



Evaluation Analysis Of The Implementation Of The Merdeka Belajar - Kampus Merdeka (MBKM) Program: A Literature Review

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Abstract

The purpose of the Merdeka Belajar - Kampus Merdeka (MBKM) program is to provide flexibility for students in choosing subjects, extracurricular activities, and skill development opportunities beyond those offered by the campus. The main objective of this program is to equip Indonesian students with the knowledge and abilities they need to succeed in the competitive world of work. The purpose of this literature review is to examine the past and current use of the MBKM Program in academic settings. A literature review of relevant papers, scientific journals, and other publications on the MBKM Program was conducted to learn more about the implementation, challenges, and benefits of the program. Several important conclusions can be drawn from the results of this literature review. First, the MBKM Program has not been fully implemented in higher education, and there are several obstacles that must be overcome. Second, problem solving will be more efficient if all interested parties work together. Evaluating the implementation of the MBKM Program is essential to make it more successful. By conducting a literature review, the university can learn about new problems, develop plans to address those problems, and improve the learning opportunities available to its students. By providing a greater understanding of the issues and challenges faced in implementing the MBKM Program in higher education, this literature review helps in improving the implementation of the program, overcoming barriers, and maximizing the benefits received by students.

Keywords: Literature Review, MBKM, Evaluation, Implementation, Higher Education

Introduction

The development of the times is directly proportional to the development of education. Evidence of the efforts of education experts in developing education is the renewal of the curriculum used in learning. Indonesia has experienced many curriculum changes. This change aims to facilitate the educational process. Curriculum development in Indonesia

began in 1947 with the "Detailed Lesson Plan in a Decomposed Lesson Plan" curriculum until 2013 with the "2013 curriculum" or often referred to as K-13. Furthermore, in 2019 the then Minister of Education and Culture, Nadiem Makarim, came up with a new curriculum called the Merdeka Belajar Curriculum. In 2020, an experiment was carried out and on February 11, 2022, the Merdeka Belajar Curriculum

was implemented in schools in Indonesia (Aisyah, 2022).

Merdeka Belajar curriculum according to Nadiem Makarim is freedom in thinking (Hendri, 2020). Transforming education through an independent learning policy is one of the steps to realize Indonesia's superior human resources who have the Pancasila Student Profile. Merdeka Belajar is intended for basic education and secondary education levels such as junior high school / senior high school / vocational high school / equivalent. (Vhalery et al., 2022). The Merdeka Belajar curriculum is stated as an educational curriculum that is in line with the ideals of one of Indonesia's leading educational figures, Ki Hajar Dewantara. The concept of independent learning focuses learning on the freedom to learn independently and creatively. Therefore, Merdeka Belajar is expected to be a curriculum that can encourage the growth of an independent soul character (Kurniati, 2022).

Furthermore, in the independent learning curriculum, there is a special policy used at the university level unit in preparing quality and competitive human resources in facing challenges in the era of globalization. This policy is MBKM or Merdeka Belajar - Kampus Merdeka. MBKM is the application of an independent learning curriculum in higher education that applies innovation and relevance in the programs offered. The MBKM program is an initiative of the Indonesian government that aims to provide flexibility and opportunities for students to determine pathways and access a variety of learning activities on and off campus. The program is expected to help students develop competence, leadership, entrepreneurship, and international experience so as to broaden their horizons and increase competitiveness.

In achieving the MBKM objectives above, the "Three Semester Study Rights Outside the Study Program" program was formed. The programs are: Teaching Campus, Internships, Internships &

Independent Studies (MSIB), Independent Student Exchange (PMM), Independent Entrepreneurship, Indonesian International Student Mobility Awards (IISMA), Entrepreneurial Activities, Humanitarian Projects, and Building Villages (Ernis, 2022). The nine programs above really cover the core of the implementation of MBKM, but researchers in the preparation of this journal want to focus on analyzing the implementation of the MBKM program to date.

