



Development and implementation of Merdeka learning-merdeka campus at Christian university of Indonesia

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Abstract

The Independent Learning Campus policy aims to encourage students to master various fields of science with their fields of expertise to be ready to compete in the global world. This policy provides an opportunity for students to choose the courses they will take based on their wishes. The implementation of the Independent Learning Campus policy encourages the learning process in higher education to be more autonomous and flexible. Education continually strives to create students who consistently make updates every time. Not only highly educated but also able to become agents of change in a small and immense scope. The resulting changes and innovations can contribute to a nation with quality human resources. The research method used is research and development research methods. From the research conducted, it can be concluded that the implementation of MBKM (Merdeka Learning Independent Campus) at UKI has been running and already has policies guidelines, and adopted MBKM in AIS UKI curriculum is implemented in all study programs.

Keywords: education policy, MBKM, development, implementation

Introduction

The Merdeka Campus is one of the Minister of Education and Culture Nadiem Makarim who gave a university policy to give the right to study for three semesters outside the study program. The independent campus has become a new concept that allows students to have the freedom to study in higher education. This concept is a continuation of the previous concept, namely Merdeka Learning. The planning of the Merdeka Campus concept is a learning innovation to get quality learning. The Ministry of Education and Culture launched *Merdeka Learning – Campus Merdeka* (MBKM) is a driving force for all universities to carry out innovative and creative learning transformations. In this regard, universities must prepare themselves as "independent campuses" that provide students opportunities to apply independent learning, which is also the National Standard for Higher Education as stated in Permendikbud No. 3 Years of Higher Education in 2020^[1, 2]. Implementing the MBKM is a step to accelerate higher education in achieving its Vision and Mission. Curriculum development is the right and obligation of each tertiary institution. However, the higher education curriculum development must be based on the 1945 Constitution, Law no. 12 of 2012, the National Standard for Higher Education as outlined in Permendikbud No. 3 of 2020, and other applicable provisions^[3]. The curriculum should be able to lead students to master specific knowledge and skills, as well as noble form character so that they can contribute to maintaining national values diversity, encouraging the spirit of caring for fellow nations and humanity to improve social welfare with justice and the glory of the Indonesian nation. The implementation of the MBKM is carried out to achieve several goals^[4, 5], such as a) The MBKM policy launched by the Minister of Education and Culture is a framework to prepare students to become graduates who are challenging, adaptive, and in tune with the needs of the times, and are ready to become future leaders by high national spirit; b) Through this policy, vast opportunities are opened for students to enrich, deepen, and improve their insight and competence in the real world in accordance with their potential, talents, interests, spirit, and ideals; c) Learning can be done anywhere, learning is not limited, not only in classrooms, libraries, and laboratories, but also in industry, research centers, workplaces, places of service, villages, and communities; d) Through close cooperation between universities and the world of work and the real world, universities will be present as springs for the progress and development of the nation, as well as directly color the nation's culture and civilisation; and e) With this policy, the competence of graduates will increase, both non-technical skills (soft skills) and technical (hard skills), so that graduates are more prepared and in line with the needs of the times, and are more capable as future leaders of the nation with superior and personality. The experiential learning program with flexible pathways is expected to facilitate students in developing their potential according to their potential. The MBKM policy is intended to fulfil the study period and load for undergraduate or applied undergraduate students by following the entire learning process in the study program at the university according to the period and study load^[6, 7]. Students can also participate in the learning process to fulfil part of the time and burden of studying in the study program and the rest outside the study program. The essence of MBKM for students is to have the opportunity to take one semester or the equivalent of twenty credits of learning outside the study program at the

