EVOLUTION OF FINAL PROJECTS IN HIGHER COLLEGE
(POLICY ANALYSIS OF AMENDMENTS TO MINISTER OF EDUCATION AND TECHNOLOGY REGULATION NUMBER 53 OF 2023 FROM THESIS TO OTHER FORM OF ASSIGNMENT)

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Abstract: This research aims to analyze the obstacles faced in the implementation of policy, the implications of policy changes, and what appropriate recommendations are to increase the success of the Ministry of Education and Culture's policy change number 53 of 2023. The method used in this research is the library research method. Data is obtained from various sources, such as scientific journals, books, seminar papers, and other publications related to offline and online research topics. The data is then analyzed using an interactive qualitative model. The data analysis model consists of data collection, data reduction, data presentation, and drawing conclusions. The research results show that obstacles to implementing change include institutional resistance, limited resources, a curriculum that must be revised, and the development of guidelines and learning materials. The implications of policy changes for students include flexibility in learning, practical experience, readiness for the world of work, and adjustments to interests. For higher education institutions, these include curriculum revision, lecturer training, and facilitation of practical activities. For education broadly, these include innovation in education, adaptation to job needs, improving the quality of graduates, and international recognition. Appropriate strategic recommendations to increase the success of policy changes include training lecturers and supporting staff, developing guidelines and learning materials, fair and transparent assessment systems, collaboration with industry, continuous monitoring and evaluation, facilitation of facilities and infrastructure, development of supporting policies, and the development of learning communities.

Keywords: Evolution of Final Assignments, Higher Education Policies, Changes to Regulation Number 53 of 2023.

INTRODUCTION

Higher education is one of the important pillars in a country's development, and continues to experience development and change in response to the demands of the times (Marginson & Rhoades, 2002) . One aspect that has experienced significant changes is the form of final assignments which are an integral part of the higher education curriculum. Over a long period of time, the thesis has become the dominant form of final assignment and has almost become a standard graduation requirement at many universities in Indonesia.

Changes in the educational environment and an increasingly dynamic job market have triggered a paradigm shift in higher education (Barnett, 2000) . In the midst of these changes, the Ministry of Education, Culture, Research and Technology (Mendikbudristek) issued Regulation Number 53 of 2023 concerning Quality Assurance in Higher Education which contains significant changes regarding the form of student final assignments (Benshlomo, 2023) . This change allows universities to provide

alternative final projects other than theses, such as prototypes or projects.

This regulation brings significant changes regarding the form of student final assignments. Previously, the thesis had become the dominant form of final project and had almost become a standard graduation requirement at many universities in Indonesia (Indonesia, 2003) . However, the Minister of Education and Culture understands that theses may no longer fully reflect the needs of students and the increasingly complex job market. Therefore, this change gives universities the flexibility to provide alternative final assignments, such as prototypes or projects, that are more suited to real-world challenges.

These changes reflect the understanding that higher education must be able to produce graduates who not only have theoretical knowledge, but also practical skills that are relevant to jobs in the real world (Marginson & Considine, 2000) . This step is an important contribution towards education that is more adaptive and responsive to changing times (muh I. Sholeh, 2023) . Therefore, further research and analysis on the impact and

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implementation of these changes becomes very relevant in understanding the dynamics of higher education in Indonesia.

This change has a broad impact on the entire higher education system in Indonesia. This is not just a change in the curriculum, but also involves a change in the educational paradigm and the preparation of graduates to face an increasingly complex world of work. Therefore, research on Articles 18-20 of Permendikbudristek Number 53 of 2023 is important to understand the implications, challenges and opportunities that arise from this policy change.

This research will explore how these policy changes affect universities, lecturers, and students. Apart from that, this research will also identify the positive impacts and obstacles that may arise during the process of implementing this change. By better understanding these changes, higher education can be better prepared to respond to the needs of students and the evolving job market. Through careful analysis of these policy changes, this research will provide a deeper view of the evolution of higher education in Indonesia and how higher education can be more relevant and adaptive in facing a challenging future.

