

# CONCEPT AND APPLICATION OF *MERDEKA BELAJAR KAMPUS MERDEKA* (MBKM) CURRICULUM IN STATE POLYTECHNIC of MADIUN

Muhammad Taali<sup>1</sup>, Triana Prihatinta<sup>2</sup>, Ardila Prihadyatama<sup>3</sup>

<sup>1</sup>muhammad\_taali@pnm.ac.id, Business Administration Department State Polytechnic of Madiun, Indonesia

<sup>2</sup>triana@pnm.ac.id, Business Administration Department State Polytechnic of Madiun, Indonesia

<sup>3</sup>ardila@pnm.ac.id, Accounting Department State Polytechnic of Madiun, Indonesia

## ABSTRACT

*The policy of independent learning has become an issue that is widely discussed in the world of education, the concept that voices independence in learning is carried out in an effort to prepare students who graduate from public or private universities so that they can face the times and changes that occur very quickly. The concept of independent learning strives to prepare graduates as future leaders with superior and personality traits. Independent learning programs are very flexible so they are expected to be able to facilitate students to develop their potential according to their passions and talents. This article will look at 1) 8 independent campus learning programs (MBKM) contained in the Free Learning Guidebook-Free Campus published by the Directorate General of Higher Education, Ministry of Education and Culture (Published in 2020).*

**Keyword :** *curriculum, MBKM*

## I. Introduction

In order to prepare graduates who are strong in the face of social, cultural, work, and technological changes that are growing rapidly in the era of the industrial revolution 4.0, student competencies must be further strengthened in accordance with existing developments. There is a need for a link and match between higher education graduates not only with the business world and the industrial world but also with a future that is rapidly changing. Based on this, the Minister of Education and Culture has enacted a new policy in the field of higher education through the "Merdeka Learning - Independent Campus (MBKM)" program which is currently being implemented by universities. The Minister of Education and Culture's policy relates to giving students the freedom to participate in learning activities for a maximum of three semesters of study outside the study program and campus.

The MBKM policy provides opportunities for students to gain wider learning experiences and new competencies through several learning activities including student exchanges, internships/work practices, research, independent projects, entrepreneurial activities, humanitarian projects, teaching assistance in educational units, and projects in universities. thematic real work village/college. In addition, students are also given the freedom to participate in learning activities outside their study program in the same university with a certain credit weight. All of these activities can be carried out by students under the guidance of lecturers and a cooperation agreement is required if carried out with parties outside the study program. The key to the successful implementation of the 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 being able to adapt to the Guide of the Independent Learning Curriculum Cooperation Program - Merdeka Campus 2020 3 the development of an increasingly rapid era without leaving the goal of producing graduates in accordance with predetermined learning

outcomes. In addition, the implementation of the MBKM policy requires collaboration and cooperation with partners or other parties related to their scientific fields and participating in supporting the desired learning outcomes. Circumstances that occur in the field with the MBKM policy, study programs have difficulty in developing the curriculum and its implementation. For this reason, it is necessary to guide curriculum development and cooperation models for the implementation of MBKM.

Based on the Regulation of the Minister of Education and Culture Number 3 of 2020 concerning National Standards for Higher Education, Higher Education is required to provide the right for students to voluntarily take credits outside of tertiary institutions for 2 (two) semesters (equivalent to 40 credits) and can take credits in study programs different in the same PT as much as 1 (one) semester (equivalent to 20 credits). This regulation is one of the manifestations of the Independent Learning-Independent Campus (MBKM) program in encouraging the learning process in higher education to be more autonomous and flexible and to create a learning culture that is innovative, unfettered, and in accordance with the needs of students. The eight forms of off-campus learning activities for the MBKM program include Internships/Industrial Practices, Village Projects, Student Exchanges, Research/Research, Entrepreneurship, Independent Studies/Projects, Humanitarian Projects, and Teaching in Schools.

The achievement of the implementation of the Independent Learning-Independent Campus (MBKM) in a study program can be seen from three main aspects, namely the implementation aspect, the student involvement aspect and the lecturer involvement aspect. The implementation aspect includes the achievement of all forms of MBKM learning activities, which are eight in number. Study programs and universities have a major role in facilitating the implementation of fulfilling student learning periods and burdens in the MBKM learning process. Aspects of student involvement include the percentage of students involved in the MBKM program from the total number of students who can take the MBKM program. Likewise, the aspect of lecturer involvement includes how many lecturers participate in facilitating and participating in the MBKM program, calculated from the total number of lecturers in a study program. If these three aspects have been fulfilled and implemented optimally, the level of achievement of the implementation of MBKM in the Study Program will be higher.

