



Development of Higher Education Curriculum Based On Independent Learning-Independent Campus (MBKM) Islamic Education Study Faculty of Tarbiyah and Teaching Sciences UIN Sunan Kalijaga Yogyakarta

Mega Melani Ramadani¹, Muh. Wasith Achadi²

^{1,2} (Pendidikan Agama Islam/Universitas Islam Negeri Sunan Kalijaga)

E-mail: ¹Ramadanimelanimega@gmail.com ²wasith.achadi@uin-suka.ac.id

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Abstract

This research aims to analyze the efforts of the Ministry of Education and Culture to improve the quality and relevance of graduates through the Independent Learning-Free Campus (MBKM) policy. The implementation of MBKM requires special attention to the development of the Islamic Religious Education Study Program (PAI) curriculum, including adjustments to Graduate Learning Outcomes (CPL), vision and mission, graduate profiles, courses, Body of Knowledge (BoK), and study language. The PAI curriculum development process also involves mapping courses according to categories, determining study materials, and descriptions to facilitate curriculum preparation. With an integrative approach, curriculum development at MBKM aims to achieve graduate competency standards from spiritual aspects and moral nobility. This document also highlights the importance of involving expert lecturers from various study programs in curriculum formulation, and emphasizes the need to determine courses to support the MBKM curriculum. Through a good curriculum development process, it is hoped that the PAI study program can produce graduates who are not only good at theory, but also able to excel in various other aspects.

Keywords: MBKM, PAI, Higher Education

Introduction

The Merdeka Belajar - Kampus Merdeka (MBKM) policy is a product of the Ministry of Education and Research as an effort to improve the quality and relevance of its graduates. (Director of Learning and Student Affairs, Directorate General of Higher Education, 2021). Students must also be innovative, skilled and able to have sufficient competence for their readiness for society (Directorate General of Higher Education, 2020). An educational institution, which in this case means a higher education institution, must routinely make curriculum changes as a form of response to the development of educational science as well as a student facilitator (Culture, 2020). The curriculum is not only the identity of the institution, but also a basic reference for the

development of the learning system.

According to Nadiem Makarim, curriculum policies that have been related to independent learning must be learned and mastered by educators before being applied to students. Learning cannot be complete if teacher competence is not accompanied by basic competencies (Marisa, 2021). The existence of KKNI, SN Dikti and MBKM policies which are designed and can be developed by each institution is a good start to produce the best graduates (Sholihah, 2024). Policy changes curriculum changes in curriculum policy from the Ministry of Education, Culture and Research at the higher education level called MBKM as an encouragement to students to be ready to master various sciences that help them face the 21st century and the industrial era (Kholik et al., 2022). This policy is also set in 2020 as one of the Merdeka Belajar policies. This policy is part of an effort to bring a mental revolution to higher

education in Indonesia (Deni Sopiandah, Siti Masruroh, Qiqi Yuliati Zaqiah 2022).

This policy provides a very broad opportunity to prepare each student, especially to face challenges according to the times and their learning abilities. MBKM continues to encourage students to be independent in analyzing all of their real world, the demands of work, interaction and cooperation as well as their targets and achievements (Lestiani et al., 2024). Students must have the courage to change the way they think about the curriculum and move to a more flexible and less rigid approach. This is a characteristic of MBKM in universities (Director of Learning and Student Affairs, Directorate General of Higher Education, 2021).

In the ministerial regulation number 42 of 2016 which stipulates that the Directorate of Islamic Higher Education is the main facilitator in terms of ensuring the quality of higher education services, this is also the principle of follow-up to the MBKM itself. The Directorate of Islamic Higher Education must be ready and willing to stand as a facilitator for every university in Indonesia and ensure its eligibility in particular (ISLAM & INDONESIA, 2020). One of the Islamic universities that implements MBKM is UIN Sunan Kalijaga Yogyakarta.

The profile of FITK UIN Sunan Kalijaga which is based on an integrative interconnective is considered to be very appropriate which is expected to be competent and able to utilize science and technology in the implementation of learning, especially in the field later. In addition to the orientation of the study program on Islamic religious education, it is also given a place as a support in this educational effort.