RESEARCH METHODS

The method used in this research is the library research method. Literature-based research is a form of research that uses literary works as the object of study (Danandjaja, 2014) . Literature studies are obtained from various sources such as scientific journals, books, seminar papers, and other publications related to research topics both offline and online. In the initial stage of the research, the researcher determined keywords that were relevant to the research topic, such as "task evolution", "higher education", "policy analysis", "regulation number 53 of 2023" and "thesis assignment". Then, researchers searched for related literature sources using online databases such as Google Scholar, Researchgate, Publish or Perish, WOS, beliefe search engines and JSTOR. After obtaining relevant literature sources, the researcher carried out a selection using certain inclusion and exclusion criteria. Literature sources that are considered relevant and of good quality are then analyzed and synthesized by researchers (Zed, 2008) . The data obtained from the literature study was then analyzed descriptively by grouping the main themes and subthemes related to the evolution of final assignments in higher education in the policy analysis review of the Minister of Education and Culture's change in regulation number 53 of 2023 from theses to other forms of assignments (Khatibah, 2011) . The data obtained was analyzed using an interactive qualitative model. This data analysis model consists of data collection, data reduction, data presentation, and drawing conclusions.

RESULTS AND DISCUSSION

Final Project Concept in Higher Education.

Final Assignment (TA) is one of the main elements in the higher education curriculum which marks the final stage of a student's academic journey (McInnis et al., 2000) . The concept of a final project in higher education includes a number of important aspects in the academic context, competency development, and preparation for the world of work (Krause et al., 2005) . The following are several key aspects in the Final Project concept in higher education (Renaningtias & Apriliani, 2021) :

- ➤ Academic Objectives: The Final Project is a project or scientific work that aims to integrate the knowledge and skills that have been acquired during the study period. This is an opportunity for students to demonstrate their understanding of the material they have studied and their ability to apply it in a relevant context (Kuh, 2012) .
- ➤ Knowledge and Skills Evaluation: Final Project also serves as an important evaluation tool (Palmer et al., 2010) . In the process of completing the Final Assignment, students are expected to collect, analyze and interpret data or information, and arrange it in the form of a structured report or presentation. This helps measure their ability to conduct research, think critically, and communicate effectively.
- ➤ Diversification of Forms: The concept of the Final Project has developed over time , where previously the Final Project was often identified with a thesis, but now it can take various other forms such as a thesis, dissertation, prototype, project, or other forms that are appropriate to the scientific discipline or study program. This provides students with the flexibility to pursue their academic interests (Savin-Baden & Major, 2023).
- ➤ Collaborative Project: The Final Project can also be a collaborative project involving a team of students (Hennink et al., 2020) . This reflects the importance of cooperation and communication skills in the professional world. Students can understand the dynamics of team work and learn how to contribute effectively in a group context.
- ➤ Supervisor and Mentor: Students in the process of completing their Final Assignment will usually be guided by a lecturer or academic mentor (Kolb, 2012) . This advisor provides guidance, feedback, and support throughout the process of completing the Final Project, which also helps students develop research and problem-solving skills.
- ➤ Contribution to Knowledge and Innovation: Final projects, especially in the form of theses and dissertations, can also play a role in contributing to new knowledge and innovation in the academic field (Stough & Lee, 2021) . Students may conduct relevant research and be able to provide new understanding of a particular problem or topic.
- ➤ Achieving an Academic Degree: Completion of a Final Assignment is the main requirement for obtaining an academic degree at the bachelor's, master's or doctoral level. It marks an important academic achievement and preparation for entering the workforce or pursuing graduate studies (Tinto, 2012) .

Thus, the concept of Final Project in higher education covers these aspects and provides an important role in the development of students' academic, professional and intellectual abilities, while fulfilling the requirements for achieving a particular academic degree.

The Evolution of Higher Education

The Evolution of Higher Education is a phenomenon that includes a number of significant changes in the approaches, methods and goals of higher education over time (Candramila et al., 2016) . Two important aspects of this evolution are changes in educational needs and changes in educational paradigms. Changes in educational needs reflect how society, industry, and the economy are undergoing transformations that influence the types

of skills and knowledge required by college graduates (Bishop & Anderson, 1986) . Some aspects of this change include:

➢ Technology: Advances in information and communication technology have changed the way we work, communicate and access information (Ministry of Communication and Information, 2020) . As a result, there is a greater demand for individuals who have digital skills, an understanding of technology, and the ability to adapt to new technological developments.

➢ Advances in Science and Technology: Science and technology continue to develop rapidly (Ministry of Communication and Information, 2020) . This requires higher education to keep abreast of trends and prepare graduates who have a deep understanding of the latest developments in their fields.

