

Implementation of the Ministry of Education and Culture's Independent Campus Learning Program (MBKM) Policy at Universitas PGRI Wiranegara

Yuniar Mujiwati¹⁾, Mohamad Rifqi Hamzah²⁾, Daryono³⁾, Innayatul Laili⁴⁾

^{1,2,3,4)} Pendidikan Pancasila dan Kewarganegaraan, Fakultas Pedagogi dan Psikologi, Universitas PGRI Wiranegara

*Corresponding Author

Email: yuniar.caliptra@gmail.com

Abstract

The MBKM Program Policy provides ample space for students to acquire knowledge at tertiary institutions in a flexible manner. It not only requires them to attend lectures in a classroom setting but also allows them to gain knowledge and skills based on their competencies through the developed programs. The Merdeka Campus (MBKM) was officially launched in early 2020 by the Minister of Education and Culture through several regulations. Uniwara, as a tertiary institution, has been actively involved in MBKM activities since 2020. The implementation of MBKM at Uniwara began with the formulation of policies and the issuance of regulatory decrees by the Chancellor of Uniwara. The implementation process of MBKM involves authorized academic officials, namely the Chancellor, Deputy Chancellor for Academic Affairs, the Dean, and the Head of Study Program, all aiming for the successful implementation of the MBKM policy at Uniwara. This research utilizes a qualitative method with a descriptive approach to provide a comprehensive understanding of the Implementation of the Independent Learning Campus policy of kemendikbudristek at Uniwara. In conducting the research, the authors gather various kinds of information relevant to the discussed topics.

Keywords: *implementation, Independent Learning Independent Campus (MBKM) , KEMENDIKBUDRISTEK, Universitas PGRI Wiranegara*

INTRODUCTION

In the development of education, it is also essential to nurture human potential, both at the individual and societal levels. The overall purpose of education is to assist in achieving physical and spiritual skills. The term "physical growth" refers to the maximum level of physical development attainable by an individual. In educational terms, "spiritual maturity" pertains to a child's ability to navigate difficulties independently and assume responsibility for their actions. Given the significance of education in Indonesia, as a means of fostering national livelihood, enhancing people's welfare, and building national pride, the government is earnestly striving to address various challenges in the education sector, starting from elementary to secondary levels.

The implementation process of education in tertiary institutions necessitates comprehensive attention and responsiveness to the challenges and practices of educational development, based on student needs. This entails keeping pace with technological advancements and fostering the potential development of students. According to Daryono & Mochamad Bayu Firmansyah (2023: 2), "The educational challenge faced by universities in preparing students for the Industry 4.0 era is to produce academics who are proficient in data literacy, technology, and human literacy, ultimately contributing to the cultivation of noble character." The demands of Industry 4.0 have posed a transformative opportunity for the field of education, particularly in higher education, to adapt to the changing times. Optimizing the strategic role of education in tertiary institutions is expected to yield positive outcomes in terms of student competency.

The concept of independent learning on an independent campus is now an established policy. All parties collaborate to identify implementation patterns. The presence of a learning policy, such as the Independent Campus Learning Program (MBKM), undoubtedly offers

students ample opportunities to acquire knowledge and scholarships at tertiary institutions in a flexible manner. This approach not only necessitates attending lectures in a classroom setting but also enables students to gain knowledge and skills according to their competencies through programs developed by external partners. The Directorate General of Higher Education (2020: 2) states that "the Merdeka Campus is part of Merdeka Learning, which was initiated by the Minister of KEMENDIKBUDRISTEK, with four main policy focuses: opening new study programs, implementing a campus accreditation system, establishing PTN as a legal entity, and granting students the right to study for three semesters." Meanwhile, Sopiannyahi et al. (2021: 40) suggest that "the policy on changing the MBKM curriculum is an effort to encourage and optimize student competence in various disciplines as a preparation for entering the workforce and engaging with the community."