Constraints in the implementation of the MBKM implementation can be found from various perspectives, including from the organizers such as universities and study programs, from the implementing parties, namely students and supervisors, as well as from partners such as other university partners, government agency partners, agency partners, /research and community service institutions, as well as partners from the business world and the industrial world. These obstacles hinder the sustainability of the implementation of MBKM in the study program environment. If these obstacles from all points of view can be prevented and overcome properly, then the implementation of MBKM will run smoothly and the initial objectives set out through the MBKM program will be fulfilled.

In order to support the success of study programs in implementing a curriculum that is in line with MBKM policies, it is necessary to have a curriculum collaboration model between study programs and partners or other parties related to their scientific fields. To that end, the Directorate of Learning and Student Affairs, the Directorate General of Higher Education organizes an assistance program for the Study Program Implementing the Independent Learning Curriculum Cooperation – Merdeka Campus. Based on Permendikbud No. 3 of 2020 concerning National Standards for Higher Education, one of the policies related to Independent Learning – Independent Campus (MBKM) is the right of students to study three semesters outside the study program.

## II. Literature Review

### *Definition Curriculum*

Curriculum is set plans and arrangements about purpose, content, and ingredient teaching and also how to used as guidelines maintenance activity something learning for reach something destination education national law (UU R1 no 20 of 2003). Compilation device eye lesson this is also customized with circumstances and abilities every level education in maintenance education the as well as needs field work. As for understanding curriculum according to a number of expert:

1. According to Daniel Tanner and Laurel Tanner: curriculum is something experience directed and planned learning \_ with by structured as well as arranged with through the reconstruction process knowledge as well as experience with by systematized \_ \_ under supervision something institution education so that student that have something motivation and interest study.

2. According to Inlow (1966 ): curriculum is something effort thoroughly designed \_ special by school in guide their students get results from something activity lessons that have been determined .
3. According to Good V. Carter (1973 ): curriculum is something group systematic teaching \_ or also the order Required subject \_ for can pass or also certification in major lesson .
4. According to Grayson (1978 ): curriculum is planning for get something expected out- comes from a learning process .

#### *Draft Thinking Compilation Higher Education Curriculum*

Curriculum is life from a learning program so that his existence need design , implementation as well as evaluation by dynamic in accordance with the times, needs Knowledge Knowledge , Technology , and Arts (IPTEKS) as well as competencies needed by the community , as well as user graduate of college high . The ongoing development of science and technology in the 21st century by fast follow pattern logarithm , cause Higher Education Standards (SN-Dikti ) also follow change that . In period time six year SN- Dikti has experience three times changes , namely from Permenristekdikti No 49 of 2014 amended Becomes Permenristekdikti No 44 of 2015, and finally changed Becomes Permendikbud No. 3 of 2020 in line with with Ministry of Education and Culture policy about the Independent Learning- Independence Campus (MBKM). For audience general often change the perceived by wrong as something must that every change the minister of education , change the curriculum his education . However \_ actually change curriculum education is inevitability along no contrary with philosophy education as well as applicable regulations .

Rise Regulation President Number 8 of 2012 concerning Framework Indonesian National Qualifications (KKNI), and the Act Number 12 of 2012 concerning Higher Education, encourages all college tall for adapt self with provision that . KKNI is a statement quality Source Power Indonesian Human Resources (HR) with tiers qualification based on level stated ability \_ in formula achievements learning (learning outcomes). College tall as educated HR producer need measure graduate , is it? graduates produced \_ have the equivalent ' ability ' with ' ability ' ( achievement learning ) who have formulated in level IQF qualification . As deal national , set Bachelor / Bachelor Program graduates Applied for example the lowest must have the equivalent “ ability ” with " achievement " learning “which is formulated at level 6 KKNI, Applied Masters/Masters” equivalent level 8, and Doctoral / Doctoral Applied equivalent level 9.

College tall in arrange or develop curriculum , mandatory refers to the KKNI and the National Higher Education Standards . Challenges faced by universities \_ tall in development curriculum in the Industry 4.0 era is produce graduates who have ability literacy new cover data literacy , literacy technology , and literacy moral human \_ glorious based on understanding religious beliefs . College tall need To do reorientation development capable curriculum \_ answer challenge that .

Curriculum education tall is a program for produce graduates , so that the program should ensure that graduates have equivalent qualification \_ with agreed qualifications \_ in the IQF. Developed concept \_ Directorate General Learning and Student Affairs During this , in arrange curriculum started with set profile graduates described \_ Becomes formula Achievements Learning Graduates (CPL). Formulas ability in the IQF descriptor is stated with term achievements learning ( translation from learning outcomes), where competence included in it or is part from achievements learning (CP). Use term competencies used \_ in education (DIKTI) is found in Permendikbud No. 3 of 2020 concerning SN-DIKTI article 5, paragraph (1), which states : Standard Competence Graduates (SKL) are minimum criteria about qualification ability graduates covering \_ expressed attitudes , knowledge , and skills in formula Achievements Learning Graduates (CPL).