➢ Globalization: Globalization has brought about an increasingly connected world, which requires cross-cultural understanding and the ability to communicate with individuals from diverse backgrounds (Gudykunst, 2004) . Higher education needs to prepare graduates to operate in this global environment.

➢ Balance between Technical Skills and Soft Skills: Apart from technical skills such as expertise in science and technology, there is also a greater emphasis on developing soft skills such as problem solving, leadership, creativity, and critical thinking abilities (Sutherland, 1996) .

➢ Industry and Job Market Needs: The industry and job market change according to consumer demand and technological developments. Therefore, universities need to establish partnerships with industry and ensure that their curriculum is relevant to the demands of the job market (Nizam, 2020) .

Changes in educational paradigms include transformations in the way higher education provides instruction and evaluates student achievement (Fabrice, 2010) . Some aspects of this change include:

➢ Capability-Based Approach: Higher education institutions are increasingly turning to a capability-based approach that prioritizes the development of practical skills and competencies. This involves more contextual and results-oriented teaching that can be applied in the real world.

➢ Use of Technology in Learning: Technology has changed the way teaching is done. The use of online learning platforms, digital content and interactive learning tools has become more common.

➢ Collaborative Learning: There is an increase in collaboration-based learning, where students are invited to work together on team projects that reflect the world of work.

➢ Critical and Creative Thinking: The modern educational paradigm emphasizes the importance of learning critical and creative thinking, not just memorizing facts. Students are encouraged to develop analytical, evaluation and problem solving skills.

➢ A More Contextual Approach: Higher education increasingly seeks to provide a more contextual experience by integrating theory with practice. This includes internships, industry-relevant projects, and real case studies.

➢ Emphasis on Character Development: In addition to knowledge and skills, higher education also increasingly recognizes the importance of character development, ethics, and social responsibility.

Evolution in higher education is a reflection of ongoing changes in society, technology, and the economy (Keller, 1983) . Higher education institutions need to remain open to these changes and adapt their curricula and teaching methods to remain relevant and effective in preparing students for a dynamic future (Christensen & Eyring, 2011) .

Changes in Final Project
Article 18-20 Permendikbudristek Number 53 of 2023

Regulation of the Minister of Education, Culture, Research and Technology (Permendikbudristek) No. 53 of 2023 concerning Quality Assurance in Higher Education is a regulation that regulates various aspects of the quality of higher education in Indonesia. This regulation has several important points related to Final Assignments which reflect significant changes in the approach to final assignments in higher education

Permendikbudristek No. 53 of 2023 provides significant flexibility in the form of Final Assignments. In this regulation, it is explained that the final project no longer has to be in the form of a thesis or dissertation exclusively. Students are given the freedom to choose various alternative forms for their Final Project. This includes prototypes, projects, and other forms that fit their field of study and interests. This reflects a response to the increasingly diverse needs of students and the demands of an evolving job market. It is important to note that the decision regarding the accepted form of the Final Project rests with each university. This means that each college can determine the type of Final Project they offer according to their own policies and curriculum. This allows universities to be more responsive to student needs and their own specifications.

This regulation reflects the government's commitment to supporting innovation in higher education. By providing flexibility in the form of Final Assignments, the government provides opportunities for universities to create learning experiences that are more diverse and relevant to the latest developments in various scientific disciplines (Sholeh et al., 2023) . These changes have significant implications for students. They have more choices in determining how they want to complete their Final Project, according to their interests and abilities. This can provide a more valuable and relevant learning experience, while enabling them to develop skills that better suit the demands of the job market.

This legislation also reflects a larger effort in the overall transformation of higher education. Universities are given the freedom to adapt their curricula and teaching methods to be more relevant to the latest developments in education and industry. Preparation of the Final Assignment in the form of a project or prototype can be done alone or in a team, in accordance with the provisions in Article 18 Paragraph (9) of Minister of Education and Culture Regulation Number 53 of 2023 (Benshlomo, 2023) . This article stipulates that undergraduate or applied graduate programs need to ensure that graduate competency is achieved through two options:

➢ Provide Final Assignments in various formats such as theses, prototypes, projects, or similar types of Final Assignments, both individually and in groups.

➢ Adopt a project-based curriculum approach or similar learning method that reflects the achievement of graduate competencies through appropriate assessments.

