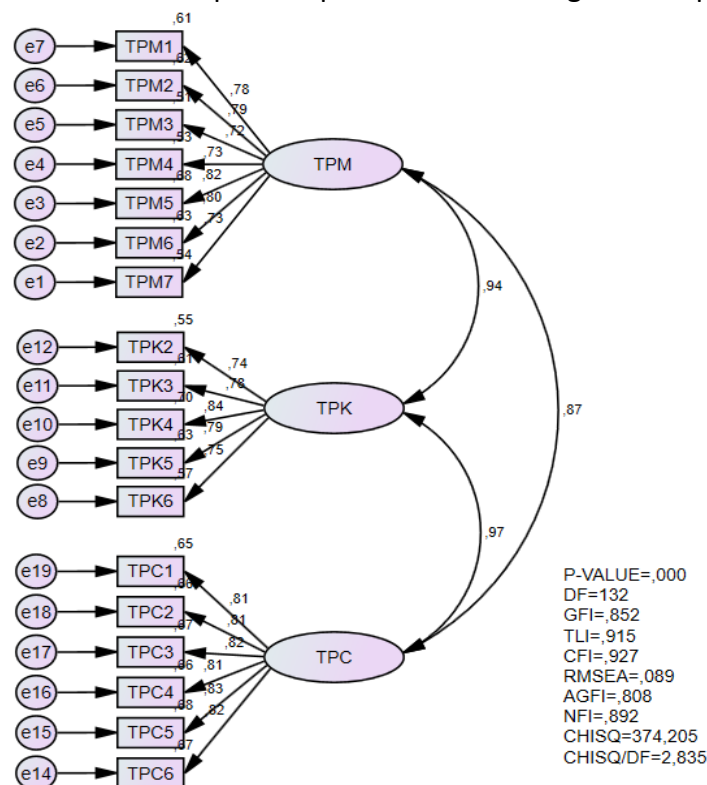

Figure 1. The CFA Model of The Perceptions Construct

Table 3 shows the correlations between each concept in the CFA model of perceptions, which is based on the CFA model of perceptions.

Table 3. The Correlation for Perceptions Constructs

The Correlation	Estimate Values
TPM <--> TPK	0,943
TPK <--> TPC	0,970
TPM <--> TPC	0,870

Meanwhile, The Public Participation is subdivided into four sub-constructs: parents, students, stakeholders, and lecturers. A total of 5 items (OT 1, 2, 3, 4, 5) are comprised of parents, 5 items (MH1, 2, 3, 4, 5) are comprised of students, 5 items (MT1, 2, 3, 4, 5) are stakeholders, and 6 items (DS1, 2, 3, 4, 5, 6) are comprised of the lecturers. Furthermore, as illustrated in Figure 2 below, the CFA analysis is carried out for the Public Participation construct to determine its effectiveness.
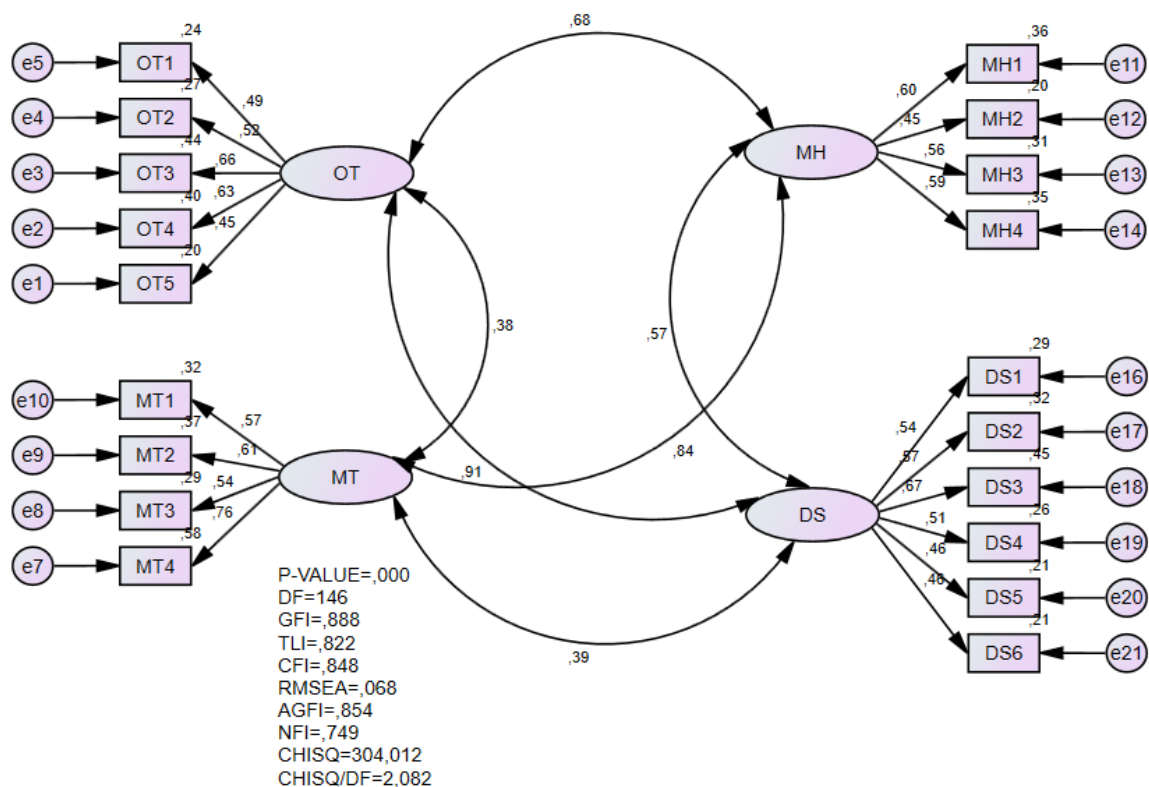