same university; and a maximum of two semesters or the equivalent of forty credits of learning in the same study program at different universities^[8, 9], learning in different study programs at different universities or learning outside of tertiary institutions. Following the policy points, this guide is an official UKI document that contains a description of the provisions for implementing the MBKM curriculum, especially the regulation regarding the right of three semesters of students to take semester credit outside their study program (UKI MBKM Implementation Guide, 2020). The legal basis for implementing the MBKM curriculum is Permendikbud Number 3 of 2020 concerning Higher Education standards; Permendikbud Number 4 of 2020 concerning Changes in State Universities to Universities with Legal Entities; Permendikbud Number 5 of 2020 concerning Accreditation of Study Programs and Universities; Permendikbud Number 6 of 2020 concerning New Student Admissions for Study Programs at State Universities; Permendikbud Number 7 of 2020 concerning the Establishment, Amendment, Dissolution of State Universities, and the Establishment, Amendment, Revocation of Private Universities Permits^[10]. The objective of the Independent Learning Campus policy is to encourage students to master various fields of knowledge according to their fields of expertise to be ready to compete in the global world. This policy allows students to choose the courses they will take based on their wishes—the MBKM Policy in Higher Education grants higher education's right to autonomy. In principle, change the educational paradigm with an innovative learning culture to become more autonomous. The implementation of the Independent Learning Campus policy encourages the learning process in higher education to be more autonomous and flexible^[11, 12]. There are five policies related to this Merdeka Campus package, namely a) a higher education accreditation system; b) study at a university (right to study outside the study program); c) ease in opening new study programs; d) new student admissions; and e) change of status to become a Legal Entity State University. This provision does not apply to the fields of Education and Health. From the above policies, several things have consequences for universities, namely the importance of flexible curriculum policies (on-campus, E-Learning, off-campus); administrative policies, curriculum administration policies, flexibility between and across study programs, faculties, universities at home and abroad); cooperation budgeting policy and cooperation follow-up; cooperation policies between and across study programs, faculties and universities; policies on cooperation between and across the business world, industry and the world of work; cooperation between and across countries^[13]. The Minister of Education and Culture conveyed it in a coordination meeting at Senayan Building D on Friday, Jan 24, 2020, as a continuation of the Independent Campus Independent Learning Concept Policy which allows it to be implemented immediately. The Minister of Education and Culture explained that the Independent Learning Campus policy package was the first step in a series of policies for universities to release the shackles to make it easier to move. The learning process in the Merdeka Campus is one of the essential manifestations of student-centred learning^[14, 15]. Learning in the MBKM provides challenges and opportunities for the development of innovation, creativity, capacity, personality, and student needs, as well as developing independence in seeking and finding knowledge through realities and field dynamics such as ability requirements, real problems, social interaction, collaboration, self-management, performance demands, targets and achievements. Through the Merdeka Learning program that is well designed and implemented, students' hard skills and soft skills will be formed strongly. From the description above, it is clear that the movement of change and the dynamics of scientific progress (education) is swift, dynamic and innovative. The issuance of the regulation of the Minister of Education and Culture above needs to be followed up by all universities, which is the beginning of the implementation of the above policies so that they can provide significant changes for university graduates who are ready to compete in the world of work, both nationally and internationally. According to Woodruff, a concept is a "meaningful and perfect idea or idea, which is one understanding of an object". Concepts are various subjective products originating from the way a person understands objects or objects through personal experience (after perceiving objects or objects). Meanwhile, according to Aristotle, the concept is a central arrangement informing scientific knowledge and philosophy in human thought'. A concept is a set of interrelated concepts and definitions that reflect a systematic view of phenomena by explaining the relationship between variables to explain and enliven the phenomenon'. From the above understanding, the importance of a concept in expressing ideas or ideas so that these ideas and ideas can be implemented towards a more fundamental civilisation or educational change, namely education can produce a systematic, directed and measurable, innovative change^[16]. Education continually strives to create students who consistently make updates every time. Not only able to be highly educated but able to become agents of change in a small and immense scope. The resulting changes and innovations can contribute to a nation with quality human resources. That is why universities are expected to make innovations in each of their learning processes, namely student-centred learning, to support the achievement of quality graduates ready to face the changing times^[17]. The expansion of the curriculum concept is a process with the need for a joint commitment to agree (between educational actors) and the activities needed (as part of the learning process) to achieve specific predetermined targets. The MBKM curriculum concept is currently being perfected, in which the preparation is submitted to universities with autonomous rights. Implementing it is adjusted to the needs and readiness of the universities concerned. In order to prepare students to face changes in social, cultural, the world of work, and rapid technological advances, student competencies must be prepared to be more responsive to the needs of the times^[18]. Link and match with the world of industry and the world of work and a rapidly changing future. Universities must design and implement innovative learning processes to achieve learning outcomes that include aspects of attitudes, knowledge, and optimally and always relevant skills, which are obtained both on-campus and off-campus. The MBKM Policy is expected to answer these demands by providing contextual field