Please note that this change only applies to the undergraduate and applied graduate levels. For the master's program (S2), the requirements remain in the form of producing a scientific work which must be published in a recognized journal. Meanwhile, for the doctoral program (S3), the graduation requirement remains to publish scientific papers in international journals that have a good reputation. In other words, each university is free to adapt their Final Project approach and graduation requirements according to the characteristics and objectives of their study program. This gives universities the flexibility to adapt teaching and evaluation methods to best suit their policies and curriculum.

Thus, Permendikbudristek No. 53 of 2023 concerning Quality Assurance in Higher Education reflects a significant change in the approach to final assignments in Indonesian higher education. This provides more flexibility and opportunities for students to take an active role in organizing their educational paths according to their interests and goals, while allowing colleges to be more responsive to dynamic educational developments. This also reflects the government's commitment to supporting innovation and transformation in higher education (MI Sholeh, 2023a) .

Thesis as a Traditional Model

The thesis has long been the traditional model of final assignments in higher education systems in many countries, including Indonesia (Atkins & Brown, 2002) . As a traditional model, a thesis has certain characteristics and characteristics that differentiate it from other forms of final projects. The following are several aspects that reflect a thesis as a traditional Final Project model:

➢ Independent Research: The thesis involves independent research conducted by the student (Creswell & Creswell, 2017) . This means students must design, conduct, and analyze their own research. A thesis often includes formulating research questions, collecting data, analyzing data, and preparing a comprehensive research report.

➢ Formal Structure: A thesis usually has a predetermined formal structure, such as introduction, literature review, research methodology, research results, discussion, and conclusion (Turabian, 2018) . Students are expected to follow the guidelines set by their university or faculty in preparing their thesis.

➢ Supervisor Supervision Process: While writing a thesis, students are usually supervised by a supervisor (Schuman, 2010) . The supervisor provides guidance, feedback, and direction throughout the entire research process. Supervisors assist students in formulating research topics, designing methodologies, and analyzing results.

➢ Graduation Requirements: A thesis is one of the main requirements for achieving a bachelor's degree (Zuber-Skerritt & Wood, 2019) . This means that to graduate, students must successfully complete their thesis according to the established requirements.

➢ Understanding in the Field of Study: Through the research they conduct in their thesis, students are expected to gain a deeper understanding of their field of study (Becker, 2008) . The thesis also allows students to develop important

research skills and a more critical understanding of the topic they are researching.

Although the thesis has long been the traditional model of the Final Project, it is important to remember that in the development of higher education, there has been a change towards flexibility and variety in the form of the Final Project. As previously mentioned, regulations such as Permendikbudristek No. 53 of 2023 have allowed students to choose various alternative forms of Final Assignments. This reflects a response to the increasingly diverse needs of students and the demands of the evolving job market.

Alternative Form of Final Project

Alternative form of final assignment refers to a variety of forms that students can take as a substitute for a thesis in order to fulfill their graduation requirements. Article 18-20 of Permendikbudristek Number 53 of 2023 states that students at the undergraduate or applied graduate level are no longer required to complete a thesis as their final project. Instead, they are given the flexibility to choose various alternative forms of final assignments that include:

➢ Prototype: Students can choose to design and develop a prototype of a product or solution (Ulrich et al., 2008) . This allows them to apply practical knowledge in real contexts.

➢ Project: The final assignment in the form of a project allows students to take an active role in solving problems or creating solutions to existing challenges (Kerzner, 2017) . This project can be individual or group.

➢ Other Forms: Permendikbudristek also provides flexibility for universities to offer other forms of final assignments that suit the characteristics and objectives of the study program (Walters et al., 2021) . This creates opportunities for students to explore various types of final assignments that suit their interests and competencies.

These changes reflect a response to dynamic needs in education and the job market. Universities are expected to better prepare their students with relevant and applicable skills to face changing times (MI Sholeh, 2023) . Thus, this alternative form of final assignment provides students with more opportunities to develop practical skills, collaborate on real projects, and pursue their academic interests more flexibly.

Apart from prototypes, projects and other forms of final assignments previously mentioned, there are various alternative final assignments that can be given to students in response to Minister of Education and Culture Regulation Number 53 of 2023. Several other alternatives that can be considered by universities and study programs include other:

➢ Case Studies: Students can be expected to conduct in-depth case studies on specific issues in their field of study. They can analyze situations, identify problems, and propose solutions based on the research they conduct (Yin, 2013) .

➢ Applied Research Report: Students can conduct field research or experiments related to their field of study and then prepare a research report that describes the methodology, findings, and practical implications of the research (Creswell & Creswell, 2017) .