Description achievements learning in the IQF, contains four element , that is element attitudes and values , elements ability work , element mastery science , and elements authority and responsibility answer . While at SN- Dikti CPL formula covered in one \_ standard that is Standard Competence Graduates (SKL). In SN- Dikti , CPL consists of: from element attitude , skills general , skills specialty , and knowledge . Element attitude and skills general has formulated by detailed and listed in attachment of SN- Dikti , while element Skills specialty and knowledge must formulated by the study program forum kind of which is characteristic graduate of study program that . Based on the CPL composing curriculum a study program could developed .

Based on Constitution Number 12 of 2012 concerning Higher Education, stated that composing curriculum is right college high , but next declared must refers to to standard national ( Article 35 paragraph (1)). Broadly speaking \_

curriculum , as a design , consists of on four element , i.e achievements learning , materials study , learning process for achieve , and assessment . The formulation of the CPL refers to the KKNi descriptor, especially in the Knowledge and Skills special , while in the Attitude and Skills General could adopted from SN- Dikti . Whereas composing curriculum more refers to eight (8) National Education Standards , plus with 8 National Research Standards , and eight (8) National Service Standards to the Community.

### III. Method

The research method used in this research is non-positivism research. The approaches used are qualitative approaches with qualitative data collection through library research. Literature research is obtained from several sources, namely documents, books, articles, and observations of online literature. The data collected is then analyzed and described according to the themes studied. The study in this article is focused on discussing the implementation of the MBKM curriculum policy in the Madiun State Polytechnic. The main source for this study is the “Free Handbook for Learning-Free Campus” published by the Directorate General of Higher Education, Ministry of Education and Culture of the Republic of Indonesia. While secondary sources are obtained from laws and regulations, national and international journal articles, documents on the results of MBKM implementation, and other internet sources. Data collection techniques in this study were carried out by identifying discourse from MBKM documents, scientific articles in national and international journals, Ministerial Regulations and Legislations, as well as other online literature. The research stages include data collection, data analysis, and obtained results and conclusions regarding the achievement of MBKM implementation in other campuses along with the obstacles faced during the implementation of MBKM.

### IV. Findings

#### *Discussion of previous studies on curriculum*

The results of writing this article by reviewing 15 national journals as well as 10 international journals and independent learning guide books as well as some relevant references. Furthermore, it is described and conclusions are drawn. The results of the analysis related to the implementation of the independent curriculum for independent learning-campus in the face of the era of disruption and the era of society 5.0 can be described as follows.

The results of the study (Marisa, 2021) state that rapid technological developments increasingly affect social life so that it has an impact on decreasing people's productive age. Nowadays all the work is done with the help of advanced technology. With the gap between technological developments and social life. Japan initiated the concept of the era of society 5.0 to balance technological developments with social problems related to the virtual and physical world. With the existing problems, Indonesian education makes new policies to improve the quality of education, namely with the innovation of developing an independent learning curriculum that has been planned in 2019, which is expected to be able to face various problems with the role of technology in solving social problems in society.

Furthermore, the results of research (Handayani, 2021) show that within the scope of universities it is implemented in an independent campus learning policy which is implemented through a study program policy with a variety of activities that can be an opportunity for students to gain learning experience in the real world of work, character development, attitudes, and the skills possessed can be honed well because they can interact directly with learning resources. An independent campus policy can help study program efforts in preparing graduates with soft skills, hard skills and experience from outside the study program so that they can compete in the world of work.

Then research (Sopiansyah & Masruroh, 2022) states that the policy of independent learning on an independent campus must be accompanied by innovation in curriculum development that adapts to the policy of an independent campus. In the learning process, the curriculum is a very important component in the learning system. The preparation of the independent campus curriculum is adjusted to the situation and needs of the institution, through an agreement program between universities, as well as other partner institutions. The preparation of the MBKM is submitted directly to the higher education institution as the owner of the authority, for its implementation to adjust the conditions and preparations of the higher education institution itself. The implementation of the MBKM

curriculum is expected to be able to create graduates who have insight outside of lectures and are able to become agents of change.

In connection with the results of the research above (Sugiana, 2018) in the curriculum development process, the curriculum concept is very dynamic, with development that changes frequently, various curriculum organizations are born that implement several components in it. Curriculum organization plays an important role in determining the discussion of the material to be taught and the teaching mechanism. Curriculum organization can also be defined as the pattern and arrangement of learning components that are organized into subjects, programs, lessons, topics, units that aim to make it easier for students to understand the material being taught. Curriculum organization must have clear guidelines, both theoretical and real situations in the field. Some of the elements contained in the curriculum organization include: (1) concepts, (2) generalizations, (3) skills, (4) values. Factors that must be considered in curriculum organization: a) scope, b) sequence, c) continuity, d) integrated, e) balance, f) time.