Producing a good outcome, being able to compete and survive in the national and international realms is the vision and mission of the integrative curriculum in the PAI study program in particular, where PAI graduates can develop and take part in the general sector not only in the religious sector that the community has considered so far in general. Because it is felt that so far the majority of PAI is involved in the religious sector as well as in the realm of the ministry of religion, Islamic-based educational institutions or the like.

Method

This research uses a descriptive qualitative method, through a phenomenological approach. Phenomenological approach. Sampling was done using purpose sampling and snowball sampling methods. The literacy needed is primary. The data validity test was carried out by

triangulating techniques and sources.

Result and Discussion

1. DEFINITION OF MBKM

One of the innovations launched by the Minister of Education and Culture is the independent learning program. The purpose of this program is about how this policy is made strategic and also includes programs and activities including USBN, UN, RPP and also PPDB. However, the concept of independent learning is not only limited to the learning process.

It is not only about the teaching that takes place in the classroom, but more than that with the hope that students will be able to explore their imagination and knowledge (Putra, 2019). There is a slight difference in the term independent curriculum between schools and universities, but the essence is the same, namely giving learners the right to freedom.

Merdeka Belajar Kampus Merdeka is a teaching and learning project that is carried out outside the study program and can be followed by students for three semesters both inside and outside their home universities. It is aimed at teaching assistance in educational units, research or research, humanitarian projects, entrepreneurial activities, independent studies or projects, building villages or thematic real work lectures (Directorate General of Higher Education, 2020).

Minister of Education and Culture Regulation Number 3 of 2020 concerning National Higher Education Standards, specifically Articles 15 and 18, stipulates the Independent Campus Learning Policy (MBKM). This policy only applies to undergraduate and applied undergraduate programs (Directorate of Vocational and Professional Higher Education, Directorate General of Vocational Education & Ministry of Education, Culture, Research, 2021).

The MBKM policy encourages creativity, innovation, and critical problem solving in the learning process (Baharuddin, 2021). The main programs in this policy include: ease of opening new programs, changes in the university accreditation system, ease for public universities to join PTN-BH, and the right to study three semesters outside the study program, namely one semester taking courses outside the study program and two semesters doing activities outside the study program (Directorate General of Higher Education, 2020).

2. MBKM PROGRAM

Based on the explanation in the MBKM implementation guide in the study program curriculum at PTKI with reference to Permendikbud No. 3 of 2020 article 15, the following is a more detailed explanation of the eight learning programs referring to independent learning and independent campus: (ISLAM and INDONESIA 2020).



Figure 1. MBKM program

a. Student Exchange

This activity is a form of learning in MBKM which is an effort by the Ministry of Education and Culture which provides flexibility to universities, especially in the right to learn outside the campus and not only in lectures but in student activities. And other curricular activities. In addition, this activity will recognize their learning outcomes as an implementation of the study program curriculum through the recognition of credit units.

Implementation of study program curriculum through the recognition of semester credit units (SKS). The requirements given are of course the result of an agreement between the campuses that will run the program.

b. Internship or work practice

This activity is direct learning carried out by students in the world of work, industry, offices, and services. This learning is tailored to the expertise and skills that students have learned during lecture activities on campus. Practical work is determined by the time between 6 and 12 months and recognition of 20 to 40 credits. With this activity, it becomes a forum for students to potential consisting of *Hard Skills and Soft*

Skills.

c. Teaching Assistance in Education units

This activity can be carried out at all levels of education starting at the RA - SMA level. A forum for students who have the opportunity to develop interests in the scope of education, especially provisions to become teachers in schools and teach with a weight of 20 credits. The calculation of 1 (one) semester credit unit (SKS) is equivalent to 2,720 (two thousand seven hundred and twenty) minutes of activity. Student doing teaching activities at school.

d. Research or research students

Student can improve their ability critically, logically, systematic and other.

e. Humanitarian project

In this project, the references are not only domestic but are also allowed to go to abroad. Motivated by the many phenomena and natural disasters that have occurred in Indonesia, this policy is considered suitable as a forum for student to channel their empathy and humanity. During this time, many of the students have status as volunteers or volunteers of humanitarian organizations or groups and it is personal. Therefore, with this program option, students indirectly get the opportunity to channel their interests in humanitarian matters.