Since its introduction in 2019, the MBKM Program has been applied by several universities in Indonesia in order to expand academic freedom for students and lecturers. However, there are still challenges in implementing this program, including a lack of knowledge of MBKM, problems in converting study credits to MBKM program credits, non-standardized assessment concepts, quality differences between partners and universities, and a lack of support from universities for MBKM implementation (Wulandari et al., 2022). Therefore, it is important to evaluate the implementation of the MBKM program to determine the success of students who have participated in the MBKM program and to anticipate problems that may arise during program implementation (Hardi et al., 2023).

Methodology

Evaluation analysis of MBKM program implementation may include literature review as one of its methodologies. Collecting, analyzing, and synthesizing written sources related to a topic or study is what is known as a literature review (Ridwan et al., 2021). Analyzing previous literature can help develop concepts and theories. This research can take advantage of various articles and journals that have been written about the MBKM program. It is expected that by reviewing the existing literature, relevant data will emerge that can be used to assess the implementation of MBKM.

The steps of data analysis include categorizing information, breaking it down into units, synthesizing it, arranging it into patterns, choosing what is important and what is not important, and making conclusions (Sugiyono, 2013).

Result and Discussion

Concept of MBKM Implementation in Higher Education

The MBKM (Merdeka Belajar - Kampus Merdeka) program is an idea that attempts to give students the freedom to choose their own educational path and participate in various learning opportunities, both on and off campus. The initiative aims to raise the standard of higher education in Indonesia by exposing students to new ideas and cultures. Several important components are required for the successful implementation of MBKM as follows:

1. A more flexible curriculum. Interdisciplinary courses, internships, student exchanges, and volunteer work are some of the options given to students, to structure and create their own learning programs (Susilawati, 2021).
2. Second, improving the skills of teachers and partners. Teachers in the MBKM program should strive to improve their skills in order to provide high-quality teaching to students in the classroom (Andayani et al., 2022). Additional qualities such as leadership, entrepreneurship, and international outlook are also emphasized in the curriculum. When students are enrolled in the MBKM program, host partners, such as companies, are responsible for preparing competent mentors to guide students (Wicaksana & Raharjo, 2022). (Wicaksana & Raharjo, 2023). In order for students to successfully complete their *job disks*, students need to be guided and given direction.
3. Independent Campus Unit. Through collaboration with other organizations

and partners, universities can facilitate and provide various learning opportunities on and off campus (Mariati, 2021). A dedicated unit should be established on campus to oversee and manage all aspects of MBKM implementation, including the development of an official program guidebook, the provision of conversion consulting services, and the provision of relevant information resources.

4. Objective evaluation. Both students and guest lecturers should be evaluated fairly and in accordance with established standards for teaching excellence. All campuses can use nationally standardized assessment benchmarks as criteria for measuring the successful implementation of the MBKM program (Sopiansyah et al., 2022). This will help reduce the gap between assessment standards across campuses and those of individual campuses and MBKM program partners.
5. Continuous monitoring and evaluation of the quality and success of MBKM implementation (Wulandari et al., 2022). Identifying factors that can help and those that will hinder the implementation of the MBKM program is essential to ensure the successful implementation of the program. Students, campuses, and partners can benefit from evaluation and monitoring, which allows them to determine the focus of improvement and propose solutions in the next period.
6. Independent Campus Unit. Higher education plays a role as a facilitator and provider of various learning activities, both on campus and through collaboration with institutions or industries outside the campus (Mariati, 2021). The campus needs to form a special unit that functions to coordinate and manage the implementation of the MBKM program, such as the preparation of the MBKM program

- guidebook, conversion consultation services, and other information centers.
7. Objective assessment. Assessment of students and guest lecturers must be carried out objectively and refer to established educational quality standards. National standardized assessments become a reference for the entire campus and in providing assessment criteria (Sopiansyah et al., 2022). This is certainly able to minimize the gap in assessment criteria for each campus and MBKM program partners.
 8. Continuous monitoring and evaluation to ensure the quality and effectiveness of MBKM implementation (Wulandari et al., 2022). To achieve the effectiveness of program implementation, it is necessary to identify the supporting and inhibiting factors for the implementation of the MBKM program. Evaluation and monitoring help students, campuses and partners to identify problems so that they can provide recommendations for the implementation of the next period.