Figure 2. The CFA Model of Public Participation Construct

The correlation coefficients for the relationship between each sub-construct of the public participation model are listed in the following table 4, which also contains the results of the study.

Table 4. The Correlation for Public Participation Construct

The Correlation	Estimate Values
OT <--> MH	0,675
OT <--> MT	0,384
MT <--> DS	0,391
MH <--> DS	0,570
MT <--> MH	0,842
OT <--> DS	0,909

The Structural Equation Model

The evaluation is carried out to determine whether or not the model is consistent with the data from the investigation. To ensure that an adequate model has been postulated that is commensurate with the respondent's data, it is required to first evaluate the equivalence index before continue with the analysis. There are three equivalence categories, and each category necessitates the use of at least one equivalence index in order to obtain the level of equivalence necessary for it to be declared equivalent. This is proved by the outcomes of the *Structural Equation Model* (SEM) analysis, which reveal that the value of the RMSEA is 0,113 and that the value of the CMIN/df is 3,974, both of which are less than 5,0, respectively. The values of CFI = 0,958, TLI = 0,931, and NFI = 0,945 are the compatibility indexes. The investigation, on the other hand, has found a statistically significant level of concordance between these three types of data. The result was reached by stating that the perceptions and public participation measurement model is consistent with the data that has been gathered. The SEM model of perceptions and public participation were discussed in detail in Figure 3.

P-Value=,000 DF=13
RMSEA=,113 CFI=,958
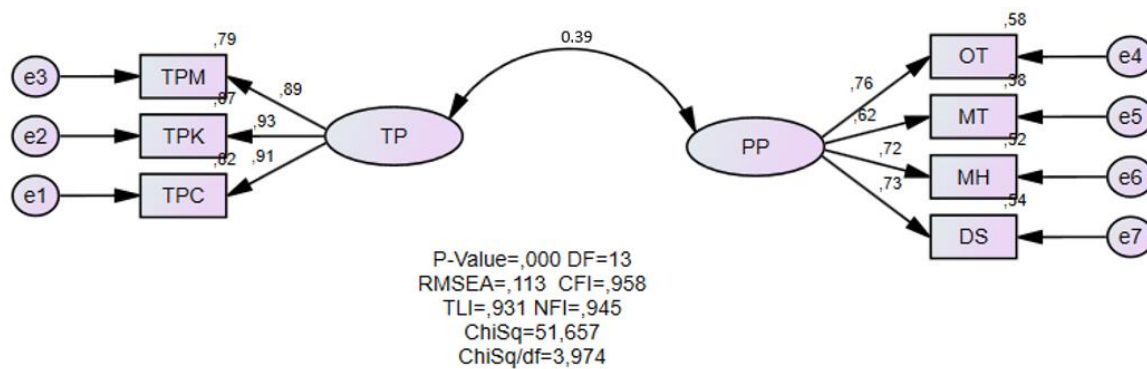TLI=,931 NFI=,945
ChiSq=51,657
ChiSq/df=3,974

