CONCEPT AND IMPLEMENTATION OF "*MERDEKA BELAJAR KAMPUS MERDEKA*" CURRICULUM

Joice Ester Raranta[a*)]

a) *Sekolah Tinggi Teologi Paulus Jakarta, Jakarta, Indonesia*

*)*Corresponding Author: joicetando@gmail.com*

Abstract. The development of technology and revolution affects the development of education, if there is an industrial revolution 4.0, then education also evolves into education 4.0, meaning that education must be able to adapt to existing camps, then the birth of the MBKM policy answers concerns about the influence of technological developments on education. This study aims to determine the concept and implementation of the MBKM (Merdeka Belajar Kampus Merdeka) curriculum. This research uses a documentation method with a qualitative approach, while the research model used is the Miles and Huberman interactive analysis model by reducing the data, then presenting the data, and drawing conclusions from the data obtained. The results showed that the presence of an independent learning curriculum aims to provide opportunities for students to develop capacity, creativity, personality and develop independence in seeking and finding knowledge through reality and field dynamics such as ability requirements, social interaction, cooperation, self-management, work demands, targets and their application. The implementation of the MBKM curriculum to answer the challenges of technological development, with OBE (Outcame Based Education) based learning system education so that graduates focus on learning outcomes that are in harmony with the discipline.

Keywords: concept; implementation; MBKM curriculum

I. INTRODUCTION

"*Merdeka Belajar Kampus Merdeka*" (MBKM) is a Government policy/program, in this case the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia, which is implemented by educational institutions/universities in Indonesia (Apriliyani et al.[1]). The rationale of Merdeka Belajar Kampus Merdeka (MBKM) means independence and independence for educational institutions both in state universities and private universities. According to Nadiem Makarim, the basic concept of choosing freedom to learn is because it was inspired by the philosophy of K.H. Dewantara with an emphasis on independence and independence (Fuadi &; Aswita, [2]). So with MBKM, students are expected to have freedom in choosing the courses to be taught. The purpose of MBKM is to improve the competence of graduates, both *soft* skills and *hard skills* to be more ready and relevant to the needs of the times, preparing graduates as future leaders of the nation who are superior and have personality (Fuadi, [3]). The key to the successful implementation of MBKM policy in a university is the courage to change the mindset from a rigid content-based curriculum approach to an adaptive and flexible learning outcomes-based curriculum to prepare students to become independent adults. Study programs are challenged in developing an adaptive curriculum and able to adapt to the increasingly rapid development of the times without going out of the goal of producing graduates in accordance with predetermined learning outcomes. In addition, the implementation of MBKM policy requires collaboration and cooperation with partners or other parties related to their scientific fields and participate in supporting the desired learning outcomes. The situation that occurs in the field with this MBKM policy, study programs have difficulties in developing the curriculum and its implementation[4]

The legal basis and policy reference of the MBKM Program are: (1) Law Number 20 of 2003, concerning the National Education System; (2) Law Number 12 of 2012, concerning Higher Education; (3) Law Number 6 of 2014, concerning Villages; (4) Government Regulation Number 04 of 2014, concerning the Implementation of Higher Education and Management of Higher Education; (5) Presidential Regulation number 8 of 2012, concerning KKNI; (6) Regulation of the Minister of Villages, Development of Disadvantaged Regions, and Transmigration Number 11 of 2019, concerning Priority Use of Village Funds in 2020; (7) Regulation of the Minister of Villages, Development of Disadvantaged Regions, and Transmigration Number 16 of 2019, concerning Village Deliberation; (8) Regulation of the Minister of Villages, Development of Disadvantaged Regions, and Transmigration Number 17 of 2019, concerning General Guidelines for Development and Empowerment of Village Communities; and (9) Regulation of the Minister of Villages, Development of Disadvantaged Regions, and Transmigration Number 18 of 2019, concerning General Guidelines for Village Community Assistance[5]. According to Nora in Yuherman et al., [6] the independent campus policy wants universities in Indonesia to be given enough space to adapt to the times. The most important principle contained in an

independent campus is academic *freedom*. This concept is generally used in the world of education in universities. Seen from the description above, it can be seen that a new policy that has emerged in the world of education, namely freedom in developing potential and talent in universities, the policy is the regulation of the Minister of Education and Culture, namely MBKM. To better understand more deeply, the researcher presents an article entitled " *The Concept and Implementation of the MBKM Curriculum (Merdeka Belajar Kampus Merdeka)"*. A concept is a term, consisting of one or more words that describe a phenomenon or express a certain idea (idea). Bailey (1982) in Sukasmo **[7]** calls it perception (mental image). Or abstractions formed by generalizing specific things. According to Radiusman, **[8]** a concept is a basic unit of cognition formed through knowledge schemes, connection patterns used to group objects into categories. The function of the concept is very diverse, but in general the concept has a function that makes it easier for someone to understand something. Because the nature of the concept itself is easy to understand, as well as easy to understand.