Implementing the learning process for the Independent Campus program is an essential and student-centered form of learning activity. (Tuju et al., 2022). Creativity and innovation among students are key factors for success in carrying out and generating new breakthroughs. Students should prepare themselves to become intelligent, adaptable, and resilient individuals, equipped with the knowledge necessary for their future endeavors. Assert that the MBKM program is a new innovation in higher education that fosters creative, innovative students and facilitates their maximum self-potential development in accordance with their abilities and talents (Fuadi & Aswita, 2021).

The application of Independent Learning Campus activities in tertiary institutions typically encompasses student exchanges, apprenticeships, teaching assistant positions in educational units, research or humanitarian projects, entrepreneurship, independent studies or projects, and community-oriented real-world lectures such as building villages or thematic work (KKN-T). These learning activities outside the campus are supervised and guided by lecturers. Therefore, the program aims to offer contextual field experiences that enhance students' abilities, prepare them for the post-graduation job market, and create new employment opportunities for the local community. Universities employ various strategies to welcome and implement the independent campus program. Involving universities in the formulation of MBKM policies and practices is an alternative approach since implementing MBKM requires adjustments to the policies and practices at these institutions. The implementation process begins with campus policies related to the preparation of regulations, decisions, and guidelines for MBKM implementation in tertiary institutions, which are then aligned with the MBKM Forms of Learning Activities (BKP).

The MBKM policy is expected to provide solutions to challenges in the education and employment sectors by fostering communication and collaboration between universities and various stakeholders (Puspitasari & Nugroho, 2021). Additionally, campus activities aimed at equipping students with knowledge and experience are anticipated to add value by preparing them to face global challenges. implementing MBKM in tertiary institutions is a key factor in enhancing the autonomy and flexibility of the learning process (Yusuf & Arfiansyah, 2021). This objective aims to cultivate an innovative, non-restrictive, and responsive learning culture that caters to the needs of higher education institutions. study programs strive to refine curricula to ensure their relevance to the current times (Nanggala & Suryadi, 2020). In order to support the implementation of the Independent Campus Program policy, meticulous adjustments and preparations are necessary. These include the readiness of officials in positions of power, faculties, lecturers, students, campus infrastructure, partnerships, and enhancements to the campus bureaucratic system. The MBKM policy has been implemented at Universitas PGRI Wiranegara (UNIWARA) since early 2020. As a university with the motto "Patriot Campus"

(Kampus Patriot) that has transformed into a university, adjustments are required to effectively implement the MBKM program.

RESEARCH METHODS

The chosen research design for this study employs a qualitative method with a descriptive approach. Its objective is to explore the natural conditions and provide an overall understanding of the implementation of the Independent Learning Campus policy of KEMENDIKBUDRISTEK at Universitas PGRI Wiranegara. This is in accordance with the explanation in the qualitative method which states that this research method is used to observe patterns of human behavior (Harahap, 2020). In the other words, the observation was carried out by observing the implementation of MBKM at Universitas PGRI Wiranegara. To facilitate the research activities, the researchers conducted a series of stages, including the pre-research stage, research stage, data processing stage, and research results collection stage. The selection of research subjects encompassed the Chancellor, Deputy Chancellor 1 (Academic Affairs), the Chair of the PIC (Higher Education Coordinator), DPL/DPP (Field Supervisor/Program Assistant Lecturer), and students who have successfully participated in the Merdeka Learn Campus Merdeka Program (MBKM). These individuals provided valuable insights into the implementation of the Independent Campus Learning Program (MBKM) at PGRI Wiranegara University. In this research, checking the validity of the data was carried out using data triangulation techniques. The way this technique works is by re-checking the sources supported by the result of documentation or observation, so that later there will be continuity. This techniques is considered appropriate to use so as not to get biased data results. This is in accordance with Mekarisce's opinion which states that this technique is very suitable because it will be able to strengthen the data obtained by using data checking techniques with other data collection techniques such as observation or documentation (Mekarisce, 2020).