➢ Creative Work: Another alternative is to allow students who have an interest in art, design, or creativity to produce works of art or designs that can be used as final projects. This includes art exhibitions, design portfolios, or the production

of visual arts or other creative works (Csikszentmihalyi, 1996) .

➢ Policy Analysis: Students in the fields of social sciences or public policy may be given a final assignment in the form of an in-depth policy analysis. They can select a particular policy or social issue, analyze its impact, and propose policy recommendations (Bardach & Patashnik, 2023) .

➢ Entrepreneurship or Business Plan: Students who have an interest in entrepreneurship can create a comprehensive business plan as a final assignment. This includes business planning, market analysis, marketing plans, and financial projections (Kuratko, 2016) .

➢ Public Lectures or Workshops: Students may be expected to organize and deliver public lectures or workshops on topics relevant to their field of study. This allows them to share their knowledge and experiences with the academic community (Nilson, 2016) .

All of these alternatives must be adjusted to the study program objectives and student needs. It is important to ensure that this alternative final assignment still measures the achievement of the desired graduate competencies and provides useful experiences for students in preparing them for their careers and future.

It is important to remember that the type of alternative form of Final Project that can be chosen may vary depending on the policies and curriculum of each university or study program. Students need to consult with their supervisor or academic administrator to understand the Final Project options available in their context and choose the one that best suits their interests and goals. Alternative forms of Final Projects provide valuable flexibility to students to gain more relevant educational experiences and prepare them for future challenges.

Final Project Concept in Higher Education

Final Project in higher education refers to a project or academic work that is a graduation requirement for students at undergraduate or higher level. This final assignment is often one of the peak stages in a student's educational journey in higher education. The definition of a Final Project may vary depending on the study program and curriculum of each university but in general. The Final Project includes several key elements:

➢ Academic Objectives: The final assignment is intended to test students' understanding, knowledge and skills in their field of study (Crowl et al., 2013) . This is an opportunity for them to apply what they have learned during their studies.

➢ Research or Development: The Final Project can take the form of scientific research, prototype development, creative projects, or in-depth analysis of a specific topic (Creswell & Creswell, 2017) . It involves a serious investigative process and application of appropriate methodology.

➢ New Contribution or Originality: The Final Project is expected to provide a new contribution or original view to knowledge or practice in a particular field (Tornatzky & Klein, 1982) . This often requires careful literature review and critical analysis.

➢ Presentation and Communication: Students usually have to present the results of their Final Project in the form of a written report and often also in the form of an oral presentation in front of a board of examiners or an audience

(Bavelas, 1950) . Communication skills are also tested in this process.

➢ Evaluation and Assessment: Final Assignments are usually assessed by an authorized board of examiners or teachers (Suskie, 2018) . This assessment includes aspects such as the quality of the research or work, analytical skills, and clarity of communication.

The Role of Final Projects in Higher Education

Final Assignments have an important role in higher education and understanding this role is key to understanding the importance of final assignments in the student education process. Following are some of the main roles of Final Projects in higher education (Zuber-Skerritt, 2001) :

➢ Knowledge Integration: The Final Project allows students to integrate the knowledge they acquired during their studies into a concrete project. This helps ensure that the knowledge learned has practical application.

➢ Skills Development: The process of preparing a Final Project involves developing critical skills such as research, analysis, writing, and presentation. Students learn how to design, execute, and present complex projects.

➢ Competency Testing: Final Assignment is a tool to test the extent to which students have achieved the competencies required in their study program. This ensures that students are truly ready to move on to the next stage in their career or studies.

➢ Scientific or Practical Contribution: In some cases, the Final Project can have a real impact in the scientific or practical world. The research or development results found in the Final Project can contribute to a better understanding in a particular field or even solve real problems in industry or society.

➢ Evaluation of Student Progress: The Final Project also serves as an important evaluation tool. Universities can use the results of Final Assignments to measure student progress and the effectiveness of their study programs.

Thus, the Final Project is not just a formal requirement, but is also an integral part of higher education that helps students develop skills, knowledge and deep understanding in their field of study and prepares them for future challenges.

The Evolution of Higher Education

Changes in educational needs are the result of ever-changing social, economic and technological developments. This shift affects what is expected from higher education. Today's era demands graduates who are better prepared to contribute to a global, knowledge-based society. These changes include:

➢ Increased Specialization: In an increasingly complex society, there is a greater demand for graduates who have specialized skills in certain fields.