Figure 3. The SEM Model of Perception and Public Participation

Three variables are identified during the investigation of the relationships between the variables under consideration. The conventional regression weights (β), standard error (*SE*), critical ratio (*CR*), and significant coefficients are the variables to be considered. They are significant and are taken into account when considering whether or not the hypothesis should be accepted or rejected. The link between constructs can be divided into three categories. For values less than 0,10, the contribution stage is a low contribution, for values between 0,10 and 0,50, the contribution stage is a moderate relation, and for values greater than 0,50, the contribution stage is a high contribution. For values less than 0,10, the contribution stage is a low contribution (Cohen, Manion, & Morrison, 2013). When the relationship stage is small (0,10) and the outcome is negative, it is considered inconsequential to be present. So even

though the p value is statistically significant, if it is less than 0,10 and negative, the hypothesis will be rejected even though the p value is statistically significant. Any outcome with a p value less than 0,05 is considered statistically significant. SEM analysis of the two constructs revealed a moderate relationship *(β=0,391*) between perception and public participation in ILP program, according to the findings of the study.

Discussion

Students' competencies must be further developed in accordance with current developments in order to produce graduates who are resilient in the face of social, cultural, workplace, and technical changes that are rising fast in the period of the Fourth Industrial Revolution (Lawrence et al., 2019). There is a need for a link and a match between higher education graduates and the business and industrial worlds, as well as with a fast changing future, to ensure that they are successful. The Minister of Education and Culture has approved a new policy in the sphere of higher education, which is currently being implemented by universities under the ILP" initiative, which is based on this new policy (Al Anshori, 2021).

ILP program refers to a planned implementation of education for schools, particularly for teachers, by granting them the freedom and actualization to operate the national curriculum in accordance with the resources available in their own schools (Tohir, 2020). In terms of school planning, ILP program is expected to be able to discover the abilities and potentials possessed by students from an early age in accordance with their wishes, in which case teachers and schools will become excellent facilitators in order to accommodate these objectives. However, in a higher education context, ILP program is focused on building individual student skills to be able to multitask, in addition to creating the campus system as a platform for the actualization of the academic community in the wider community (Prakoso et al., 2021). As a result, it is envisaged that the ILP program policy will serve as a platform for the actualization of all available resources on a national scale.

Meanwhile, the policy of the Minister of Education and Culture is to allow students the freedom to participate in learning activities for a maximum of three semesters of study outside of their study program and campus for a total of three semesters of study. Through various learning activities such as student exchanges, internships/work practices, research, independent projects, entrepreneurial activities, humanitarian projects, teaching assistance in educational units, and projects in universities, the ILP policy provides students with opportunities to gain broader learning experiences and new competencies (Maher, 2020). Real-world work village/college with a theme In addition, students are offered the opportunity to participate in learning activities outside of their study program at the same university that carry a specific credit weight if they so want. Unless otherwise specified by the instructor, all of these activities may be carried out by students under the supervision of the instructor. A cooperation agreement is required when these activities are carried out with parties outside of the study program (Zulfikar, 2021).

Based on Purwanti (2021), this ILP implementation program will be successful only if universities have an adaptive curriculum that can change with the times. An adaptive curriculum is one that can change with the times. Finally, Tohir (2020), implied that coordination and cooperation between study programs and other parties who can contribute to the success of the student learning process are required. Therefore, it is intended that the study program can build its curriculum in accordance with ILP regulations, in order to generate competent students who are also in tune with the needs of the world of work in the future.