RESULT AND DISCUSSION

Implementation of Independent Campus Learning Activities (MBKM) for Higher Education at PGRI Wiranegara University

The Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) has initiated reforms in the Indonesian education system through the Freedom to Learn Campus Merdeka (MBKM) policy. This policy was officially launched by the Minister of the Ministry of Education, Culture, Research, and Technology in early 2020. Universitas PGRI Wiranegara, as a higher education institution, has been actively involved in MBKM activities since 2020.

The implementation of MBKM at PGRI Wiranegara University commenced with the formulation of policies and the issuance of a Decree by the Chancellor of the university. The Decree includes guidelines for implementing MBKM at PGRI Wiranegara University, guidelines for the BKP MBKM at Universitas PGRI Wiranegara, guidelines for the recognition of MBKM at Universitas PGRI Wiranegara, and the determination of institutional courses at Universitas PGRI Wiranegara.

The implementation process of MBKM involves authorized academic officials, including the Chancellor, Deputy Chancellor for Academic Affairs, Dean, and Head of Study Program. Universitas PGRI Wiranegara actively supports students in developing their capabilities through curriculum development and implementation in alignment with the MBKM policy. To further

support the MBKM policy, Universitas PGRI Wiranegara has compiled MBKM guidelines. These guidelines serve as a legal framework to ensure and strengthen the MBKM program and its implementation within Uniwara. They also serve as a reference for recognizing activities carried out by students while participating in the MBKM program.

At the undergraduate level, Uniwara adopts the MBKM program, which aligns with Permendikbud Number 3 of 2020 concerning Higher Education National Standards on Learning Process Standards. Universitas PGRI Wiranegara (Uniwara) offers four forms of learning activities conducted outside the study program. These include learning in different study programs within Uniwara, learning in the same study program outside Uniwara, learning in different study programs outside Uniwara, and learning in non-university institutions/institutions.

The implementation of MBKM at Universitas PGRI Wiranegara follows a structured approach to fulfill the study program requirements, including the Competency Point List (CPL) and the Body of Knowledge (BoK), with a minimum of 144 credits. Study programs are responsible for facilitating a minimum of 84 credits through University, Faculty, and Core Study Program courses. Additionally, the Study Program provides opportunities for students to enhance their competence through regular learning (within the study program) and the MBKM program (outside the study program). This is in accordance with the directives of the central government through guidelines compiled by KEMENDIKBUD which states that the students get the right to study programs which are equivalent to 40 credit (40 sks) (Vhalery et al., 2022).

The MBKM program allows students the freedom to engage in learning activities for a maximum of three study semesters outside the study program and campus. In the Uniwara context, these three semesters consist of one semester dedicated to taking courses outside the study program within Uniwara, with specific credit weights, and two semesters devoted to conducting learning activities outside Uniwara, either within the same study program or across different study programs.

Uniwara facilitates various learning activities under the MBKM program, such as internships/work practices in industry or other workplaces, student exchanges, research, independent projects, entrepreneurial activities, humanitarian projects, teaching assistance in education units, and thematic projects in villages/real workshops. Universitas PGRI Wiranegara students have actively participated in these Independent Learning Campus (MBKM) program activities since 2020, including the Teaching Campus Program (KM), the Independent Student Exchange Program (PMM), and Internships and Certified Independent Studies (MSIB).

In the implementation of the MBKM program at Universitas PGRI Wiranegara, students must fulfill certain requirements in order to exercise their right to study outside the university (outside Uniwara) and meet the Semester Credit System (SKS) targets specified in the curriculum of their respective study programs. Some of the general requirements for students and tertiary institutions include the following: 1) Students must come from accredited study programs, both from Uniwara (the home institution) and the study programs they wish to join (at least the same level of accreditation as Uniwara, or higher); 2) Active students must be registered in the Higher Education Database (PDDikti); 3) Students must have earned a minimum of 80 credits with a GPA of 2.75 or higher for the Complete Curriculum, or a GPA greater than 2.75 for the Transitional Curriculum; 4) Students must present a signed list of grades/temporary transcripts by the Head of the Study Program (Kaprod) and/or the Academic Advisor Lecturer (DPA); 5) Students must have supervisors for their participation in various MBKM program activities at Uniwara; 6) Study programs must have partners to facilitate the Forms of Learning Activities in the Uniwara MBKM program.