Then the results of the study (Baharuddin, 2021) stated that the form of curriculum development for study programs was adapted and focused on MBKM activities. The form of curriculum development includes the design of MBKM policies, the design of standard operational standards for the implementation of MBKM, academic cooperation programs and identifying program support needs. While the development of the study program curriculum is carried out through planning, learning processes, assessments, learning evaluations. The implementation of the activity program includes the design of the MBKM activity program, the preparation of a guidebook for the implementation of the MBKM program, and the conversion of credit transfers or SKS. While the implementation of the MBKM curriculum adjusts Permendikbud No 3 of 2020 article 15 paragraph 1 which can be carried out with various activities both inside and outside the study program through 5 programs, namely student exchanges, introduction to the school environment, thematic KKN, social services.

Furthermore, until the conclusion of the study (Prastowo, Firman, Mulyanto, & Wiranata, 2020) the concept of an independent curriculum applied at the Darusslam Gontor Modern Islamic Boarding School which means giving freedom to all students in the learning process starting from opinion, thinking, and exploring in accordance with the values - Community and religious values are relevant to the concept of an independent learning curriculum developed by the Ministry of Education and Culture today. The concept of independent learning is very appropriate to face the era of society 5.0 where the concept of independent learning provides a dynamic learning pattern to produce a creative, innovative, adaptive and professional society.

Then the results of research (Hockings, Thomas, Ottaway, & Jones, 2018) that one of the basics of the learning system in English universities is independent learning. But independent learning is still considered not good to replace face-to-face learning because students do not understand the method of implementing the independent learning program. Independent learning that is carried out with the right approach and strengthens and expands skills with the right division of tasks and appropriate guidance can improve independent learning. There are several important things that greatly affect independent learning, namely motivation, competent educators and education personnel, the surrounding environment, and the curriculum model.

The results of the study (ARIFIN & Muslim, 2020) that every new policy made will cause pros and cons for each individual and institution that implements the policy. It is very unlikely that a new policy will run properly according to the plan that has been made, at the time of implementation it will definitely encounter various challenges in each process. The implementation of independent learning in an independent campus is no exception, the following are the challenges faced in the implementation of independent learning, an independent campus, namely 1) collaboration procedures for study programs with partners outside universities; 2) pattern transformation in PTN-BH to compete at the international level; 3) internship procedures carried out outside the study program. The solution to the challenges of implementing the independent learning policy, the minister of education and culture needs to review the characteristics of universities, the unresolved educational problems.

The results of the study (Susetyo, 2020) came to the conclusion that the policies of the independent learning program and the independent campus that were designed were different from their implementation. Under these conditions, there are several problems that are likely to occur, including: 1) Educational Goals, 2) Design Guidelines for Implementing Independent Learning Curriculum Independent Campus, 3) Mindset, 4) Curriculum Design in Study Programs, 5) Cooperation Mechanisms with Other Universities or Institutions Outside PT, 6) Right to learn inside and outside the study program/outside the university, 7) implementation of internships in companies outside of PT, 8) funding for internship programs in companies for students, 9) academic administration system, 10 )

pandemic covid 19, 11) readiness of human resources. The strategy that needs to be implemented immediately is to develop a joint guide between universities for the implementation of an independent curriculum for independent campus learning. Make cooperation agreements with higher education institutions and institutions outside the relevant higher education institutions. As well as socializing the implementation of the independent campus learning curriculum to educators, education staff and students so that they are not wrong in implementing the program and provide understanding regarding lecturers as driving lecturers.

The results of the study (Lestiyani, 2020) that strong motivation and self-will to keep trying to learn to improve literacy skills and also mastery of technology are important things to face the industrial revolution 5.0. There are still many educational actors who do not understand the concept of independent learning and also the 5.0 industrial revolution. With good collaboration between education actors and the partners concerned, it is hoped that they will be able to perfect the independent learning program. Because the independent learning program will produce superior human resources with professional competence, able to compete, functional competence, participatory advantage and able to collaborate.

The results of the study (Sumantri, 2019) that the curriculum with a global perspective is a curriculum that contains global insights by inviting students to think globally in order to be able to explore as much information as possible for the development of skills needed in the 21st century, some of the skills needed in the 21st century, namely: 1) innovation skills, 2) technology and information skills, 3) life skills and entrepreneurship. To develop these skills, a curriculum model is needed that can spur educators to excel, because the success of the curriculum depends on the teacher as the implementer of the curriculum through an effective and efficient learning process.

The results of the study (Mustaghfiroh, 2020) the flow of progressivism philosophy is a philosophical school that wants a fundamental change in the implementation of learning towards a better, quality and provide benefit to students. The flow of John Dewey's progressivism is in line with the concept of independent learning, both of which offer freedom to educational institutions and students to have the freedom to think, argue and explore various information to develop their creativity. With this freedom and flexibility, it is hoped that education in Indonesia will be of higher quality.