Education is a system that continues to change, develop and as something alternative that is most rational and possible to make a change or development **[9][10]** Higher education is an educational institution that gives birth to human resources in the form of graduates who are expected to be ready to be absorbed by the community as users (Setyaningsih &; Abrori **[11]**). In addition, college graduates are considered capable of doing everything and have a wide range of competencies. So to add competencies outside their fields, the government issued a new policy, namely MBKM. This MBKM curriculum change policy is an effort to encourage students to master various sciences that are useful for entering the world of work or industry in the 21st century and Society 5.0. Therefore, the policy of independent learning is expected to be able to make the world of education carefree and the role of technology helps influence the resolution of social life problems. In the MBKM curriculum, every student is given interdisciplinary learning opportunities inside and outside the study program and even the university. Furthermore, students are required to study a maximum of 40 credits to study and practice outside the campus, plus 20 credits outside the study program regulated in the MBKM college curriculum guide (Abdul Kholik et al. **[12]**).

II. RESEARCH METHODS

The approach used in this study is a qualitative approach used to find out or describe the reality of the events studied so as to facilitate obtaining objective data **[13]**. A qualitative approach is a process of research and understanding based on methodologies that investigate a social phenomenon and human problem. In this approach, researchers make a complex picture, examine words, detailed reports of respondents' views, and conduct studies on the situation experienced (Arkandito et al. **[14]**). Data collection using journal collection documentation techniques with digital keywords concept, implementation and MBKM from various sources. While the research model used is the Miles

and Huberman interactive analysis model. Qualitative data analysis activities are carried out interactively and continuously until complete, so that the data is saturated. This analysis consists of 3 main things: data reduction, data presentation, and conclusion drawing (Lisabela **[15]**).

III. RESULTS AND DISCUSSION

The development of communication and information technology today has reached the level of need for vital humans. Not only in its use as a channel of information communication between individuals in social interaction, but also in a wider scope between institutions and institutions, between regions with regions to between countries and continents. Such rapid development turned out to have a broad influence on people's social life**[16].** Technological developments and revolutions affect the development of education. If there is an *industrial* revolution 4.0, then education also evolves into education 4.0. Education 4.0 establishes an innovation model in the field of Education, with an adaptive learning approach supported by artificial intelligence portals **[17], [18]**. The results of his research stated that the world of education must be able to go hand in hand with technological advances in overcoming the demands of *industry* 4.0. MBKM is an innovative government program in aligning with technological developments in *industry* 4.0 (Nurhasanah et al. **[19]**).

Along with the development of *industry* 4.0 which then gave rise to education 4.0, output-based education or known as *Outcome-Based Education* (OBE) is currently the main need in education management. One of the orientations of the independent learning curriculum is OBE. OBE is an educational process that focuses on achieving defined concrete results (results-oriented knowledge, abilities and behaviors). OBE is a process that involves structuring curriculum, assessment, and reporting practices in education that reflect high levels of learning achievement and mastery rather than credit accumulation (Suryaman, **[20]**). Improving the quality of education is expected to reduce the unemployment rate. One of the government's efforts in improving the quality of education is the establishment of a series of Merdeka Belajar Kampus Merdeka (MBKM) policies. This program aims to increase the employability of higher education graduates and efforts to reduce the unemployment rate (Wulandari et al. **[21]**). Kampus Merdeka (MBKM) is a policy of the Ministry of Education and Culture as an effort to improve the quality and relevance of undergraduate program graduates (Nita et al., **[22]**).

Merdeka Belajar Kampus Merdeka (MBKM) is one of the implementations of the Merdeka Belajar policy launched by the Ministry of Education, Culture, Research and Technology (Kemendikbudristek) launched by Education Minister Nadiem Anwar Makarim in 2020. Merdeka Belajar Kampus Merdeka has several forms of activities that require students to go to the field, so that students are expected to be able to interact with the local community, have good self-management, be able to collaborate with partners where students carry out their programs and various other abilities

where this can be a provision for students to go into the field (Agustin **[23]**). According to Patmaningrum in Madani et al. **[24]** MBKM provides challenges and opportunities for students to develop capacity, creativity, personality and develop independence in seeking and finding knowledge through reality and field dynamics such as ability requirements, social interaction, cooperation, self-management, work demands, targets and their application. MKBM itself usually lasts for 1 to 2 semesters. Students who are interested in participating in the campus teaching program are selected by the Ministry of Research and Technology and Higher Education. Students who have been selected will be guided by various competent parties to be placed and assist the learning process in selected schools in their regions (Suwanti et al. **[25]**).