Implementation of the Independent Campus Learning Program (MBKM) activities carried out by PGRI Wiranegara University students

Teaching Campus/ Kampus Mengajar (KM) is implemented from the first week to the twentieth week of the assignment period. The activities involved in KM include:

1. **Teaching Activities:** This involves assisting students in literacy and numeracy by practicing reading and arithmetic skills. It includes supporting students who are still in the early stages of reading fluency and accurate counting. The role includes accompanying and assisting the teacher in conducting classroom learning activities. Additionally, it may involve the selection of literacy ambassadors by schools and providing assistance in the development of learning materials.
2. **Technology Adaptation Activities:** These activities focus on introducing digital tools and activities to make learning interactive and engaging. It includes assisting in the preparation for the implementation of the Minimum Competency Assessment (AKM) conducted by students. Furthermore, it involves the introduction and utilization of educational applications to support the learning process.
3. **School Administration Assistance:** This category of activities aims to support school administration tasks. It may involve activities such as organizing and managing libraries or assisting in the completion of various administrative tasks within the school.

These activities are carried out during the Teaching Campus (KM) program, which provides students with opportunities to actively participate in teaching and educational support activities within the assigned school.

Independent Student Exchange Program (PMM): offers activities that are similar to regular activities carried out while studying at Universitas PGRI Wiranegara. In addition to attending lectures, PMM students participate in the Nusantara Module course, which takes place once a week. This course includes activities that allow students to explore the local culture by learning about the customs and traditions of the area where they reside. These activities are followed by reflections based on the diversity experienced. Resource persons are invited to share and introduce the traditional culture of the region. The Nusantara Module is conducted offline and is accompanied by lecturers and mentors.

There is a slight difference in the 2nd batch of the Independent Student Exchange Program. In the 1st batch, students only chose destinations within specific islands. However, in the 2nd batch, they have the opportunity to choose the university they wish to attend, with approval from the Head of the Study Program. The implementation of PMM in the 1st batch offered several schemes, including Scheme 1, where students complete 20 full credits at the receiving institution by choosing destinations within specific islands. Scheme 2 allows students to take 10 credits at the receiving institution and 10 credits at their original institution, with the option to choose courses from their original institution and select an island destination. Scheme 3 involves taking 10 credits at the receiving institution and 10 credits from partner institutions. Students are also advised to choose an island and a university that aligns with their study program. In the implementation of the 2nd batch of PMM, the selection of schemes is no longer applicable, and students complete their learning entirely at the receiving university, in accordance with the existing rules.

The Internship and Independent Study Program (MSIB) at Uniwara provides students with opportunities to participate in internships and engage in independent studies within the Human Capital department. As part of their participation, students have developed a web consultation platform that offers guidance to middle school students regarding major selection and future planning, with input from psychologists. Additionally, MSIB activities involve students working as data analysts, understanding business-related goals and models used in data analysis, and

visualizing individuals' characteristics through data output. Each activity within MSIB is guided by an experienced mentor.

Implementation of Independent Learning Campus (MBKM) activities for Person In Charge (PIC) MBKM

Person In Charge or PIC is the MBKM Coordinator at Uniwara Higher Education whose purpose is to provide information on activities and control MBKM implementation activities. The role and duties of the PIC are coordinating all MBKM activities, conducting socialization to students online assisted by the Head of Study Program who provides assistance during the implementation by controlling student activities, coordinating with the Vice Chancellor 1 and monitoring and evaluating activities as well as reporting development progress to the Ministry of Education and Culture and Uniwara. The flow of PIC activities is to oversee and control MBKM activities at Uniwara. The PIC directs students before registering for a consultation with the Head of Study Program which aims to ensure that the programs students participate in can be accessed and carried out by knowing the dean of the faculty and the Head of Study Program. After students register, the PIC conducts a data recap of students who pass the MBKM program activities and reports it to the Vice Chancellor for academics.