➢ 21st Century Skills: Technological advances and changes in the way we work require higher education to focus on developing skills such as problem solving, communication, collaboration, and critical thinking.

➢ Social Empowerment: The need for inclusivity, social justice, and awareness of global issues such as climate change has influenced the approach to higher education (Zuber-Skerritt, 2001) .

Educational paradigm refers to the basic framework and philosophy that shapes higher education. The educational paradigm has experienced significant changes over time. Some changes in educational paradigms include (Resnick & Mathematics, 1987) :

- ➤ From Traditional Approach to Active Approach: The educational paradigm has changed from a more passive approach where teachers dominate learning to a more active approach where students are actively involved in their own learning.
- ➤ Competency Based Learning: A shift towards learning that is centered on competencies and outcomes that are measured by practical outcomes in the real world.
- ➤ Technology in Education: The role of technology in education has grown rapidly, enabling distance learning, the use of digital resources, and more interactive approaches to learning.
- ➤ Interdisciplinary Collaboration: The educational paradigm has also encouraged interdisciplinary collaboration, where different fields of study work together to address complex problems.

Evolution in educational paradigms reflects efforts to better meet educational demands in accordance with changes in society and technology. It also recognizes the importance of preparing students to become lifelong learners who can adapt quickly in a changing world. These changes create the foundation for a new chapter in higher education that is more dynamic and relevant.

Changes in Final Project

Article 18-20 Permendikbudristek Number 53 of 2023

These three articles regulate in detail the study load requirements and final assignments at various levels of higher education, from undergraduate to doctoral degrees, and provide a clear framework for developing graduate competencies in various study programs. These articles regulate various important aspects in organizing higher education programs in Indonesia. The following are several analyzes that can be taken from these three articles (Dody, 2023) :

- ➤ Flexibility in Study Load: Article 18 regulates the minimum study load for undergraduate or applied graduate programs, but also provides flexibility in the distribution of study load. This allows students to better adjust their study schedule and possibly take additional courses outside the program of study.
- ➤ Practical Experience: Article 18 also requires applied undergraduate program students to undertake an internship in the business world, industrial world, or relevant world of work. It aims to provide practical experience to students and prepare them to work in the field after graduation.
- ➤ Diverse Final Assignments: Article 18 paragraph 9 provides undergraduate and applied graduate programs with flexibility in determining student final assignments. Students can choose between various forms of final assignments, including a thesis, prototype, project, or other similar forms. This provides students with the opportunity to explore their interests and competencies.
- ➤ Role of Final Assignments at Master's and Doctoral Levels: Articles 19 and 20 regulate that students at master's and doctoral levels are required to complete final assignments as one of the graduation requirements. This shows the importance of research and competency development in higher levels of education.

- ➤ Project-Based Curriculum: Article 18 paragraph 9 also provides the option to implement a project-based curriculum or similar learning method. This reflects a global trend in higher education that emphasizes experiential and project-based learning.
- ➤ Flexibility for Medical, Midwifery and Nursing Study Programs: Article 18 paragraph 8 excludes medical, midwifery and nursing study programs from several provisions, perhaps due to the special characteristics and standards applicable to these programs.
- ➤ Strengthening Graduate Competency: This entire article emphasizes the importance of ensuring that higher education programs produce competent graduates. Final assignments and assessments are used to measure the achievement of these graduate competencies.
- ➤ Granting Authority to Higher Education Institutions: Nadiem Makarim, Minister of Education, emphasized that the requirements for student graduation are left to the respective higher education authorities. This gives colleges the autonomy to determine graduation requirements that fit their own policies and curriculum.

These articles reflect a response to dynamic changes in today's educational and job market needs. They provide students with more flexibility to choose a path that suits their interests and goals, while ensuring that graduate competencies are met. Additionally, the introduction of project-based curricula reflects a paradigm shift in higher education that places greater emphasis on practical experience and application of knowledge.