f. Entrepreneurial Activities (KMW)

This activity can be done by students independently or in groups. They can also do it independently or in collaboration with other organizations. To apply for this program. Student must completed the following requirements : 1) Registration at the work unit or partner set by each university 2) making a proposal either independently or in groups 3) after submitting the proposal, waiting for an assesment from the study program. 4) steadiness to supervisor 5) intership for 1 or 2 semesters 6) make a report 7) study program, supervisors, lecturers and study programs are responsible for assessing especially the field 8) the study program converts grades and recognizes SKS 9) Student who take part in the KMW program submit results to the sia account at the university in accordance with the stipulated provisions.

g. Independent study or project

MBKM allows students to undertake independent studies or projects across disciplines in higher education. This activity

lasts for about six months and provides recognition of semester credit units of twenty credits. There are several flows or procedures for the process of student exchange activities to take part in independent study programs or project 1) register with the work unit 2) selection with proposal creation if students are successful, they will continue their education or independent projects. They will return to regular classes if they are unsuccessful 3) with a supervisor or lecturer 4) the assessment is conducted with a supervisor or lecturer 5) SKS is obtained from the conversion of the study program 6) reporting of study result student exchange on the collage database report site

h. Village building or thematic community service

KKNT activities as teaching and learning activities will provide direct experience to students. This program is reported to increase community, empowerment and development sustainable village development where they are expected to be able to collaborate well with the local community. KKNT is a collaboration between students and the community. In addition, this activity must be supervised or under the auspices of a supervisor or lecturer who has been determined by the university identifying. The potential of the village planning programs and handling problems in the local village. It is hoped that these activities will help students develop the potential of the village, make it useful for the village community, and find solutions to all problems in the village.

KKNY activities can be carried out in the country or abroad, and the six-month implementation is equivalent to twenty credits. For example, the assignment of student to perform their khidmah in cross-disciplinary science, especially in the 3 T area.

3. OBJECTIVES AND BENEFITS OF MBKM

Every policy made by the government certainly has big goals that are expected to be achieved by policy implementers. Among them are reducing the difference between the ability of universities and the qualification requirements of graduates, and providing greater opportunities for students to prepare

themselves for the industrial world of work 4.0. The benefits of this MBKM policy include :

- a. For student, this policy provides and opportunity to explore their talents and interests while studying at university.
- b. For graduates, this policy will provide specialized job skills and soft skills that are relevant to the development and demands of the times.\
- c. For lecturers, this policy will be able to improve pedagogical skills and mastery of learning substance
- d. For institutions, this policy provides benefits, namely as an evaluation tool for the learning process and capacity building in the context of fulfilling achievements graduate learning. In addition, it can also improve the ability of PT institutions organizing PS- PTV to encourage and generate benefits from collaboration with relevant stakeholders
- e. For the work of work, with this policy, it will obtain graduates who have the specific job skills and soft skills needed to operate in the industrial era 4.0 (ISLAM &INDONESIA, 2020)

4. ACCREDITATION UNIVERSITY IN IMPLEMENTATION OF THE MBKM CURRICULUM

In the MBKM Program, at least the universities are accredited A and B according to BAN-PT. However, for the program MBKM program, the Ministry of Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia also encourages participation from all universities, as long as they have programs and frameworks that support the implementation of MBKM. One of the policies is to give freedom to every university, both PTN and PTS, to open new study programs, the standardization will be given to universities that have A accreditation at least B (Sevima 2023). In another reference, it is mentioned that the requirements for universities that can open new study programs are as follows program MBKM are accredited A and B and have collaborated with universities that have been included in the *QS Top 100 World University* (Muhammad, Rofiani, and Zaqiah 2023). With the note that the new study program is automatically accredited. Automatically will automatically get good accreditation from BAN-PT (MBKM 2021; Mutu n.d.).

Basically, every campus has the same opportunity to implement MBKM. However, there is a minimum limit for campus

accreditation that will implement the MBKM program, this relates to supporting facilities and resources during the program. By having good accreditation, it becomes a tool to make it easier for campuses to collaborate with supporting partners. So that these considerations need to be considered by every campus that will implement the MBKM policy.