The Form of Learning Activities MBKM is one of the manifestations of *student-centered learning which* is very essential. Such learning can provide challenges and opportunities to develop students' creativity, capacity, personality, and needs. In addition, students can also develop independence in seeking and finding knowledge through field dynamics such as ability requirements, real problems, social interaction, collaboration, professional ethics, self-management, performance demands, targets and achievements **[26]**.**[27]**. MBKM is considered to be an important solution to improve Indonesia's human resources. MBKM is part of the government's policy stage on the concept of independent learning (Hidayatullah **[28]**).

The Independent Learning Campus Independent Policy (MBKM) is one of the policy studies that is being promoted by the government to be applied to the world of higher education. MBKM is a self-paced and versatile mode of higher education learning designed to create a non-restrictive creative learning community that meets the needs of students (Meke et al., **[29]**). The scope of the Teaching Campus Program includes learning in all subjects focusing on literacy and numeracy, technology adaptation and school administration assistance (Amrina et al. **[30]**). This Independent Campus is in accordance with Permendikbud Number 3 of 2020 concerning National Higher Education Standards, Article 18 states that the fulfillment of the study period and load for undergraduate or applied undergraduate students can be implemented: 1) following the entire learning process in the study program at universities according to the study period and load; and 2) follow the learning process within the study program to meet part of the study period and load and the rest follow the learning process outside the study program**[31]**. Based on Permendikbud No. 3 of 2020 Article 15 paragraph 1, the forms of learning activities that can be carried out inside the Study Program and outside the Study Program include: 1. Student Exchange; 2. Internship/Work Practice; 3. Teaching assistance in educational units; 4. Research; 5. Humanitarian Projects; 6. Entrepreneurial Activities; 7. Independent Study/Project; and 8. Building Thematic Villages/Real Work Lectures.

The implementation of MBKM requires good synergy from many parties, namely universities, faculties, study programs, students, and partners. The role of Higher Education in accordance with Permendikbud Number 3 of 2020 concerning National Higher Education Standards, must facilitate the right for students (can be taken or not) to: first, can take credits outside of college for a maximum of 2 semesters or equivalent to 40 credits, second, can take credits in different study programs at the same university as much as 1 semester or equivalent to 20 credits, third, formulating academic policies/guidelines to facilitate learning activities outside the study program, fourth, making cooperation documents (MoU/SPK) with partners (Masithoh et al. **[32]**). According to Marzali in Maulana et al., **[33]** policies in higher education development, through the MBKM Program must rely on the principles of usability and clear goals. Policy is a technical, rational, and *action-oriented* instrument for solving problems. A policy is a blueprint for actions that lead to and influence the behavior of the people affected by the decision. Policies are deliberately structured and designed to make the behavior of the intended crowd (target group) become patterned in accordance with the sound and formulation of the policy.

IV. CONCLUSION

Based on the results of the study, it can be concluded that the presence of an independent learning curriculum aims to make higher education independent and versatile designed to create a creative learning community that does not limit that meets the needs of students. MBKM also provides challenges and opportunities for students in developing capacity, creativity, personality and developing independence in seeking and finding knowledge through reality and field dynamics such as ability requirements, social interaction, cooperation, self-management, work demands, targets and application. The implementation of the MBKM curriculum to answer the challenges of technological development, with an OBE (*Outcame Based Education*) based learning system education so that graduates focus on learning outcomes that are in harmony with scientific disciplines

REFERENCES

[1] N. V. Apriliyani, D. Hernawan, I. Purnamasari, G. Goris, and B. S. Seran, "Implementasi Programmerdeka Belajar Kampus Merdeka," *J. GOVERNANSI*, vol. 8, no. 1, pp. 12–18, 2022.

[2] T. M. Fuadi and D. Aswita, "Merdeka Belajar Kampus Merdeka (Mbkm): Bagaimana Penerapan Dan Kedala Yang Dihadapi Oleh Perguruan Tinggi Swasta Di Aceh," *J. Dedik. Pendidik.*, vol. 5, no. 2, pp. 603–614, 2021.

[3] T. M. Fuadi, "Konsep Merdeka Belajar-Kampus Merdeka (Mbkm) : Aplikasinya Dalam Pendidikan Biologi," in *Prosiding Seminar Nasional Biotik*, 2021, pp. 183–200.