experience, improving student competence and being ready to work or create new jobs. Thus, universities are expected to provide innovative learning models in mastering the theory and shaping the attitudes and behaviour of graduates who have high skills and can solve problems (problem-solving) as a very high demand along with this swift, erratic change. This innovative learning is marked by the freedom of students to determine the courses to be taken, including the right of students to get learning activities carried out outside the classroom to further hone skills and skills not only in the disciplines taken but also in different disciplines. Independent Learning – Merdeka Campus is a form of learning in higher education that is autonomous and flexible to create a learning culture that is innovative, unfettered, and following student needs. One of MBKM's main programs is to give the right to study for three semesters outside the study program. Students are given the freedom to take semester credit units (SKS) outside the study program. Three semesters are meant in the form of one semester of opportunity to take courses outside of the study program inside the university and two semesters of carrying out learning activities outside the university. The right to carry out learning activities outside of tertiary institutions can be carried out through various learning activities that students can choose from under the guidance of an appointed supervisor^[19, 20]. Including; doing internships/work practices in the industry or other workplaces, carrying out community service projects in villages, teaching in education units, participating in student exchanges, conducting research, conducting entrepreneurial activities, making independent studies/projects, and participating in humanitarian programs. The learning process in MBKM is one of the essential manifestations of student-centred learning. Learning in MBKM provides challenges and opportunities for the development of innovation, creativity, capacity, personality, and student needs, as well as developing independence in seeking and finding knowledge through realities and field dynamics such as ability requirements, real problems, social interaction, collaboration, self-management, demands performance, targets and achievements. As an autonomous state university, UKI welcomes the policy of the Minister of Education and Culture regarding MBKM and is committed to implementing the mandate of the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020, concerning National Standards for Higher Education. One manifestation of this commitment is by carefully preparing guidelines for the implementation of MBKM, which can later be used as a reference by all academics in implementing the UKI MBKM policy. The UKI MBKM Guidelines contain general provisions, requirements, procedures, mechanisms, and technical implementation of MBKM. The concept of the curriculum is still in the process of being implemented in each university, adapted to the situation and conditions of need, both through MoU programs between domestic and foreign universities, companies and other social institutions^[21]. As a reference for the MBKM curriculum concept, it is contained in the guide book, namely the form of learning activities following Permendikbud No. 3 of 2020 Article 15 paragraph 1 can be carried out within the Study Program and outside the Study Program. Implementing MBKM is based on Permendikbud number 3 of 2020 concerning National Higher Education Standards. The curriculum is a set of plans and arrangements regarding the objectives, content, learning materials and the methods used as guidelines for implementing learning activities to achieve the goals of Higher Education^[22]. It is explained in the Permendikbud Article 11 (1) that the characteristics of the learning process as referred to in Article 10 paragraph (2) letter consist of interactive, holistic, integrative, scientific, contextual, thematic, practical, collaborative, and student-centred characteristics. In implementing the MBKM curriculum, careful collaboration is needed so that curriculum implementation can run well. In implementing the MBKM curriculum, universities must prepare graduates to harmonise with the business world, industry and society. Following the problem background described above, the formulation of the problem, in general, is formulated as follows: "What is the process of developing and implementing MBKM at UKI? Meanwhile, specifically, the formulation of the problem in this study is formulated as follows:

1. What is the form of the MBKM policy developed at UKI?
2. What is the form of the MBKM implementation guideline at UKI?
3. How is the socialisation of MBKM implemented at UKI?
4. What form does the Academic Information System (AIS) design at UKI? that already contains MBKM?
5. How to assist Study Programs in revising the curriculum adapted to the MBKM program.