With a structured implementation concept and adequate institutional support, it is expected that the MBKM Program can provide significant benefits for students in improving competence, work readiness, and a broader understanding of the evolving world.

MBKM Implementation Issues in Higher Education

The implementation of the MBKM program in higher education faces several problems that need to be overcome. Obstacles in the implementation of the MBKM program vary depending on the form of learning activities implemented by universities, study programs, lecturers, partners, and students. Some of the problems that are often encountered include:

First, the lack of student awareness and participation is a major challenge (Panjaitan et al., 2022). Some students may not fully understand the benefits of the MBKM program or lack interest in being actively involved in activities outside of their study program. In addition, the lack of clear information about the program may also hinder raising students' awareness and interest.

Second, limited resources are an obstacle in the implementation of the MBKM program (Mulyana et al., 2022). Limited funds, facilities, and adequate teaching staff can limit the number and types of activities that can be organized. This affects the quality and variety of experiences available to students. Delays in the distribution of living cost stimulus funds for students or accompanying lecturers can have an impact on interest in taking the MBKM program again in the next period (Nua, 2022). A better allocation of resources is needed to support the proper implementation of the program. One of the other obstacles is technical issues such as IT infrastructure and internet access, especially for remote or remote areas that are difficult to reach by stable internet signals.

Third, synchronization between the MBKM Program and the study program curriculum is also a problem. Lack of coordination and integration between MBKM activities and the study program curriculum can cause obstacles for students (Thahery, 2023). One of the main problems is the lack of clarity or inconsistency in credit conversion policies and guidelines. Each university may have different conversion policies and criteria, either in terms of the number of credits that can be converted, the types of activities that can be recognized, or the administrative procedures that must be followed. This inconsistency can confuse students and hinder the process of recognizing their learning outcomes. There is a need for careful planning and better coordination

between study programs and the implementation of the MBKM Program.

Fourth, administrative challenges are also a problem in the implementation of the MBKM Program (Cakrawala & Halim, 2021). The registration process, assessment and recognition of off-campus activities, as well as monitoring and reporting of student activities require efficient administrative management. The registration procedure and recognition of grade conversion requires a long process because it requires validation from campus leaders and independent campus units. In addition, the solid activities that students participate in during the implementation of the program are still required to make daily reports and weekly reports. The required report criteria are also quite strict where it is not allowed to be the same as other members in the same place of duty. These administrative challenges can hinder effective program management and slow down the benefits that can be obtained by students.

Finally, inadequate evaluation and monitoring is also a problem (Bhakti et al., 2022). The lack of standardization of assessment methods provided by campuses and partners causes a fairly high value gap. There are institutions that easily give good grades, while on the other hand there are institutions that find it difficult to give good grades easily. In addition, different programs are also a factor in different standards in giving grades so that there are MBKM programs that easily get good grades, while on the other hand there are also MBKM programs that are difficult to give good grades. Less formal evaluation and inadequate monitoring hamper efforts to improve and enhance the implementation of the MBKM program. More detailed evaluation and continuous monitoring are needed to identify problems, find appropriate solutions, and improve the overall implementation of the MBKM Program.

Overcoming these problems requires collaborative efforts between the government, universities, students, and

other stakeholders. Awareness raising, increased resource allocation, better coordination between study programs and the MBKM Program, administrative improvements, and more effective evaluation and monitoring are important steps to overcome the problems of implementing the MBKM Program in higher education.