Implementation of Independent Learning Campus (MBKM) activities for Field Supervisors and Program Assistant Lecturers

Program Assistant Lecturer (DPP); Program Advisors are lecturers who have knowledge and skills in a field related to the partner's business or have in-depth knowledge of the project to be carried out by the partner concerned. The role and duties of the Program Assistant Lecturer are to accompany and monitor the learning process to partners during the project implementation process and provide input for improvements needed to ensure compliance with CPL, create initial and final assessment rubrics and input assessment data, conduct regular assessments with mentors, compile achievements learning, compiling reports on the progress of MSIB activities, making letters of recommendation for credit recognition if students have difficulty getting conversions at their home universities and coordinating and collaborating with mentors and students.

Campus Teaching Field Lecturer (DPL); Field Supervisors are lecturers who have knowledge and skills, especially in the field of teaching and are able to guide and supervise the implementation of Campus Teaching activities. The roles and duties of Teaching Campus Field Supervisors are monitoring Campus Teaching students, coordinating with placement schools and the relevant Education Office, escorting students to their intended schools, guiding and assisting students in making initial observations on assignments, evaluating performance results students through initial activity reports, weekly and final reports, and conduct sharing sessions with students every last week.

Implementation of Independent Campus Learning (MBKM) activities for Heads of Study Programs (Ka.Prodi)

Uniwara has conducted a curriculum review in each study program that refers to MBKM. The process of adjusting the MBKM curriculum by bringing in competent speakers in the MBKM curriculum field. Adjustments to the MBKM curriculum are carried out by discussing graduate profiles, mapping courses that are in accordance with Graduate Learning Outcomes (CPL). The Study Program at Uniwara makes curriculum adjustments and improves the quality of the learning process in accordance with the National Higher Education Standards. Classification of courses at Uniwara as a grouping of courses in the MBKM program curriculum structure. Classification of courses which include compulsory courses consisting of University courses, faculty courses, study program core courses, and supporting courses and must be taken

by all students and elective courses, namely courses chosen by students from courses within or at outside the original Study Program to achieve added value that is relevant to the Learning Outcomes of study program graduates and/or students' final plans in an educational program.

The benefits of the Teaching Campus, Independent Student Exchange and Independent Study Internship (MSIB) programs for the University are supporting and achieving Main Performance Indicators (IKU) 2 students gain experience off campus and Key Performance Indicators (IKU) 3 lecturers do activities outside campus, build connections and networks between universities and schools, the world of industry and business (DI/DU) and partners to develop follow-up programs in improving the quality of learning, universities can develop and update curricula in each faculty and study program so that there is compatibility between the learning outcomes of graduates (CPL), Course Learning Outcomes, as well as types of assessment and evaluation of the MBKM program. This MBKM also provides additional competencies possessed by students, especially in students competencies in the study program (Hermawan et al., 2022).

The stages of recognition and equalization in the recognition process in the implementation of the MB-KM program at Uniwara are as follows: 1) Students who will carry out MBKM activities, consult students first with an academic supervisor or get approval from the Head of Study Program which aims to adjust the lineality of the MBKM program; 2) Students who take part in MBKM activities will be converted into elective courses first, if it is not possible to be converted to elective courses they will be converted to supporting courses provided that the Subject Learning Outcomes (CPMK) are appropriate; 3) The study program collects weighting documents in the form of guidelines for BKP activities and documents on the results of the assessment as well as proof of the implementation of BKP from students and supervisors; 4) The study program (proposed by the Head of the Study Program and approved by the supporting lecturer) proposes recognition and equalization to the Dean for review; 5) Faculties together with study programs discuss proposals for recognition and equalization, if necessary; 6) The format of recognition and equalization is forwarded to the Vice Chancellor 1 (Academic, Cooperation and Public Relations) to be ratified

Uniwara students who carry out the MBKM program receive an Academic Supervisor's approval letter containing the courses taken for conversion and make a course agreement letter containing the submission of several courses to be taken concurrently with the implementation of the MBKM program by obtaining approval from the Head of Study Program, the Dean Faculties and know Vice Chancellor 1 (Academic Affairs). In addition, students who carry out the MBKM program receive an acknowledgment form and equalization of Learning Activity Forms.