Research Method

This section will explain the research design, research respondents/informants, steps for developing MBKM policies, planning and compiling MBKM implementation guidelines, socialising MBKM, designing the Academic Information System (AIS) and assisting study programs in revising the curriculum that has been adapted to the MBKM program. The research design used is Research and Development (RnD). RnD is an essential research activity to obtain information on user needs (needs assessment), followed by development activities to produce products and assess the effectiveness of these products. The design of this study was chosen because it followed the background and the objectives to be achieved in this study, namely to produce MBKM implementation policies, produce MBKM implementation guidelines, and produce an Academic Information System that had been adapted MBKM. In order to achieve this goal, this research was carried out in the form of two activities, namely conducting research and literature studies to produce product designs and developing through FGDs and Expert Validation. Product validation is carried out to become a tested product and can be utilised by UKI. The target clients of this research are Study Programs at UKI, except for the Medical Education Study Program and the Doctor Profession Study Program. Principally, research and development steps consist of three main stages: need assessment, design, and development. Each research stage has different steps and

objectives, and further data analysis is described in the following figure. Planning and preparation of policies, MBKM implementation guidelines and the design of the UKI Academic Information System include two stages: the data collection stage and the stage of preparing. The policies, MBKM implementation guidelines and the design of the UKI Academic Information System data collection stage include the following steps: a) Initial survey in the English Education study program, Faculty of Letters and Language Education, Indonesian Christian University. The initial survey in the field was conducted to determine the objective conditions in the field before data collection. This step is also used to conduct an introduction and assessment and access research simultaneously; b) Determine research respondents. Research respondents have a significant role as a source of information on policies, MBKM implementation guidelines, and the UKI Academic Information System design; c) Develop data collection instruments. The data collection instrument consists of three instruments: questionnaires, documentation, and interview sheets; and d) Collecting data in the field. Research data collection is carried out using research instruments that have been designed and sources of information that have been determined—sorting and classifying materials according to research needs. This step is carried out to determine the policies, guidelines for implementing MBKM and the design of the UKI Academic Information System content that will be produced. The steps for developing policies, MBKM implementation guidelines, and the UKI Academic Information System design consist of: a) Designing the format and design of policies, MBKM implementation guidelines, and the UKI Academic Information System design. The format and design of policies, MBKM implementation guidelines and UKI Academic Information System designs are designed according to the policies, MBKM implementation guidelines and UKI Academic Information System components; b) Write a draft of policies, MBKM implementation guidelines, and the UKI Academic Information System design according to the format of learning strategies. The determined data is then written in a draft of the policy, MBKM implementation guidelines and the UKI Academic Information System design based on the existing format; c) Revise the format or design and content of policies, MBKM implementation guidelines, and the UKI Academic Information System design. The policy, MBKM implementation guideline and the UKI Academic Information System draft revision include the content's completeness, the appropriateness of language, and the format and design of the policy, MBKM implementation guideline and the UKI Academic Information System draft; d) The final design of policies, MBKM implementation guidelines, and the UKI Academic Information System design; and d) A set of policies, MBKM implementation guidelines, and the UKI Academic Information System design is ready to be tested.