Evaluation and Monitoring of MBKM Program Implementation

Until now, there are no specific standard indicators that can be used in assessing the success of the MBKM program implementation. However, several sources mention several things that can often be used as a reference for indicators of the success of the MBKM program, such as the achievement and success of students in completing the MBKM program (Cakrawala & Halim, 2021), the number of students and lecturers involved in the MBKM program (Thahery, 2023), the number of study programs that have successfully implemented the MBKM program (Wulandari et al., 2022) as well as the level of student and lecturer satisfaction with the MBKM program (Alfikalia et al., 2022).

Evaluation of the implementation of the MBKM Program in higher education is very important to measure the effectiveness, success, and impact of the program on students and institutions. This evaluation involves data collection, analysis, and assessment of various aspects of program implementation. In evaluating the implementation of MBKM in higher education, there needs to be collaboration between internal and external parties of the institution as a form of transparency and accountability for its implementation. It is hoped that regular evaluations will help improve the quality and effectiveness of the implementation of the Merdeka Belajar - Kampus Merdeka (MBKM) program in Indonesia in order to realize the goal of developing superior human resources in the future.

There are several aspects that can be used to evaluate the implementation of the MBKM program, including the Graduate Learning Outcomes (CPL), Course Learning Outcomes (CPMK), Sub-Course Learning Outcomes (Sub CPMK), Materials, Forms and methods of learning, Networking with PT / Study Program broadly in academic and non-academic aspects, Student satisfaction, program implementation guidelines at the Study Program level, Achievements of students who have participated in the MBKM program (Mukhlason, 2022). These aspects can be evaluated using various methods, such as student satisfaction surveys, focus group discussions, data analysis, literature studies, and interviews with lecturers and staff.

By conducting a comprehensive evaluation, it is expected that solutions can be found to improve the effectiveness of the MBKM program so that it provides greater benefits for students and the community. There are several ways to conduct monitoring and evaluation, such as setting clear and measurable indicators of success for the MBKM program (Cakrawala & Halim, 2021), periodic data collection to evaluate the achievements of the MBKM program (Thahery, 2023), conduct student and lecturer satisfaction surveys on the MBKM program to measure the success rate of the MBKM program (Andrian et al., 2022), using qualitative research methods and interviews to obtain data (Thahery, 2023), conduct data analysis to determine the success of the MBKM program (Fauziah et al., 2023). Evaluate the achievement of students who have participated in the MBKM program to measure the achievement of the MBKM program (Defrizal et al., 2022).

One aspect of evaluating the implementation of MBKM is evaluating student participation. This evaluation includes measuring the level of student participation in the program, the number and type of activities participated in, and the extent to which students are able to

achieve the MBKM goals that have been set. By monitoring student participation, universities can evaluate the extent to which this program has succeeded in attracting student interest and involvement in activities outside the study program. The results of evaluating student satisfaction with the MBKM program may vary depending on the evaluation method used and the context of the college in question. Some of the results of evaluating student satisfaction with the MBKM program that can be found in existing sources include:

1. Evaluation of the MBKM program at Alma Ata which conducted student satisfaction research by measuring 5 aspects, namely: lecturer quality, learning quality, facilities, campus environment, and overall student satisfaction. (Gutama, 2022).
2. An evaluation of the MBKM program at Paramadina University found that students gave a positive assessment of the MBKM program, especially in terms of increased skills and experience, as well as opportunities to participate in community activities. (Wulandari et al., 2022).
3. An evaluation of the MBKM program at Makassar State University found that the MBKM program had a positive impact on increasing student skills, increasing communication skills, and increasing opportunities to participate in community activities. (Agus & Asiah, 2021).
4. Research at Widyagama University Malang identified several obstacle factors both from students as implementers and from study programs as organizers in the implementation of the MBKM program. (Cakrawala & Halim, 2021).