Benefits obtained by the University in participating in the Independent Learning Campus Merdeka (MBKM) activities

The benefits of the Teaching Campus, Independent Student Exchange (PMM) and Independent Study Internships (MSIB) programs for universities are supporting the achievement of Key Performance Indicators (IKU) 2, namely students gaining experience off campus and achieving Key Performance Indicators (IKU) 3, namely lecturers doing activities outside the campus, building connections and networks between universities and schools, the business world and the industrial world and partners to develop follow-up programs to improve the quality of learning. Universities can develop and update curricula in each faculty and study program so that there is compatibility between Graduate Learning Outcomes, Subject Learning Outcomes, and types of assessment and evaluation of the MBKM program.

The benefits for students participating in the Teaching Campus, Free Student Exchange and Independent Study Internship programs are building relationships between students at

various tertiary institutions, being able to communicate and interact in carrying out the MBKM program, being able to solve problems and being able to work in teams and being able to produce a project or outcome in MBKM program activities, gain insight into cultural and ethnic knowledge in the local area, in addition to obtaining monthly allowance/living expenses, credit conversion, transportation accommodation, and MBKM program certificate. In other words, students get additional soft skills that are not obtained in the classroom. This is in accordance with the result of research which states that there is an increase in soft skills in the students after participating in MBKM activities, beside that students are also more prepared when facing the world of work later (Sri Dewi Anggadini et al., 2022).

Supporting factors in the implementation of the Free Campus Independent Learning (MBKM) program at Universitas PGRI Wiranegara

Internal factors; factors that come from oneself who want to develop to seek experience and knowledge outside PGRI Wiranegara University and try new things launched by the Ministry of Education and Culture, as well as external factors, namely parents who give permission and provide motivational encouragement.

External factors; sourced from: 1) The government provides space for students to take part in several MBKM programs by providing facilities for students participating in the MBKM program such as pocket money or living expenses, the provision of Single Tuition Fees (UKT), conversion of credits and MBKM certificates; 2) Higher Education (Uniwara) by providing a letter of recommendation so that they can participate in MBKM activities as well as having an MBKM guidebook which aims as a legal protection to guarantee and strengthen the MBKM program within Uniwara and as a reference in recognizing student competencies that have been carried out; 3) Support from the Head of Study Program by controlling and overseeing the implementation of the MBKM program activities carried out by students and making lecture dispensation letters for students participating in MBKM activities; 4) Partners (DUDI) who support and provide space for students to explore their potential; 5) Colleagues who have provided input, suggestions and encouragement. These components are the supporting factors for the MBKM to take place, because in its realization it is this component that provides information, permits, and facilities so that the MBKM program can run according to its objectives (Wulandari et al., 2022).

Inhibiting factors in the implementation of the Free Campus Independent Learning (MBKM) program at Universitas PGRI Wiranegara

Internal factors; 1) Students who move placement locations, so that the transfer is automatically completed before sending students to school (For DPL Campus Teaching); 2) Full 20 credits cannot be converted because the conversion must be adjusted to the Course Learning Outcomes, because the implementation of BKP MBKM activities is focused on Course Learning Outcomes and only a few courses. So that students take several courses at the PGRI Wiranegara University Higher Education; 3) Time management between the implementation of MBKM activities and the implementation of lectures at Universitas PGRI Wiranegara. The result obtained are also supported by the result of previous research which also stated that implementation of MBKM still has many obstacles such as the conversion or recognition process that is experiencing difficulties, so that the expected conversion cannot be carried out in full, namely 20 credit (20 sks)(Bhakti et al., 2022).