[4] E. Setyawati, I. Mulyawati, and Soecahyadi, "Studi Kebijakan Merdeka Belajar Kampus Merdeka (MBKM) dengan Menggunakan Pendekatan

Kuantitatif dan Kualitatif," *Edukatif J. Ilmu Pendidik.*, vol. 4, no. 1, pp. 1030–1042, 2022.

[5] D. Aswita, "Merdeka Belajar Kampus Merdeka (Mbkm): Inventarisasi Mitra Dalam Pelaksanaan Magang Mahasiswa Fakultas Keguruan Dan Ilmu Pendidikan," in *Prosiding Seminar Nasional Biotik*, 2021, pp. 201–206.

[6] Yuherman, W. Nugroho, and D. Sunarsi, "Dampak Kebijakan MBKM Pada Kesiapan Sumber Daya Manusia dan Fasilitas Fakultas Hukum Usahid Jakarta," *Moral. J. Ilmu Huk.*, vol. 7, no. 2, pp. 222–244, 2021.

[7] Sukasmo, "Konsep-Konsep Dasar Penelitian," *GURARU: Guru Era Baru*, 2012.

[8] Radiusman, "Studi Literasi: Pemahaman Konsep Siswa Pada Pembelajaran Matematika," *FIBONACCI J. Pendidik. Mat. dan Mat.*, vol. 6, no. 1, pp. 1–8, 2020.

[9] A. Wahib, "Dampak Perubahan Sosial Budaya terhadap Pendidikan," *J. Paradig.*, vol. 7, no. 1, pp. 51–57, 2019.

[10] Y. Suchyadi and N. Nurjanah, "Relationship between Principal Supervision in Increasing the Job Satisfaction of Private Junior High School Teachers in East Bogor District," *Jhss (Journal Humanit. Soc. Stud.*, vol. 2, no. 1, pp. 26–29, Aug. 2018, doi: 10.33751/jhss.v2i1.818.

[11] I. Setyaningsih and M. Abrori, "Analisis Kualitas Lulusan Berdasarkan Tingkat Kepuasan Pengguna Lulusan," *J. Ilm. Tek. Ind.*, vol. 12, no. 1, pp. 73–82, 2013.

[12] Abdul Kholik, H. Bisri, Z. K. Lathifah, B. Kartakusuma, M. Ma'ufur, and T. Prasetyo, "Impelementasi Kurikulum Merdeka Belajar Kampus Merdeka (MBKM) berdasarkan Persepsi Dosen dan Mahasiswa," *J. Basicedu*, vol. 7, no. 1, pp. 738–748, 2022.

[13] S. Adhimah, "Peran orang tua dalam menghilangjan rasa canggung anak usia dini (studi kasus di desa karangbong rt 06 rw 02 Gedangan-Sidoarjo)," *J. Pendidik. Anak*, vol. 9, no. 1, pp. 57–62, 2020.

[14] G. F. Arkandito, E. Maryani, D. Rahmawan, and T. K. Wirakusumah, "Komunikasi Verbal pada Anggota Keluarga yang Memiliki Anak Indigo," *J. Manaj. Komun.*, vol. 1, no. 1, pp. 42–56, 2016.

[15] M. Lisabela, "Model Analisis Interaktif Miles and Huberman," *Univ. Bina Darma*, 2019.

[16] S. Yoga, "Perubahan Sosial Budaya Masyarakat Indonesia Dan Perkembangan Teknologi Komunikasi," *J. Al-Bayan*, vol. 24, no. 1, pp. 29 – 46, 2018.

[17] S. Hardhienata, Y. Suchyadi, and D. Wulandari, "Strengthening Technological Literacy in Junior High School Teachers in the Industrial Revolution Era 4.0," *Jhss (Journal Humanit. Soc. Stud.*, vol. 5, no. 3, pp. 330–335, 2021, doi: 10.33751/jhss.v5i3.4220.

[18] R. Purnamasari *et al.*, "Student Center Based Class Management Assistance Through The Implementation Of Digital Learning Models," *J. Community Engagem.*, vol. 02, no. 02, pp. 41–44, 2020, doi: https://doi.org/10.33751/jce.v2i2.2801.

[19] N. Nurhasanah *et al.*, "Identifikasi Pengetahuan Mahasiswa Teknik Industri Terhadap Implementasi Program MBKM dengan Pendekatan Analytical Network Process," *J. AL-AZHAR Indones. SERI SAINS DAN Teknol.*, vol. 7, no. 2, pp. 72–79, 2022.