5. FUNDING IN THE IMPLEMENTATION OF THE MBKM CURRICULUM

In the process of financing higher education, the government has stipulated in article 83 of Law No.12/2012 that universities can allocate funds from the APBN / APBD where in article 89 the funds are used to finance the salaries of teaching staff. such as lecturers and investment in development (Muhammad, Rofiani, and Zaqiah 2023). In the Permendikbud number 3 of 2020 concerning national standards for higher education article 44 paragraph 1 states that universities must strive for circulation of HEI funding with a record outside of student payments, this is a provision of the governing body of state and private universities (Education, Culture, and Indonesia 2020). Funds for implementing the Merdeka Belajar Kampus program in public and private universities, including from the government and internal universities. Here are some sources of funds that are generally used to support the MBKM program:

a. PTN and PTKIN

1. Funds APBN (Budget Revenue and State Expenditure)

Through the Ministry of Education and Culture, the government has obligation to provide funds for the MBKM program for state universities. For PTKIN, funds will be provided through the Ministry of Religious Affairs.

2. BOS (School Operational Assistance Fund School)

Especially for state universities that have vocational programs, BOS funds can be used to support the implementation of MBKM program

3. DIPA funds (Daftar Isian Pelaksanaan Anggaran)

PTNs can also use funds from their DIPA to finance the MBKM program.

4. Industry Cooperation

Funds can also come from cooperation with industry, either in the form of grants, sponsorships, or partnership funds.

b. PTS and PTKIS

1. Foundation Funding: PTS managed by foundations often often receive financial support from the foundation for the implementation of the MBKM program.

2. Student Funds: HEIs can use part of the funds obtained from student tuition fees to support the MBKM program.

3. Collaboration with Industry: Just like public universities, private universities can also get funding from industry partnerships.

4. Grants and Sponsorships: HEIs can seek grants and sponsorships from various institutions, both private and government, to support the implementation of the MBKM program.

5. Ministry of Education and Culture and Ministry of Religious Affairs grants: PTKIS is also eligible to apply for grants from programs offered by the Ministry of Research and Technology and the Ministry of Religious Affairs.

6. Ministry of Education and Research and Ministry of Religious Affairs.

Basically, the implementation of these funds is usually adjusted to the internal policies of each university and adjusted to the needs and priorities of the MBKM program being implemented. There are also additional sources of funds for public and private universities that have the opportunity to obtain which There are also additional sources of funds for public and private universities that have the same opportunity to obtain, including :

1. Independent Campus Program from the Ministry of Education and Culture: There are several programs funded directly by the government, such as the Certified Internship Program, Independent Study, and others that are open to both public and private universities
2. Scholarship Programs: Several national and international scholarship programs also support MBKM activities by providing funding for participating students.
3. *Crowdfunding* and Donations: Some universities have also started utilizing *crowdfunding* and donations to support MBKM activities.

As long as student run one of the programs from MBKM, they are not charged at all. In other words, all programs in MBKM are free, In one of the MBKM policy program, namely internships and studies. (MSIB), in addition, students have funding from PT covering living course, transportation and accommodation during the internship, the details are as follows:

- a. Offline internship: IDR 2.8 million per month or as agreed with the internship partner.
- b. Online internship: maximum IDR 1.2 million per month or according to the agreement with the internship partner.

Hybrid internship: carried out for 3

months. Cocts are calculated according to offline costs, while the rest are according to online costs (Sevima 2023).

6. IMPLEMENTATION OF MBKM

Starting from planning, the process to the evaluating of learning are aspects important in curriculum development in the implementation of the MBKM approach. The integrative approach is an adjustment of the PAI study program in the curriculum in particular. Not only that, but also on the other hand, it refers to the MBKM policy and also refers to the priciples and values that have been developed in the PAI study program. In thid case, it is expected to be dynamic and also able to keep up with the demands of the times, which undeerlies the principle of sustainable development that is not only absolute or rigid. Therefore, there are several things either adjustments or curriculum development in :

- a. SLO Adjustment
- b. Adjusting SLOs with vision- mission, courses, and graduate profiles
- c. Developing BOK with study materials
- d. Formulate SLO instruments
- e. Checking and development of course nomenclature
- f. Riview of course distribution
- g. Development graduation strata
- h. Development of learning assesment and delevery techniques (Habibi, 2022)

In the implementation of MBKM itself, it is designed and returned to the higher education institution itself. Likewise, UIN Sunan Kalijaga provides MBKM design as follows. (MUTU, 2022).