From the evaluation results, it can be concluded that the MBKM program has a

positive impact on improving student skills and experience, as well as providing opportunities to participate in community activities. However, the implementation of the MBKM program on various campuses still has obstacles and needs to be evaluated regularly to improve the implementation of this program. A comprehensive evaluation is needed to find out the impact of the MBKM program in more detail and to find solutions to improve the effectiveness of the program.

Evaluation of the MBKM program can be done by using various elements of evaluation materials, such as strengths, obstacles, and good experiences. In addition, there needs to be support from the university and attention to the protection of students and the trend of industrialization in the implementation of the MBKM program.

Troubleshooting in the Implementation of MBKM Program

The following are some solutions to solving problems that hinder the implementation of the MBKM program in higher education that can be done based on the results of the research conducted:

1. Increase the socialization of the MBKM program to students and lecturers. Related parties need to conduct intensive socialization and education about the concepts and benefits of MBKM to both students and lecturers so that they better understand the procedures for its implementation (Baharuddin, 2021).
2. Improve coordination between students, lecturers, and study programs in implementing the MBKM program in a structured and planned manner (Alfikalia et al., 2022).
3. Provide clear and easy-to-understand guidelines for implementing the MBKM program through media that are easily accessible to students and lecturers (Wulandari et al., 2022).

4. Clarifying the conversion process of study program credits with MBKM program credits (Alfikalia et al., 2022).
5. Conducting credit conversion. It is important to set clear and objective assessment standards for guest lecturers in giving final grades to students so as to motivate them to take the program seriously (Cakrawala & Halim, 2021).
6. Provide adequate support and facilities for students and lecturers in participating in the MBKM program. Institutional support is needed in the form of policies that support the implementation of this program such as the provision of infrastructure and incentives for teaching staff as a form of appreciation for their participation in the Teaching Campus program (Syahrir et al., 2023).
7. Involving students and lecturers in the process of planning and implementing the MBKM program in a participatory and collaborative manner (Alfikalia et al., 2022).
8. Maintaining the consistency of the MBKM program in each university (Maghfiroh & Sholeh, 2022).
9. Evaluate the achievements of students who have participated in the MBKM program. Periodic evaluations are needed to determine the extent to which this program has a positive impact on all related parties and detect problems that arise and find solutions to overcome these obstacles (Syahrir et al., 2023).

By solving these problems, it is expected that the implementation of the MBKM program in higher education can run better and more effectively. Increasing the socialization of the MBKM program and providing adequate information can help students and lecturers understand this program better. Good coordination between

students, lecturers, and study programs can also help in the implementation of the MBKM program. Guidelines for implementing the MBKM program and credit conversion can help facilitate the process of implementing this program. Adequate support and facilities for students and lecturers can also help in participating in the MBKM program better. Involving students and lecturers in the planning and implementation process of the MBKM program can also help increase their participation in the program. Finally, maintaining the consistency of the MBKM program in each university can help maintain the quality and effectiveness of this program.

Conclusion

The evaluation analysis conducted through a literature review reveals several important findings that have provided valuable insights into the implementation of the Merdeka Belajar - Kampus Merdeka (MBKM) Program in higher education. The implementation of the MBKM Program still faces challenges that need to be overcome so that the program can run effectively and provide maximum benefits for students. Solutions to problem solving can be obtained from the results of monitoring and evaluating program implementation. Evaluation of the implementation of the MBKM Program has a crucial role in improving program effectiveness. A comprehensive evaluation can identify problems that arise, develop appropriate improvement strategies, and increase the benefits obtained by students.

In order to improve the quality of the implementation of the MBKM Program, universities need to take concrete steps so that it can provide real benefits for students in developing skills and experiences outside the academic curriculum. Although this literature study provides valuable insights, further research is needed to gain a deeper understanding of the implementation of the MBKM Program and more specific

improvement strategies. Thus, it is hoped that universities can continue to develop and improve the implementation of this program, so that it can make a significant positive contribution to the development of higher education in Indonesia.

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