The results of the research (Prahani et al., 2020) that the independent campus is an effort to liberate the Indonesian learning system by helping students and lecturers in achieving quality learning that can face the current era of disruption. In relation to the concept developed based on Paulo Freire's thinking, the independent campus and Freire's educational model both provide an educational model for freedom. The context of this freedom is meant by a transformation in a system that is interconnected, comprehensive and competitive.

The results of the study (Fuadi & Aswita, 2021) the concept of independent learning is a concept that voices independence in learning to seek the readiness of graduates from both public and private universities to be able to face the increasingly rapid developments of the times. There are 8 MBKM programs launched by the Indonesian minister of education and culture, several programs that have been implemented by private universities include student exchange programs between study programs and between universities both inside and outside universities. There are several obstacles in the implementation of this MBKM including: 1) the process of adapting the curriculum to the MBKM program, 2) cooperation between universities is still limited, 3) collaboration between private universities in Aceh and institutions outside universities, 4) management of funds that have not budgeted for the MBKM program, 5) the quality and productivity of human resources are less qualified.

The results of the research (Houtman, 2020) that independent learning is essentially made to provide understanding to policy makers and policy implementers that learning outcomes are not always measured by the number of values that students get. However, with the assessment of attitudes, skills, creativity, innovation, independence, and competence are produced. Accreditation is also not a benchmark for institutions to equip quality graduates. Therefore, independent learning is designed to measure the ability of graduates. This is in line with the emergence of society 5.0 which is the impact of the rapid industrial revolution 4.0 which affects the conventional industrial order to become completely digital. So education must also adjust and be adjusted along with the times.

The results of the study (Faiz & Purwati, 2021) Indonesia has implemented a new curriculum, namely independent learning at an independent campus. To deal with changes like this, it is necessary to reform the order of the college curriculum so that students are able to solve problems with various disciplines. The relationship between the concept of independent learning on an independent campus and general education can be seen from one of the MBKM

policy programs, namely student exchange, which is a forum for students to deepen knowledge both obtained in their own study program and outside the study program or outside the university. In addition to equipping graduates with various disciplines. The learning exchange program also builds character and tolerates differences. The conclusion is that every scientific field can be collaborated with other scientific fields through an independent curriculum to learn an independent campus.

The results of the study (Hasim, 2020) that the outbreak of the COVID-19 pandemic had an impact on the difficulties of the State of Indonesia. The learning model had to be changed to online learning or distance learning, there were many complaints related to the implementation of PJJ which resulted in many obstacles ranging from limited quotas, facilities, and understanding of students. The government through the Ministry of Education and Culture has taken a policy step, namely to create a curriculum that is deemed suitable to be applied during the COVID-19 pandemic, which is often called an independent learning curriculum. In higher education, independent learning is intended to provide freedom for students to take the field of study that suits their needs. Which is expected to be able to change the learning culture to be innovative, creative and not restrictive.

The results of the study (K. Nagy, E. Hajrizi, 2020) that the development of an innovation model is very beneficial for the transformation of social needs. The innovation planning and implementation process is responsible for reviewing the concept of society 5.0. The development of innovation models is always adjusted to the innovation needs of society 5.0. Thanks to technological developments, the innovation development model in adapting to community needs 5.0 is easier and able to help recover from the crisis due to the COVID-19 pandemic.

The results of the study (Ervin F. Sparapani & David M. Callejo Perez, 2015) that the curriculum needs to be involved in the process of developing leadership skills to influence change and prepare students for a broader understanding of learning. Curriculum development is based on an educational structure that is comfortable for the government, teachers, communities, and students.

The results of the study (Pi-Yun Huang a, Chuan-Chung Wang b & Wang, 2013) college graduates began to fear unemployment after graduation due to the global economic recession. The mission of higher education is to satisfy the needs of students by acquiring professional skills and adequate expertise in dealing with the demands of the world of work. To achieve this, curriculum design needs to: 1) be positively correlated with learning environment factors and learning satisfaction, 2) be positively correlated with educators and teaching, 3) significant curriculum design with context and learning materials, 4) curriculum design have a positive correlation with administrative services.

The results of the study (Cagatay Tasdemir a, b, \*, 2020) that universities are one of the most important elements that influence the application of the concept of sustainable development. Higher education institutions and corporate organizations by developing course curricula that integrate modern management techniques and concepts of sustainability theory to build students' awareness before and after education. In the end, 100% of students are able to develop a complete understanding and also grow the confidence to develop the skills learned to face real life in their profession when they graduate.

The results of the study (Han Yu & Naci Mocan, 2019) that the new curriculum is guided away from the old lesson structure where every student takes the same guidance and only subjects covered in the national college entrance exam are only considered important. Instead, the new curriculum introduces a course credit system, changes textbooks and provides flexibility in course selection. As a result students who are integrated with the new curriculum in secondary schools have better academic performance at university.

Because students tend to have positive attitudes towards themselves and being members of an organization. These results indicate that curriculum reform has a significant impact on academic success and student welfare.