Thesis as a Traditional Model

A thesis is a form of final project that has long been a traditional model in higher education. In this model, students at the undergraduate level are required to complete independent research that results in a written document called a "thesis." The following are several important points related to the thesis as a traditional model in higher education:

- ➤ Written Document: A thesis usually requires students to write a long document that includes research, data analysis, findings, and conclusions. This is a formal form of communicating students' knowledge and understanding of a particular topic.
- ➤ Mastery of Material: The process of preparing a thesis requires in-depth mastery of the material being researched. Students are expected to explore their topics in depth and investigate unresolved questions in the field.
- ➤ Independent Research: The thesis requires students to conduct independent research. This means they must plan, carry out and manage their own research with the guidance of their supervisor.
- ➤ Mentoring Process: Students usually work together with a supervisor who will provide guidance, input and direction during the preparation of the thesis. This process involves regular meetings to discuss progress and any problems that may arise.
- ➤ Publication Opportunities: A thesis can provide an opportunity for students to publish their research in a longer or more formal form, such as a scientific journal. This is one way to contribute to scientific knowledge.

➢ Degree Award: A thesis is one of the main requirements for achieving a bachelor's degree in various study programs. By completing a thesis, students prove that they have met the required academic standards.

➢ Comprehensive Evaluation: The preparation of a thesis involves a comprehensive evaluation stage, including an oral exam or seminar that allows students to defend their findings in front of an examining committee.

➢ Research and Analysis Learning: A thesis is not just about producing a final document, but also about a powerful learning process in conducting research, analyzing data, and constructing strong arguments (Wisker, 2017) .

Although the thesis is a traditional model that has existed for many years, some universities and countries are starting to look at other alternatives for students' final projects. This includes the introduction of alternative forms of final assignments such as prototypes, projects, or project-based final assignments that place greater emphasis on the practical application of knowledge. Even so, the thesis remains a valuable approach in developing students' research and analytical skills at undergraduate level.

Amendment rules in Minister of Education and Culture Regulation Number 53 of 2023

In facing significant changes in Minister of Education and Culture Regulation Number 53 of 2023, one of the key aspects is the preparation of final assignments in the form of projects or prototypes. This form of final assignment gives students the opportunity to apply their theoretical knowledge in a practical context. The preparation of final assignments in the form of projects or prototypes reflects the drive of higher education to produce graduates who have practical skills that can be applied in various fields. Students can design, develop and implement projects or prototypes relevant to their study program as an alternative to the traditional final project in the form of a thesis. This recognizes that learning is not only about theory, but also about students' abilities in facing real world challenges.

Changes in Minister of Education and Culture Regulation Number 53 of 2023 provide greater flexibility to students in working on their final assignments. Students can choose to work individually or in groups when preparing a final project in the form of a project or prototype. This flexibility allows them to adapt their approach to suit their interests, skills and goals. Additionally, students can plan and carry out their final assignments according to the time they have, allowing for more challenges and experiences outside the classroom. This change also recognizes students' diverse talents and interests and allows them to develop skills relevant to their desired field of work.

In implementing these changes, university study programs play an important role. They are responsible for designing curricula that comply with new regulations, providing guidance to students, and facilitating the implementation of final assignments in the form of projects or prototypes. Study programs must also ensure that these changes are in accordance with academic standards and enable students to achieve predetermined graduate competencies. This includes assigning competent and experienced supervisors to guide students in preparing their final assignments. Thus, study programs have a key role in ensuring the success of changes in Minister of Education and Culture Regulation Number 53 of 2023 and preparing students for a more dynamic and competitive future.

Implications of Policy Change

Policy changes in Minister of Education and Culture Regulation Number 53 of 2023 have a significant impact, not only on students, but also on universities and the world of education as a whole. This policy change has an immediate impact felt by students. Some of the main impacts include:

➢ Flexibility in Learning: Students have more choices in structuring their final assignments. They can choose between a traditional thesis or a project/prototype, as well as work individually or in groups. This gives them the opportunity to follow their interests and expertise.

➢ Practical Experience: Students have the opportunity to develop practical skills that are more relevant to the world of work. By working on real projects, they can apply their theoretical knowledge in a practical context.

➢ Readiness for the World of Work: Students who complete a final assignment in the form of a project or prototype may be better prepared to face challenges in the world of work because they have been involved in more real work.

➢ Tailoring to Interests: Another positive impact is that students can tailor their final assignments to their interests and career goals, which can increase their motivation and the quality of their work.

Universities are also feeling the impact of this policy change. Some of the impacts include: Curriculum Revision, Lecturer Training, Facilitation of Practical Activities. This policy change also has an impact on the world of education more broadly. Some of the impacts include: Innovation in Education, Adaptation to Job Needs, Improving the Quality of Graduates, International Recognition (Shattock, 2006) . By understanding these impacts, relevant parties can better prepare to implement these policy changes and maximize their benefits for higher education and society.