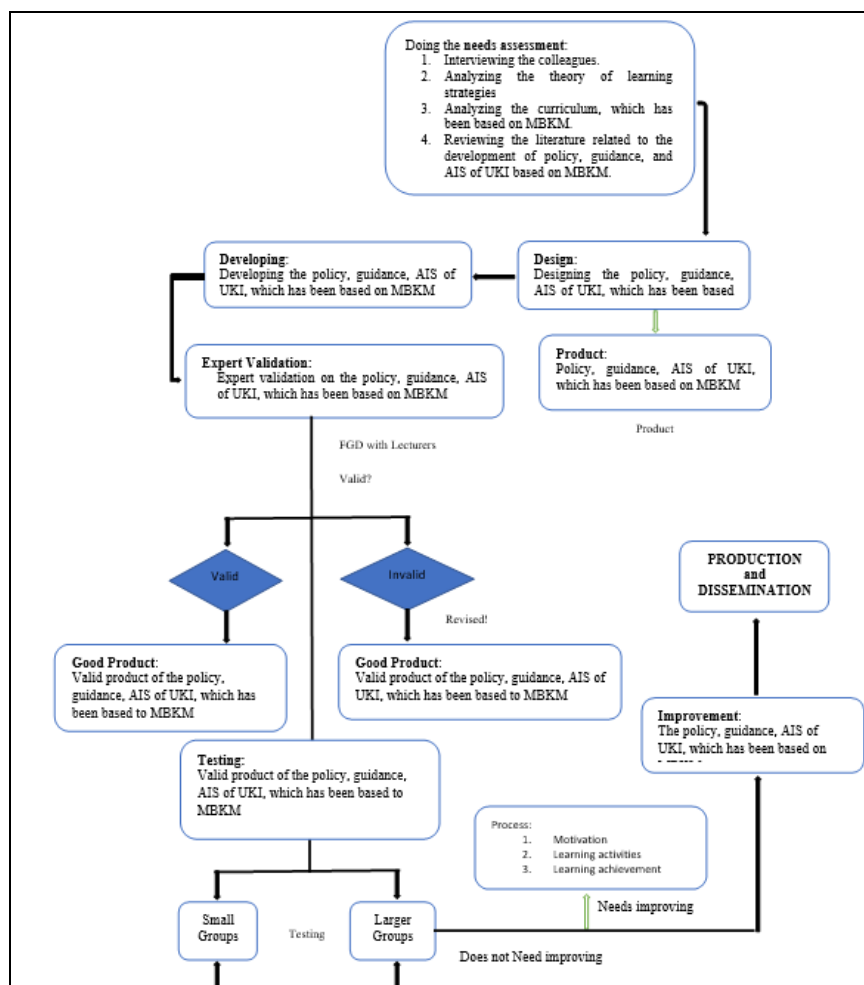


Fig 1: Figure of Research Procedure for RnD [23; 34; 25]

Validation is done by submitting the design of policies, MBKM implementation guidelines and UKI Academic Information System design designed and evaluation sheets to experienced experts to assess the policies, MBKM implementation guidelines and UKI Academic Information System designs that have been designed so that further weaknesses and strengths can be identified. This study carried out validation by learning strategists and learning software experts. Experts and UKI lecturers validate through Focus Group Discussions (FGD).

The Policies, MBKM implementation guidelines and the UKI Academic Information System design developed are tested in small groups. The sample used in small groups is different from the sample during field trials but has the same characteristics: students in different study programs. Suggestions from respondents will be recorded and used as a reference for revising Policies, MBKM implementation guidelines, and the UKI Academic Information System design. The questionnaire grid for policies, MBKM implementation guidelines and the design of the UKI Academic Information System trials in small groups are the same as the grid of validation instruments for policies, MBKM implementation guidelines and the UKI Academic Information System design by the expert.

The evaluation results and suggestions from experts, lecturers and students will be used as a reference to perfect the policies, MBKM implementation guidelines and the design of the UKI Academic Information System products that are made so that they are ready to be implemented in the field trials.

The policies, MBKM implementation guidelines, and the UKI Academic Information System draft revised from expert validation and small group trials will continue with field trials. This trial was carried out while implementing policies, MBKM implementation guidelines and the UKI Academic Information System design in the classroom (experimental). After completing the learning process using policies, MBKM implementation guidelines and UKI Academic Information System design, students were distributed a field trial questionnaire to assess the policies, MBKM implementation guidelines and UKI Academic Information System designs used as policies MBKM implementation guidelines and Academic Information designs UKI system in learning. The questionnaire grid for policies, MBKM implementation guidelines and the design of the UKI Academic Information System trials in field testing are the same as the grid of validation instruments for policies, MBKM implementation guidelines and the UKI Academic Information System design by the expert.