Figure 2. MBKM design of UIN- LIKE

Policy reference 2 semester outside UIN Sunan Kalijaga in article 15 Paragraph 2 Number 3 of 2020 SNPT mentions that there is learning in other study programs in the same university, learning in other study programs in different universities, learning in the same study program in different universities, and learning in non-university institutions. These are 4 forms or systematics in

learning the rights of 2 semesters outside UIN Sunan Kalijaga.

7. DEVELOPMENT CURRICULUM ON MBKM

In curriculum development in this MBKM policy has guidelines which are based on substance related to design, ideas, processes, outputs and outcomes in the process of organizing education. In this case that has been described previously. The design includes several things, namely the curriculum in its development, starting from the study material, profile graduates, SLOs, and courses. The idea scheme includes several MBKM scheme in the curriculum concept that can be implemented in islamic universities, especially at UIN Sunan Kalijaga. Coverage in curriculum development includes other is the development of RPS and the implementation of learning with various methods and varieties in independent learning. Likewise, output, includes evaluation activities or measurement and assessment. Assessment the process of realizing achievements and outputs that are ideal and appropriate. In contrast to the outcome which includes the suitability of competencies or SLOs that have been formulated and adjusted, especially in the competent world of work (Anderson 2001).

There are 4 main policies in MBKM, namely : easing the opening of opportunities for universities for new study programs, changing the university accreditation system, facilitating the process of changing universities to PTNBH, and students who have the right to study outside the study program for 3 semesters. With the existence of this MBKM, the main hope is to meet the challenges found in the community in creating. Graduates in accordance with science and technology, especially in the demands of the world of work (business and industry). One of the important objectives in this MBKM is :

- Creating
- The learning process becomes innovative, creative, and there is no element of restriction, and it is also tailored to the needs of students.
- Student capabilities that are in accordance with the 21st century era and industry 4.0
- The sufficiency of learners' rights in learning through approach-based life, capability and transdisciplinary.
- Facility to students which are tailored to

their interests and competencies in order

- Debriefing of students via experience to outcomes

Kebijakan Merdeka Belajar-Kampus Merdeka

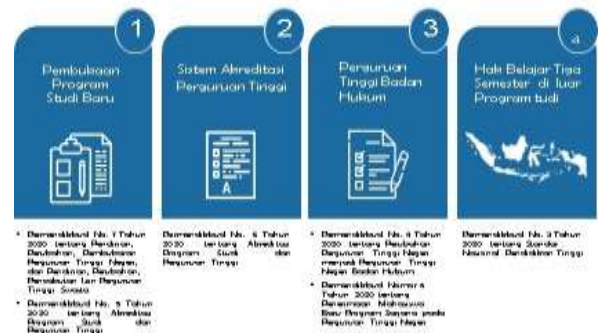


Figure 3. MBKM scheme

To produce outcomes in accordance with the era of the industrial revolution 4.0 and society 5.0, it is inseparable from KKNi and *Outcome Based Education* (OBE) along with MBKM. This development has the following framework:



Figure 4. Learning Merdeka Curriculum Paradigm

There is an obligation as a distinction of graduate characteristics to have a graduate profile in the religious field in the PTKI curriculum, thus each PTKI graduate is competent to show a self-profile of intellectuality over the values and attitudes of professionalism in the scientific focus of each individual. In addition, there are also stages of study program development that refer to MBKM, the regulation is guided by on Law number 12 of 2012. Which

is adjusted to social dynamics and science and technology. At the core of it all there are 3 outlines of planning, implementation and evaluation.