The results of the research (Georg Müller-Christ, Stephen Sterling, Rietje van Dam-Mieras & Daniel Fischer, 2013) that universities are obliged to encourage the growth and dissemination of knowledge that triggers accelerated societal change towards sustainability. Change concerns not only new knowledge but also for future possibilities. Therefore the curriculum is designed by discussing the relevance of the window of opportunity, external pressures and internal drivers. However, for meaningful change to be sustainable, an overall approach is needed in which the development of the campus, curriculum, and community are interrelated.

The results of research (Gul & Khilji, 2021) on curriculum development discuss the specifics of students' situations, by providing an understanding of global connectedness. Based on semi-structured interviews with 10 curriculum experts, 20 principals, and 35 teachers, as well as content analysis of the 2018 Pakistan National Curriculum Framework. It reveals learners' disappointment with the top-down and predetermined nature of the curriculum, which makes it irrelevant for situations like Covid-19 pandemic. The curriculum is considered to be very rigid, with little room for alternative modalities. The students believe that the curriculum cannot support children's learning in normal times, especially during a pandemic. Therefore, it is recommended to revamp the curriculum as a whole and strengthen the capabilities of teachers. It also suggests updating curricular materials so that they are context specific, responsive to learner needs, and support independent learning.

The results of the study (Gallagher, Griffin, Parker, Kitchen, & Figg, 2011) professional development of teachers through independent study groups. Learning activities are directly related to practice so that they can build cohesiveness with the group. By providing an independent, collaborative, and empowering model of professional development, it contributes to a significant increase in teacher professionalism.

### *Discussion*

Based on the results of a literature review, it can be explained that the increasingly rapid development of technology, can be an opportunity where sophisticated technology can help all kinds of human work in all aspects of life, including the education aspect, in the National Education System Law No. 20 of 2003 education is a planned effort to make the learning process of students carried out actively in the development of self-potential. With technology, it can support the learning process to be more effective and efficient because it can be accessed easily and can obtain learning resources from various references, especially the internet. But there are also negative impacts, with the large number of population growth and technological developments having an impact on the lack of people in the productive age. Where the number of unemployed as a result of jobs that can be replaced by machines.

The education system must always be developed along with the times. Changes are made to optimize the role of education that is useful for achieving community welfare. The curriculum is a vital component that is the center of all forms of educational activity for the achievement of educational goals. The curriculum has a relationship in determining the direction, content, and process of education which ultimately determines the condition of alumni of an institution (Hatim, 2018).

Curriculum development includes planning, learning processes, assessment, and evaluation of learning (Fajri, 2019). The learning process in the independent curriculum of independent campus learning is one form of student-oriented learning. Freedom of learning is to give freedom and autonomy to educational institutions, and freedom from bureaucratization, lecturers are freed from complicated bureaucracy and students are given the freedom to choose the fields they like. The implementation of independent learning in an independent campus provides opportunities for students to develop creativity, innovation, and become independent individuals with positive characters. The implementation of the independent learning curriculum at the independent campus focuses on developing student skills as prospective undergraduate graduates who are expected to be able to answer all challenges in the era of disruption and the era of society 5.0 in the future.

### *Advantages And Disadvantages Of Merdeka Learning Campus Merdeka*

A program certainly has advantages and disadvantages in each implementation process. In this discussion, the author describes what are the advantages and disadvantages of the independent campus learning program. The advantages of being free to study on an independent campus are: (1) Making the world of lectures more flexible, which means removing the shackles of higher education to make it easier to move; (2) Provide opportunities for students to explore the studies taken according to their needs; (3) Provide a forum for students to explore knowledge by going into the community; (4) Students can prepare themselves to face the world of work. Then, the shortcomings of independent learning on an independent campus are: (1) The preparations carried out are deemed inadequate; (2) Education and teaching planning has not been well structured; (3) The existing human resources are felt to be less strong in carrying out the independent learning program for the independent campus.