The policies and guidelines for implementing MBKM and the UKI Academic Information System design that have been evaluated and revised for feasibility are then produced and implemented in UKI. After that, the policies, guidelines for implementing the MBKM and the UKI Academic Information System draft will be evaluated to determine their effectiveness. The effectiveness of policies, MBKM implementation guidelines and the design of the UKI Academic Information System can be seen from the learning outcomes achieved by students.

Result and Discussion

All universities in Indonesia must refer to the government's rules. So that in its implementation, all educational regulations in universities must comply with government regulations. Universities in providing higher education must refer to the national higher education standard (SN-Dikti) as stated in Permendikbud Number: 3 of 2020 dated Jan 24, 2020, concerning the National Standards for Higher Education, especially Article 18 Paragraph (3), which has been operationalised as an "Independence policy". MBKM (MBKM)". The MBKM Guide has been published in a Pocket Guide document for Independent Learning on an Independent Campus by the Directorate General of Higher Education, Ministry of Education and Culture in 2020 ^[26].

The Independent Campus policy will bring academics in universities such as lecturers and students to have independence in the learning process, research, and community service ^[27]. Therefore, they have broad access to study and gain knowledge in study programs both on and off-campus. Based on the national higher education standard No 3-year 2020 verse 15, 8 types of MBKM can be taken one semester among the study programs at the university or two semesters out of the university ^[28, 29]. The types of the program are: a) Internships/practice work, b) The teaching system in education units, c) Research, d) Independent study/project, e) Build a thematic real work village/college, f) Entrepreneurial activities, g) Humanitarian projects, and h) Student exchange. As one of the universities under LLDikti Region 3 Jakarta, UKI must comply with the university regulations that have just been issued. So with the issuance of a policy on MBKM implementation, UKI began to improve by first reviewing the rules and guidelines for MBKM implementation that the government had issued. The stages of MBKM implementation in UKI are as follows: a) After the government issued the MBKM Implementation Policy and Guidelines for Implementation, UKI immediately formed the MBKM Gugus Team (SK Attached), which was assigned to review the MBKM implementation rules and then immediately worked to make MBKM implemented in UKI; b) The MBKM Cluster Team reviews the MBKM rules and guidelines provided by the government; c) The MBKM Cluster Team designed the UKI version of the MBKM implementation guideline; d) The MBKM Cluster Team designs rules or policies regarding the implementation of MBKM in UKI; e) The Chancellor of UKI sets guidelines for the implementation of MBKM in UKI; f) The MBKM Cluster Team disseminates MBKM policies and guidelines to the Head of Higher Education-Head of Study Programs; g) The MBKM Cluster Team facilitates and assists the Study Program in revising the curriculum at UKI, which has been adapted to the MBKM policy; h) The MBKM Cluster Team, together with the UKI Information System Service Unit, designed the UKI Academic Information System (AIS), which has been adapted to the needs of MBKM; i) The MBKM Cluster Team and Study Programs jointly conduct MBKM socialisation to students; j) The MBKM Cluster Team and the Study Program together assist students in registering online, and k) The

MBKM Cluster Team assists and facilitates students who participate in MBKM activities carried out by the Government and UKI.

Some of the outputs that have been produced through this research are as follows.

- a. **MBKM Implementation Policy** - Following the decree issued by the Chancellor of UKI No. 180/UKI.R/SK/PP.1.7.2/2020 Regarding the MBKM implementation guide (outcome attached), the Chancellor of UKI: a) Establish guidelines for the Implementation of the UKI MBKM; b) The UKI MBKM Implementation Guide is used to reference Study Programs and related Bureaus/Units in implementing the MBKM program; c) Enforce the decisions that have been made starting from the 2020/2021 Academic Year. With this policy's stipulation (attached), all study programs are required to implement MBKM in their respective study programs by first following the programs that the MBKM Cluster Team has designed at UKI.
- b. **UKI MBKM Implementation Guidelines** - The MBKM Cluster Team, formed a team to develop MBKM Implementation guidelines (the attached guidelines). After that, the MBKM implementation guide drafting team worked as much as possible to develop guidelines by adapting the guidelines compiled in the Independent Learning Guidebook-Independent Campus, which the Directorate General of Higher Education had compiled. Ministry of Education and Culture 2020. The contents of the UKI MBKM Implementation Guidelines consist of several points, namely as follows:

1. Table of Contents
2. Chapter I Introduction

This introductory section discusses the background of MBKM implementation in UKI, the legal basis for MBKM implementation in UKI, understanding of MBKM, and the MBKM program in UKI.

3. CHAPTER II Implementation of MBKM Outside Study Programs within UKI

This section discusses the meaning of implementing MBKM, which is carried out outside the study program in UKI (Internal UKI). The objectives of MBKM implementation, which is carried out outside the study program at UKI, the requirements for students to follow the MBKM implementation program which is carried out outside the existing study program at UKI, and technical implementation of MBKM implementation, which is carried out outside the study program at UKI.

4. CHAPTER III Implementation of MBKM Outside UKI

This section describes the eight forms of the MBKM program that the government has established. The eight forms of MBKM are as follows:

▪ Student Exchange

This section explains the background of student exchanges, the objectives of student exchange activities, requirements for students to participate in student exchange programs, technical implementation of student exchanges, examples of implementing student exchange activities, the flow of student exchange activities, and conversion guidelines for student exchange assessments.

▪ Internship

This section describes the internship background, the internship objectives, the requirements for students to participate in the internship program, the technical implementation of the internship, the conversion of the value of the internship, and the flow chart for the implementation of independent studies.

▪ Independent Study/Project

This section describes the background of independent studies/projects, objectives of independent study/project activities, requirements for students to participate in independent study/projects, technical implementation of independent studies/projects, conversion of independent study/project assessments, and independent study implementation flowcharts.

▪ Humanitarian Project

This section describes the background of humanitarian projects, the objectives of humanitarian project activities, requirements for students to participate in humanitarian project programs, technical implementation of humanitarian projects, examples of implementing humanitarian project activities, conversion of humanitarian project values, and the process of humanitarian project programs.

▪ Teaching Assistant in Education Unit

This section explains the background of teaching assistance in education units, the objectives of teaching assistance activities in academic units, requirements for students to participate in teaching assistance programs in education units, technical implementation of teaching assistance in education units, conversion of teaching assistance assessments in education units, and flow of activities of teaching assistant in education unit.

▪ Entrepreneurial Activities

This section explains the background of entrepreneurial activities, the objectives of entrepreneurial activities, requirements for students to participate in entrepreneurial activity programs, technical implementation of

entrepreneurial activities, examples of implementing entrepreneurial activities, conversion of entrepreneurial activity values, and entrepreneurial activity program processes.

▪ **Research**

This section describes the background of research, the purpose of research activities, requirements for students to participate in research programs, technical implementation of research, examples of implementing research activities, conversion of research values, and research program processes.

▪ **Thematic Real Work Lecture (KKNT)**

Actual Work Lecture This section explains the background of the KKNT, the objectives of the KKNT activity, the requirements for students to join the KKNT program, the technical implementation of the KKNT, examples of KKNT implementation, conversion of KKNT values, and the Thematic KKNT program process.

5. CHAPTER V Funding

6. CHAPTER VI MBKM Program Quality Assurance

7. CHAPTER VII Closing

8. Appendices

For the manufacture of AIS UKI, which has been adapted to the implementation of MBKM, the MBKM Cluster Team collaborates with the UKI IT Team. UKI already had AIS before MBKM was implemented. With the implementation of MBKM by UKI, additional features or parts were in the previous AIS. The feature added to the new AIS is that it allows UKI and Non-UKI students to register online during the online registration period, which is before the new semester starts (Short Documentation of MBKM Course Arrangements is attached).