External factors; 1) Covid-19 at that time around 2019 and 2020 Indonesia experienced the Covid-19 disaster in which all sectors were hampered, especially the education sector; 2) Late disbursement of financial funds from the government given to students participating in the MBKM program. This is in accordance with the results of research which stated that the MBKM program requires a lot funding, so that many students, especially in carrying out activities such as

students exchanges and teaching campuses, expect that the disbursement of the funds will not be late because they will be used for living expenses at the placement location (Sintiawati et al., 2022).

Efforts to overcome obstacles in the implementation of the Free Campus Independent Learning (MBKM) program at Universitas PGRI Wiranegara

- a. Addressing Teaching Campus (KM) students who have moved placement locations by submitting a transfer by reporting to the local Education Office and providing the principal's telephone number facility to make it easier for DPL to communicate. The Education Office provides 2 recommendation options regarding the placement of the school to be occupied. Transfer of placement location within 1 sub-district of origin.
- b. Overcoming the problem of not being able to convert full 20 credits, namely the Head of study program informs lecturers that there are students of the MBKM program who are still taking part in lecture activities at Uniwara and appeals to teaching lecturers to facilitate online learning for MBKM students and the Head of Study Program makes a lecture dispensation letter for students implementing the program MBKM. Then the MBKM activity certificate can be included in the Diploma Companion Certificate

MBKM Students, Field Supervisors and Program Assistant Lecturers arrange time management between the implementation of MBKM activities and the implementation of lectures at PGRI Wiranegara University, this is intended so that the implementation process goes well.

CONCLUSION

The implementation of the MBKM at PGRI Wiranegara University began with the policy formulation process and the issuance of the Decree of the Chancellor of PGRI Wiranegara University. The MB-KM program provides freedom for students to participate in learning activities for a maximum of 3 (three) study semesters outside the study program and campus. The MBKM implementation process involves authorized official academics including the Chancellor, Deputy Chancellor for Academic Affairs, Dean and Head of Study Program. In the process of accommodating the MBKM policy, Universitas PGRI Wiranegara actively facilitates students in developing capabilities through curriculum development and implementation. To support the MBKM policy, Universitas PGRI Wiranegara compiled MBKM guidelines which aim to serve as a legal protection to guarantee and strengthen the MBKM program and implementation within Uniwara and as a reference for recognizing activities carried out by students while participating in the MBKM program.