### *Implementation of the Independent Learning Curriculum Independent Campus*



Freedom to learn is the first step initiated by the Ministry of Education and Culture in 2019, to improve the quality of Indonesian education. The educational curriculum used also adapts and adapts to the independent learning policy. The implementation of the independent learning curriculum at the university level is included in the independent campus program. One of the programs from the independent campus learning policy is the Right to Study for Three Semesters Outside the Study Program. In its implementation, there are several requirements that must be met by both students and universities, namely students from accredited study programs and active students registered with PDDikti (Tohir, 2020). The form of learning activities in the Three Semester Learning Rights program outside the Study Program is in accordance with the Minister of Education and Culture No. 3 of 2020 Article 15 Paragraph 1 which can be carried out within the study program and outside the study program, covering 8 forms of activities including: (1) Student Exchange, This activity is carried out to shape some student attitudes contained in Permendikbud No. 3 of 2020, namely respecting and respecting various cultures, religions, and beliefs as well as tolerance for the opinions of others, as well as being able to work together and have social concern for the surrounding environment. The process that must be carried out in a student exchange program are: Students Register for student exchange – participant selection – student exchange – evaluation – assessment – grade conversion and credit recognition – report PDDikti; (2) Internship, by conducting internship activities, students will get direct experience in dealing with all the problems that exist in the real conditions of the world of work. Through internship activities, problems with institutions where internships can flow to universities so that universities provide updates on teaching materials and learning methods carried out by lecturers and topics in higher education research are increasingly relevant to real work conditions. The process that must be carried out in internship activities are: Students register for PMMB - Administrative and academic selection - Internship - Assessment - Industry and conversion certificates - PDDikti report; (3) Teaching Assistance in Education Units, by looking at the quality of primary and secondary education in Indonesia which is still relatively low, and the large number of educational institutions with various problems faced by institutions. With this activity, students are given the opportunity to participate as teachers and deepen their knowledge at the educational institution. And is expected to be able to increase the distribution of the quality of education in Indonesia. The process carried out in the program The process for running the program includes: students registering courses at KRS – briefing – collaboration with education units – teaching in education units – final assessment – credit score conversion – PDDikti report; (4) Research/Research, in this activity students can conduct research activities at research institutes or study centers. This activity is able to hone students' ability to think critically. With this ability, students are able to explore, understand and conduct research with better methods. The process for carrying out this research or research program is as follows: Students fulfill the terms and conditions of research – research institutions – research duration – mentoring and evaluation – research results trial (certificate of appreciation) – research results – credit value conversion – report PDDikti; (5) Humanitarian Project, this activity is carried out to help the people of Indonesia who are affected by natural disasters. Through humanitarian programs, students are trained to have social care for others by upholding human values in carrying out their duties, based on religion, morals and ethics. And participate in providing solutions to problems that are being faced according to their respective talents. The process for carrying out this humanitarian project program starts from: students determine the humanitarian project program with official organizations – prepare program proposals – directly participate in humanitarian emergency response projects – humanitarian projects – assessment – recognition – credit value conversion – reports PDDikti; (6) Entrepreneurial Activities Program, this policy is intended to encourage the development of student entrepreneurial interests with appropriate learning activities and with proper management. This activity is also intended for students to deal with unemployment problems from undergraduates. The process that must be carried out in the entrepreneurship program starts from: students registering entrepreneurs - compiling entrepreneurial proposals - evaluating proposals and recognizing courses - study programs appoint supervisors and mentors - students running businesses - compiling entrepreneurial reports - assessments - conversion of credit scores - PDDikti reports; (7) Independent project/study, this program is run to be a complement to the curriculum that has been taken by students to realize the work of student innovation. Independent project activities can be carried out in groups across study programs. The goal is that students are able to improve their achievements both at national and international levels. The process that must be carried out in the independent project program starts from: students registering courses at KRS – proposal selection – independent study – final assessment – credit value conversion – PDDikti report; (8) Thematic Real Work Lecture, this activity is a form of learning by providing direct experience to students to live in the community outside the campus, to learn to understand community problems and to know the potential of the village to assist in the development of village development which is a place for Community Service Program. The thematic. The process that must be followed for the implementation of the KKNT program are: students registering courses at KRS - registering project activities in the village - determining prospective assisted villages - field surveys - proposal selection - project implementation - converting credit scores and obtaining certificates - reports PDDikti.

From the explanation of the independent learning policy activities on the independent campus, the implementation of the study program curriculum is adjusted to the Right to Learn Three Semesters Outside the Study Program so that it can facilitate students in developing their potential and abilities. Aims to improve the skills and competencies of students as prospective undergraduate graduates so that they are responsive in dealing with the problems of the increasingly rapid development of the times. As well as preparing graduates who have abilities that are in accordance with the needs in the era of disruption and have positive characters and positive personalities to become future candidates for the nation.

### *The Challenge of Implementing the Independent Curriculum Learning Independent Campus*

Merdeka learning independence campus is a new breakthrough of the Indonesian Ministry of Education and Culture which is implemented at the university level. In implementing the policy, many challenges were encountered. Because with the new policy, policy implementers must adjust and adapt to something new as well. To adapt to new policies is not easy because with the existing work culture embedded in an institution, it will be difficult to change. From some of the results that the authors have reviewed, there are several challenges faced in implementing independent learning on an independent campus, including: 1) cooperation procedures between study programs and partners outside universities, 2) changes to state universities with legal entities to compete in the international arena, 3) procedures for internships carried out with institutions outside of tertiary institutions, 4) lack of understanding of human resources on policies for implementing the independent learning program for independent campuses, 5) inadequate facilities or technology in several universities, 6) unpreparedness of human resources in implementing independent learning on independent campuses. From some of the obstacles faced in implementing the independent learning curriculum for independent campuses, a solution was found that was able to face these challenges, namely the need for program socialization to provide understanding for parties related to the implementation of the independent campus learning program as well as reviewing the needs and characteristics of higher education institutions. because every university has advantages and disadvantages, therefore it needs to be reviewed so that it can develop in improving the quality of education together.