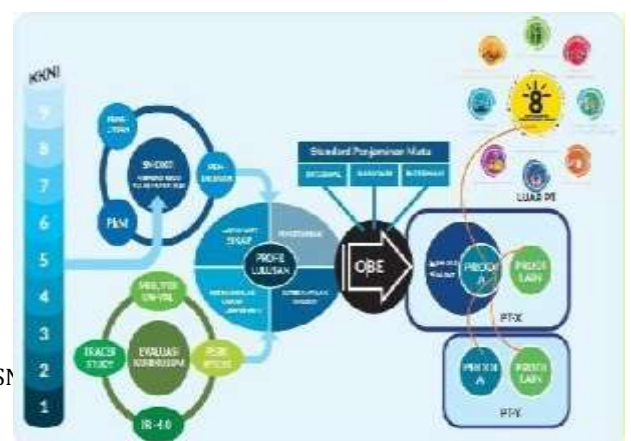


Figure 5. Learning Merdeka Curriculum Paradigm

This is in accordance with the outcomes, objectives and vision and mission of the PAI study program of FITK UIN Sunan Kalijaga which is based on integrative interconnective. Competent and in accordance with the needs of the field and can utilize technology. In addition to the orientation of the PAI study program, it is also given a platform to support this educational effort.

The integration curriculum in PAI Study Program is formulated in order to produce outcomes that are in accordance with the needs of the community and can survive in the global realm and can also compete in the general sector not only in the religious sector which is felt until now only in the religious sector such as this is the case in the realm of the Ministry of Religious Affairs, Islamic education institutions or their families.

Not only limited to the development of course competencies but also the need for redesign, especially the development of Islamic Education study programs, especially in reference to the previous structure. By not leaving Islamic Education courses. There are at least 4 things in determining the core curriculum, namely: PTIN's vision and mission, SKL so that the process of curriculum development can also be sustainable as well. Instead of that, it is necessary to determine the courses as supporting the MBKM curriculum, by mapping according to the course category, namely:

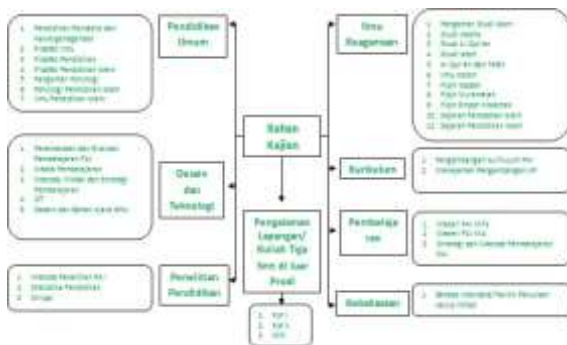


Figure 6. Body of Knowledge

In the picture above, the courses have been adjusted to the type of study material. It is also explained that the spiritual aspects and good manners are the competency standards. *Outcome* that is solid in other things not just theory. In the next stage, it is necessary to determine the study material, description and find the code in the study material, this is

| Kode | Bahan Kajian (BK) | Deskripsi Bahan Kajian |
|-------|---------------------|--|
| BK 01 | Ilmu-Ilmu Keislaman | Bahan Kajian yang berisi tentang ilmu-ilmu keislaman yang meliputi Pengantar Studi Islam, Studi Hadis, Studi Al Qur'an, Studi Islam, Al Qur'an dan Tafsir, Ilmu Kalam, Fiqih Ibadah, Fiqih Mu'amalah, Sejarah Peradaban Islam, Sejarah Pendidikan Islam, Ulumul Qur'an dan Ilmu Pendidikan Islam |

expected to facilitate the process of preparing the curriculum afterwards. Described in the following table :

Figure 7: Process of assigning Study Materials, Codes and Descriptions

After determining the study material and its description, the SKS weight can be determined. Described in the following table:

Figure 8. CPL Load Table

How to determine the Weight SKS

In determining the weight of SKS, it can be adjusted to the SLO load in each course. The SKS weight will be heavier if the achievement load is more. After that, it is presented in the form of a Semester Learning Design (RPS) or course

| NO | KODE WARNA | NAMA MATA KULIAH | KELUASAN | KEDALAMAN | SKS |
|----|------------|--|----------|-----------|-----|
| 1 | | Bahasa Indonesia | | | 2 |
| 2 | | Pendidikan Pancasila dan Kewarganegaraan | | | 2 |
| 3 | | Filsafat Ilmu | | | 4 |

syllabus. Page the course is designed independently by the lecturer or with a group of experts in a field together. In this case we can take that the course is formulated by expert lecturers of the study program and other study programs that have competence in that field. The amount of credit units (SKS) is adjusted to the student's learning load. The process is at least 4 months with UTS and UAS. 2 semesters in 1 year maximum 7 academic years minimum 144 credits.