REFERENCES

- Bhakti, Y. B., Simorangkir, M. R. R., Tjalla, A., & Sutisna, A. (2022). Kendala Implementasi Kebijakan Merdeka Belajar Kampus Merdeka (Mbkm) Di Perguruan Tinggi. *Research and Development Journal of Education*, 8(2), 783. <https://doi.org/10.30998/rdje.v8i2.12865>
- Daryono, Firmansyah, M. B., Ariadi, Hapsari, R. E. D. P., Julia, A., Ulfa, M., & Fatoni, M. (2023). *Landasan Pendidikan Dalam Merdeka Belajar Kampus Merdeka (Konsep Dan Aplikasi)*.
- Dikti. (2020). *Buku Panduan Merdeka Belajar - Kampus Merdeka*. <https://doi.org/10.31219/osf.io/ujmte>
- Fuadi, T. M., & Aswita, D. (2021). Merdeka Belajar Kampus Merdeka (Mbkm): Bagaimana Penerapan Dan Kedala Yang Dihadapi Oleh Perguruan Tinggi Swasta Di Aceh. *Merdeka Belajar Kampus Merdeka.... (Fuadi & Aswita*, 5(2), 603–614. <http://jurnal.abulyatama.ac.id/index.php/dedikasi>
- Harahap, N. (2020). Penelitian Kualitatif. In H. Sazali (Ed.), *e-book uinsu* (1st ed.). Wal ashri Publishing. <https://doi.org/978-602 5799- 68-6>
- Harna, & Sukarno, A. (2021). Konsep dan Implementasi Program Merdeka Belajar-Kampus Merdeka (MBKM) pada Mahasiswa Program Studi Keperawatan. *Forum Ilmiah*, 18(4).
- Hermawan, D., Supriyanto, A., Hakim, D. A., & Nofanti, A. C. (2022). Persepsi Mahasiswa Program Studi Informatika Universitas Al Azhar Indonesia Terhadap Implementasi Merdeka Belajar Kurikulum Merdeka. *Jurnal Al Azhar Indonesia Seri Ilmu Sosial*, 3(2), 82. <https://doi.org/10.36722/jaiss.v3i2.1000>
- Mekarisce, A. A. (2020). Teknik Pemeriksaan Keabsahan Data pada Penelitian Kualitatif di Bidang Kesehatan Masyarakat. *JURNAL ILMIAH KESEHATAN MASYARAKAT : Media Komunikasi Komunitas Kesehatan Masyarakat*, 12(3), 145–151. <https://doi.org/10.52022/jikm.v12i3.102>
- Nanggala, A., & Suryadi, K. (2020). Analisis Konsep Kampus Merdeka dalam Perspektif Pendidikan Kewarganegaraan. ... *Kajian Pendidikan Kewarganegaraan*, 2. <http://ejurnal.unisri.ac.id/index.php/glbctz/article/view/4545>
- Puspitasari, R., & Nugroho, R. (2021). Implementasi Kebijakan Merdeka Belajar Kampus Merdeka Fisip Upn Veteran Jawa Timur. *Dinamika Governance : Jurnal Ilmu Administrasi Negara*, 11(2), 276–292. <https://doi.org/10.33005/jdg.v11i2.2539>
- Sintiawati, N., Fajarwati, S. R., Mulyanto, A., Muttaqien, K., & Suherman, M. (2022). Partisipasi Civitas Akademik dalam Implementasi Merdeka Belajar Kampus Merdeka (MBKM). *Jurnal Basicedu*, 6(1), 902–915. <https://doi.org/10.31004/basicedu.v6i1.2036>
- Sri Dewi Anggadini, Surtikanti, Siti Kurnia Rahayu, Adeh Ratna Komala, Lilis Puspitawati, & Wati Aris Astuti. (2022). Persepsi Mahasiswa Atas Kegiatan Merdeka Belajar Kampus Merdeka (Mbkm) Di Lingkungan Prodi Akuntansi Unikom. *Jurnal Pendidikan*, 23(1), 64–76. <https://doi.org/10.33830/jp.v23i1.2563.2022>
- Tuju, R. S., Wahyudin, D., & Dewi, L. (2022). Mekanisme Implementasi Merdeka Belajar Kampus Merdeka pada Program Studi di Perguruan Tinggi Keagamaan Kristen. *LOGON ZOES: Jurnal Teologi, Sosial Dan Budaya*, 5(1), 46–60. <https://doi.org/10.53827/lz.v5i1.56>
- Vhalery, R., Setyastanto, A. M., & Leksono, A. W. (2022). Kurikulum Merdeka Belajar Kampus Merdeka: Sebuah Kajian Literatur. *Research and Development Journal of Education*, 8(1), 185. <https://doi.org/10.30998/rdje.v8i1.11718>
- Wulandari, D., Febry, N., Januvido Hartatmaja, A. K., Sartika Mangula, I., & Ayu Sabrina, O.

(2022). Evaluasi Implementasi Program Merdeka Belajar Kampus Merdeka (Mbkm) Di Tingkat Program Studi: Studi Di Universitas Paramadina. *INQUIRY: Jurnal Ilmiah Psikologi*, 13(01). <https://doi.org/10.51353/inquiry.v13i01.576>

Yusuf, M., & Arfiansyah, W. (2021). Konsep “Merdeka Belajar” dalam Pandangan Filsafat Konstruktivisme. *AL-MURABBI: Jurnal Studi Kependidikan Dan Keislaman*, 7(2), 120–133. <https://doi.org/10.53627/jam.v7i2.3996>