### *SWOT Analysis of MBKM Implementation at State Polytechnic of Madiun*

Discussion and interpretation of research results

#### 1. Readiness of students, lecturers and staff in accepting and implementing the MBKM program.

This shows that students are very enthusiastic if the MBKM program is carried out in full in the next semester. This shows that students have a very strong desire to take part in learning in the MBKM program. On the other hand, lecturers who have lower readiness do not mean they do not fully support the implementation of the MBKM program, because lecturers' readiness is divided into full readiness and ordinary readiness. If students are not divided into one level of readiness while the lecturer has several different levels of readiness. However, in general, the lecturers are well prepared to support the implementation of the MBKM program. While for education staff, their readiness is more on the administrative aspect, and as a result they have full readiness to support the implementation of the MBKM program.

#### 2. Interest in studying outside the study program.

In this theme, students have different motivations from one another. This is according to the needs of each student. The more varied the students in choosing courses outside their study program, the more dynamic the development of the needs of each student, which must be supported by the campus.

These needs are also in accordance with the living background of each student when they will return to their respective regions. In addition, learning outside the study program is able to provide a wider experience. This is in line with one of the goals of MBKM to improve the quality of the curriculum that must be used.

#### 3. MBKM information comprehensively.

In this theme, information about MBKM distributed in various media, both by the Ministry of Education and Culture, as well as by the PNM, can be accessed properly by respondents. Some social media such as Instagram,

Facebook, and websites appear to be more effective than voice or television media. This is understandable considering that many students in this year's batch have accounts on such social media.

## V. Conclusions

The MBKM program as a learning model on campus that involves many parties has been able to improve student competencies and skills in several aspects. This is in line with the objective of the MBKM implementation, namely to improve students' hard and soft skills so that they are able to face their future independently, be able to adapt to a more flexible environment so that they become an advanced, superior, and personable generation.

Meanwhile, for lecturers, the MBKM program is able to improve the quality of lecturers along with teaching activities outside the campus, the establishment of transfer of knowledge from business practitioners to the campus directly or vice versa which has an impact on the development of teaching materials that must be delivered to students

## REFERENCES

1. Allen, I. E, Seaman, J., and Garrett, R. (2007). Blending in The Extent and Promise of Blended Education in the United States. Sloan-C., MA-USA.
2. Anderson, L., & Krathwohl, D. (2001). A Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives. New York: Longman.
3. Attard, A., Di Lorio, E., Geven, K. and Santa, R. (2010). Student-centred learning –Toolkit for students, staff and higher education institutions. Brussels: European Students Union. <http://www.esib.org/index.php/Publications>
4. AUN-QA. (2015). Guide to AUN-QA Assessment at Programme Level Version 3.0. Bangkok: ASEAN University Network.
5. Baharuddin, M. R. (2021). Adaptasi Kurikulum Merdeka Belajar Kampus Merdeka (Fokus: Model MBKM Program Studi). *Jurnal Studi Guru dan Pembelajaran*, 4(1), 195-205.
6. Bin, J. O. (2015, Desember 24). Living Better. (AUN-QA Network) Retrieved Maret 2016, 2016, from <http://livingbetterforhappiness.blogspot.co.id/2015/12/the-ten-principles-behind-aun-qa-model.html>
6. Bloom, B. S. (1984). *Taxonomy of Educational Objectives Book 1: Cognitive Domain* 2nd edition Edition. Boston: Addison Wesley Publishing Company.
7. Direktorat Jenderal Pendidikan Tinggi. (2020). *Buku Saku panduan Merdeka Belajar Kampus Merdeka*. Direktorat Jenderal Pendidikan Tinggi Kemendikbud RI.
8. Fuadi, T.M. & Aswita, D. (2021). Merdeka Belajar Kampus Merdeka (MBKM): Bagaimana Penerapan Dan Kedala Yang Dihadapi Oleh Perguruan Tinggi Swasta di Aceh. *Jurnal Dedikasi Pendidikan*, 5(2), 603–614.
9. Hendrik, A. E. (2020). Implementasi Kebijakan Kemerdekaan Belajar dalam Proses Pembelajaran di Kampus IAKN KUPANG-NTT. *Jurnal Dedikasi Pendidikan*, Vol 4(2): 201-209.
10. Kementerian Pendidikan dan Kebudayaan. (2020). *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 3 Tahun 2020 Tentang Standar Nasional Pendidikan Tinggi*. Jakarta: Kemendikbud.
11. Lhutfi, I. (2020). Merdeka Belajar Kampus Merdeka Policy: How Does It Affect the Sustainability on Accounting Education in Indonesia?. *Jurnal Dinamika Pendidikan*, Vol 15 (2): 243-253.