From several processes in the MBKM program, there are several evaluations on implementation that must be found, of course, as follows:

1. Awareness and Understanding:

a. Not all students or related parties have sufficient understanding of the MBKM program, so lack of socialization and information can be an obstacle.

b. The lack of understanding and socialization of the MBKM program to lecturers and students has caused some of them to be pessimistic about the results of the program.

2. Participation:

a. Although there is an interest from students to join the MBKM program,

factors such as time availability, cost, or certain requirements may affect the level of participation.

- b. Limitations in conducting statistical data analysis.

3. Quality of Implementation

- a. The quality of implementation of MBKM activities, such as student exchanges, internships, or teaching assistantships, may vary and need

| KODE | INDIKATOR | CAPAIAN PEMBELAJARAN LULUSAN (CPL) | | | | | | | |
|------|---|------------------------------------|-------|-------|-------|-------|-------|-------|-------|
| | | BK 01 | BK 02 | BK 03 | BK 04 | BK 05 | BK 06 | BK 07 | BK 08 |
| 001 | berinteraksi dalam forum yang melibatkan dan mampu memfasilitasi orang-orang. | ✓ | | | | | | | ✓ |
| 002 | menyusun tugas atau pembelajaran dalam lingkungan yang berorientasi kepraktisan dan nyata. | | | | | | | | ✓ |
| 003 | mengaplikasikan ilmu, norma, dan nilai akademik. | ✓ | ✓ | ✓ | ✓ | ✓ | | | ✓ |
| 004 | berperan sebagai warga negara yang bangga dan cinta tanah air, memiliki rasa tanggung jawab pada negara dan bangsa. | | ✓ | ✓ | ✓ | | | | ✓ |

to be evaluated to ensure their effectiveness.

- b. Some challenges in conformity with the characteristics of scientific fields in the department.
- c. Challenges regarding partner perceptions related to the MBKM program, especially in terms of student exchange and suitability of courses with learning outcomes.

4. Industry Engagement

- a. In industrial internship programs, cooperation with industry and the availability of internship places that are suitable for students' fields of study can be a challenge.

5. Evaluation and Monitoring

- a. Important it is important to conduct regular evaluations of the MBKM program to evaluate its impact on students and educational institutions.
- b. Random sampling of probantus, so that it does not provide a good picture of the results of the study. Comprehensive about the phenomenon under study.

6. Suitability to Labor Market Needs:

The MBKM program needs to be tailored to the needs of the job market so that students can develop relevant skills and improve their competitiveness.

Conclusion

MBKM is a policy that gives universities the freedom to produce outcomes that are in accordance with the needs of the times, especially the industrial era 4.0. This policy also aims to reduce the gap in outcome qualifications between universities, and is also beneficial for graduates, educators, and universities as a whole. For lecturers, this policy is expected to develop pedagogical competence and mastery of learning substances, while for universities, MBKM provides benefits as a tool for evaluating the learning process and increasing capacity in achieving graduate learning goals.

The MBKM program offers various initiatives and policies that aim to improve the quality of higher education in Indonesia. The program provides opportunities for students to face the challenges of changing times and develop themselves and their learning abilities. There are eight forms (programs), including: student exchanges, internships or work practices, teaching assistance in educational units, research or research, humanitarian projects, entrepreneurial activities, independent studies or projects, building villages or thematic real work lectures.

The benefits of the MBKM policy are also very significant. For students, this policy is to explore their interests while studying at university. For graduates, MBKM provides special competencies or those that are relevant to the times. For lecturers, this policy is expected to develop pedagogical competence and mastery of learning substance. Meanwhile, for universities, MBKM provides benefits as a tool for evaluating the learning process and increasing capacity in achieving graduate learning objectives.

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Curriculum Vitae

The author's name is Mega Melani Ramadani, S.Pd. is an alumni of Darussalam Gontor University and is currently continuing his Master's studies at UIN Sunan Kalijaga, Islamic Religious Education study program.