[20] M. Suryaman, "Orientasi Pengembangan Kurikulum Merdeka Belajar," in *Prosiding Seminar Daring Nasional: Pengembangan Kurikulum Merdeka Belajar*, 2020, pp. 13–28.

[21] D. Wulandari, N. Febry, A. K. J. Hartatmaja, I. S. Mangula, and O. A. Sabrina, "Evaluasi Implementasi Program Merdeka Belajar Kampus Merdeka (MBKM) Di Tingkat Program Studi: Studi Di Universitas Paramadina," *Inq. J. Ilm. Psikol.*, vol. 13, no. 1, pp. 22–40, 2022.

[22] C. I. R. Nita, F. N. Kumala, N. R. Sesanti, A. R. Hakim, and A. Gutama, "Analisis Dampak Implementasi Kurikulum MBKM PGSD UNIKAMA Terhadap Kearifan Lokal," *J. Publ. Pendidik.*, vol. 12, no. 2, pp. 42–52, 2022.

[23] A. H. Agustin, "Manajemen Konflik dan Dukungan Sosial dengan Resiliensi pada Mahasiswa yang Mengikuti MBKM," *Univ. 17 Agustus 1945 Surabaya*, pp. 1–8, 2022.

[24] A. S. Madani, G. W. Wiriasto, and Misbahuddin, "Pembelajaran MBKM dengan Capaian Akhir Sistem E-commerce Platform (Benchmark OLX) di Binar Academy," *J. Pengabdi. Magister Pendidik. IPA*, vol. 5, no. 3, pp. 323–330, 2022.

[25] V. Suwanti, I. K. Suastika, R. D. Ferdiani, and W. Harianto, "Analisis Dampak Implementasi Program Mbkm Kampus Mengajar Pada Persepsi Mahasiswa," *J. PAJAR (Pendidikan dan Pengajaran)*, vol. 6, no. 3, pp. 814–822, 2023.

[26] M. Takdir, K. R. Sani, Hasdinawati, S. R. Juniati, and Z. Arifin, "Polemik Implementasi Program Magang Mbkm Program Studi Administrasi Publik Fakultas Ilmu Sosial Dan Ilmu Politik Universitas Muhammadiyah Sinjai," *Al Qisthi J. Sos. dan Polit.*, vol. 11, no. 2, pp. 22–35, 2021.

[27] Y. Suchyadi, N. Karmila, and N. Safitri, "Kepuasan Kerja Guru Ditinjau Dari Peran Supervisi Kepala Sekolah Dasar Negeri Di Kecamatan Bogor Utara," *JPPGuseda | J. Pendidik. Pengajaran Guru Sekol. Dasar*, vol. 2, no. 2, pp. 91–94, Nov. 2019, doi: 10.33751/jppguseda.v2i2.1453.

[28] S. Hidayatullah, "Persepsi Mahasiswa Tentang Kurikulum Merdeka Belajar Kampus Merdeka," *J. Online FONEMA*, vol. 4, no. 1, pp. 79–87, 2021.

[29] K. D. P. Meke, R. B. Astro, and M. H. Daud, "Dampak Kebijakan Merdeka Belajar Kampus Merdeka (MBKM) pada Perguruan Tinggi Swasta di Indonesia," *Edukatif J. Ilmu Pendidik.*, vol. 4, no. 1, pp. 675–685, 2022.

[30] Z. Amrina, A. Yuza, and S. G. Sari, "Analysis Of The Impact Of Implementation Of The Mbkm Program On Educators In The Pgsd Fkip Bung Hatta University In Producing Qualified Graduates In The Global Era," *J.*

CERDAS Proklamator, vol. 9, no. 1, pp. 58–66, 2021.

[31] Kemendikbud, *Buku Panduan Merdeka Belajar Kampus Merdeka 2020*. 2020.

[32] S. Masithoh, H. Miftah, W. Nahraeni, A. Yoesdiarty, and I. Novita, "Implementasi Mbkm (Merdeka Belajar Kampus Merdeka) Menurut Perspektif Mahasiswa Agribisnis," *J. AgribiSains*, vol. 7, no. 2, pp. 59–67, 2021.

[33] A. Maulana, H. Bahar, Nuraeni, Ismah, and H. Rosiyanti, "Implementasi Kebijakan Merdeka Belajar Kampus Merdeka (MBKM) Dalam Mewujudkan SDM Unggul dan Kompetitif di Perguruan Tinggi (Berdasarkan Survey SPADA di Universitas Muhammadiyah Jakarta Tahun 2022)," *AL-QISTH LAW Rev.*, vol. 6, no. 2, pp. 1–21, 2022.