Besides, Baharuddin (2021), collaboration and cooperation with partners or other parties connected to their scientific areas is required for the execution of the ILP policy, as is participation in supporting the intended learning outcomes in their respective scientific fields. The field experiences challenges in generating curriculum and implementing it as a result of the ILP policy. Also, Amalia (2021), expressed study programs also encounter difficulty in developing curriculum and implementing it. As a result, it is required to provide guidelines for curriculum creation and cooperation models in order to apply ILP effectively.

We hope that with this ILP curriculum, we can provide a meaningful learning experience and generate graduates who are superior, creative, and inventive on the basis of piety, independence, and intelligence, and who will contribute positively to the welfare of the country.

According to the findings obtained from the analysis of prior study data, it has been determined that there are four significant aspects of public participation of ILP program that may be articulated in relation to the organization. At its most basic level, the concept of ILP program as understood by perception in this study focuses on three aspects: teaching autonomy, freedom in expressing the meaning of learning, and freedom that ensures students and teachers in schools can jointly experience the fun and substance of learning. For students and teachers, school is regarded as a welcoming second home where they may discuss concerns, experience enjoyment, avoid bad feelings, and, ultimately, help to shape the moral character of the next generation of students. The notion of ILP is consistent with various prior research, all of which agree that learning is more successful when it is constructed in the context of a certain circumstance (Ellerani & Gentile, 2018).

The second aspect is about being prepared for universities. Most topics felt that the instructor was the most significant party involved in the execution of ILP, which was a common assumption throughout the majority of courses. Those lecturers who are willing to see their own potential realized through a variety of components of knowledge, abilities, and personality can lend their support to the policy. Despite this, Ramadania (2020), there are still many lecturers in Indonesia who do not yet possess all of these components in an equally and thorough manner throughout the country's diverse areas. The function of instructors is extremely important since it is directly tied to their overall ability to find the most effective learning methods using the resources available in schools, which is critical. In addition, various additional studies that explore the function of instructors as lecturers, educators, and student motivators in universities support this conclusion (Higgins et al., 2018).

Furthermore, the third item, which refers to the difficulties that will be encountered during the implementation of ILP, is deemed to be extremely essential and should be followed up on as soon as possible. The need for clarity and constant socialization to guarantee that each teacher's perceptions are the same and that they fully comprehend the policy's goal are only a couple of the issues that have been identified as obstacles (Lucardie, 2014). Then, additional technical and substantive training is required in order to gain knowledge and skills that can be applied more effectively during the implementation process. In addition, the policies must be supported by the facilities and resources that each school has at its disposal. However, the fourth point is concerned with the potential benefits that could arise from the implementation of the policy of ILP, all of which are related to the goals of establishing a national education system. It is envisaged that the policy of independent learning would be able to develop a generation of individuals who succeed in all subjects by first building a learning environment and a pleasant school climate in which to learn (Sanfo, 2020).

Conclusion

The perception is a concept that parents, students, stakeholders and lecturers must be familiar with in order to comprehend the concept of imparting knowledge that is related to ILP program. The perception measurement model analyses were carried out in a similar manner to other measurement model analyses, including analyses of the EFA and CFA scores. The perception measurement technique takes into account all of the components related with benefits, conveniences, and beliefs. Subsequently, there are four public participation characteristics of the ILP that were investigated in this study, and they are as follows: parents, students, stakeholders, and lecturers. After the CFA was completed, it was determined that the public participation measurement model corresponded to all of the standards of the concordance indexes that had been employed in this study, which included the CMINDF, the TLI, the GFI, and the RMSEA, among others. This suggests that the model's predictions are consistent with the data that has been obtained through the course of the investigation. Also noteworthy is the fact that each knowledge construct in perception and public participation has a high construct reliability value as well as an allowed extracted variance value, showing that they are trustworthy. The following is a description of the relationship between perception and public participation: the perception process interacts with dynamic context of ILP, which in turn interacts with dynamic benefits, and convenience in the beliefs of ILP. The relationship study was carried out with the goal of providing public participation with a better understanding of topic in ILP, technology, beliefs, and other elements that can have an impact in ILP program, among other things.

Acknowledgement

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