The procedures that can be carried out by Data Processors (Course Setup) are as follows: a) Click the Curriculum menu, b) Determine the Curriculum Goals for MBKM, c) Click the list of Curriculum Lectures (already determined by each Study Program, you only need to choose), d) Click the list of curriculum lectures, e) Add/edit courses, f) Fill in the details of the course according to the provisions of the study program/faculty; f) Click and select the category/BKP MBKM; and g) Click Save when finished.

The procedures that students can do when registering online for MBKM activities are as follows: a) Log in using the given NIM and USER, b) Click the online registration menu, c) Choose the MBKM course first, d) Click the MBKM TAB, d) Choose the appropriate BKP, e) Choose the appropriate course, f) Click review the study plan and make sure the selected courses, credits and schedule are correct; and g) Then click Study Plan Process.

Following the MBKM implementation policy that the UKI Chancellor has set, all study programs are required to implement the MBKM except for the Medical Education Study Program and the Doctor Profession Study Program. Before the curriculum in each study program was revised by adjusting the curriculum to the MBKM policy, the UKI MBKM Cluster Team first carried out several socialisations starting from the socialisation of MBKM implementation to the socialisation of curriculum revisions that had been based on MBKM (One of the MBKM-based Study Program Curriculums is attached).

The benefits obtained through this research are as follows: a) UKI already has an MBKM implementation policy that has been developed at UKI; b) UKI already has a draft guideline for the implementation of MBKM in UKI; c) UKI already has the form of an Academic Information System (AIS) at UKI, which already includes MBKM; d) The MBKM socialisation activities implemented at UKI have provided significant benefits for all study programs in realising the implementation of MBKM in their respective study programs; e) The Study Program mentoring activities held by the Ministry of Education have made a significant contribution in revising the curriculum adapted to the MBKM program, and f) Information regarding the implementation of MBKM in UKI becomes a reference for all UKI students and students outside UKI to be more interested in participating in the MBKM program at UKI.

UKI in implementing MBKM does not face any obstacles or obstacles, but the problem with MBKM implementation in UKI is that the time required when planning MBKM implementation in UKI is too short, so when MBKM is implemented, the results are still not optimal. Because the time is too short in preparing for the implementation of MBKM, it causes the next obstacles/obstacles: a) Four study programs at UKI have not implemented MBKM and are currently preparing for MBKM implementation. The planned follow-up is to continue to provide assistance to study programs that have not implemented MBKM until they can implement MBKM in the following academic year; b) The implementation of MBKM for study programs that have already been implemented is still experiencing some problems related to MBKM that have not been fully implemented because only a few forms of MBKM are still being implemented. The follow-up plans to be implemented provide assistance and socialisation of MBKM implementation and assist study programs in obtaining information regarding MBKM implementation organised by the government and non-Governmental institutions. So that all forms of MBKM can be implemented; c) 80% of study programs still have difficulty converting grades from MBKM activities that students have carried out to courses in the curriculum. The follow-up plan to be implemented is to conduct a workshop on converting MBKM activities into course grades and d) Lack of government and non-government institutions that are UKI partners in implementing MBKM. The follow-up plan that will be carried out is to recruit and establish cooperation in the form of an MoU with institutions that are willing to cooperate with UKI in implementing MBKM. As well as making efforts to obtain information about MBKM organised by the government.

Conclusions

From the research conducted, it can be concluded that the implementation of MBKM in UKI has been running and already has policies guidelines and has adopted MBKM in the UKI AIS and curriculum, which is implemented in all study programs. A curriculum is an essential tool in the learning process. Curriculum preparation is carried out according to the needs in the field. The objective of the Merdeka Learning Independent Campus curriculum is the policy of the Minister of Education and Culture to encourage students to master knowledge that is useful for entering the world of work and to provide opportunities for students to choose the courses they will take. Implementation of the MBKM curriculum to answer the challenges of technological development, with an OBE (Outcome Based Education)-based learning system so that graduates focus on learning outcomes that align with scientific disciplines.

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