Obstacles in Implementing Change

Implementation of policy changes in Minister of Education and Culture Regulation Number 53 of 2023 did not come without obstacles. Some obstacles that may be faced in this process include: Institutional Resistance, Limited Resources, Curriculum that Must Be Revised, Development of Learning Guides and Materials (Fullan, 2015) . These obstacles can hinder the process of implementing policy changes and require careful planning and joint efforts from the entire academic community to overcome them. Challenges in Integrating Projects and Prototypes in the Curriculum Integrating projects and prototypes in the higher education curriculum faces several challenges that need to be overcome: Curriculum Adjustment, Lecturer Readiness, Grading and Assessment, Fulfillment of Facilities and Infrastructure, Flexibility in the Education System (Wisker, 2017) .

Overcoming these challenges requires commitment and cooperation from the entire academic community, including faculty, students, and support staff. With good planning and adequate support, integrating projects and prototypes in the curriculum can be an effective tool for improving the quality of higher education and the preparation of graduates for the job market.

Recommendations for Increasing the Success of Policy Change

In order to increase the success of implementing policy changes related to the form of final assignments in higher

education, several strategic recommendations that can be considered are as follows:

➢ Training of Lecturers and Support Staff: Universities should organize regular training for lecturers and support staff regarding project-based approaches. This training should include the development of pedagogical skills, appropriate assessment methods, and an in-depth understanding of how to support students in implementing projects or creating prototypes.

➢ Development of Guides and Learning Materials: Universities must develop comprehensive guides and learning materials that support students in the process of preparing projects or prototypes. This guide should include practical steps, guidance for assessment, and examples of previous projects (Muhammad et al., 2022) .

➢ Fair and Transparent Assessment System: It is necessary to implement an assessment system that is fair, transparent and in accordance with the achievement of the desired graduate competencies. Assessment should not only focus on the final outcome of the project or prototype, but also on the ongoing learning process.

➢ Collaboration with Industry: Universities should collaborate closely with related industries to provide practical insights to students. This can include internship opportunities, collaborative projects with companies, and access to industry resources.

➢ Continuous Monitoring and Evaluation: Universities must regularly monitor and evaluate the implementation of these policy changes. This includes gathering feedback from students, faculty, and other stakeholders. Evaluation results should be used for continuous improvement.

➢ Facilitation of Facilities and Infrastructure: The facilities and infrastructure needed to carry out a project or create a prototype must be prioritized and managed well. Colleges must invest in the necessary laboratories, equipment, and technology.

➢ Developing Supporting Policies: Governments and higher education institutions need to work together to develop policies that support these changes. This includes discussion of relevant regulations and adequate budget allocation.

➢ Learning Community Development: Building an active learning community among students, faculty, and other stakeholders can increase collaboration, exchange of ideas, and collective support in implementing projects or creating prototypes.

These recommendations can help ensure that these policy changes are successful and have a positive impact on the quality of higher education and the preparation of graduates for the competitive world of work. This will also help universities respond to the changing dynamics of education and produce graduates who are better prepared and adaptive.

CONCLUSION

Universities and the higher education system in general are facing significant changes in the form of final assignments given to students as a graduation requirement. Minister of Education and Culture Regulation Number 53 of 2023 has introduced alternatives to final assignments other than theses, such

as prototypes, projects, and various other forms of final assignments. This change is a response to an increasingly dynamic educational environment and job market. This final project alternative gives students the flexibility to develop practical skills, collaborate on real projects, and pursue their academic interests more flexibly. Apart from that, this change also reflects a paradigm shift in higher education, which places more emphasis on practical and applicable skills that are relevant to the needs of the job market.

Some final assignment alternatives that can be considered include case studies, applied research reports, creative work, policy analysis, business plans, public lectures, or workshops. All of these alternatives must be adjusted to the objectives of the study program and student needs, while maintaining the quality of higher education. However, the implementation of this change also faces a number of obstacles and challenges, including integrating projects and prototypes into the curriculum, fulfilling learning loads outside the study program, and assessing graduate competencies. Therefore, serious efforts are needed from universities and the government to overcome these obstacles. changes in the form of student final assignments reflect efforts to make higher education more responsive to changing times and societal needs. By providing more alternatives to students, it is hoped that they will be better prepared to face challenges and opportunities in the future.

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