



## Implementation of Independent Learning-Independent Campus at the Department Level of Islamic Religious Higher Education

Khaeroni, Sabri

*Universitas Islam Negeri Sultan Maulana Hasanuddin Banten, Indonesia*  
e-mail: khaeroni@uinbanten.ac.id, sabri@uinbanten.ac.id

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**ABSTRACT.** This study describes the implementation of an independent learning-free campus and the obstacles encountered in implementing an independent learning-free campus at the department level. The research approach used is qualitative. Data collection techniques include observation, interviews, and documentation. The data obtained from the research results were processed using qualitative descriptive data analysis. Implementing an independent learning-free campus at the department level begins with redesigning the curriculum and following the basic principles of an independent learning-independent campus. However, there are obstacles to implementing the independent study-free campus policy at the department level. First, the understanding of independent learning-an independent campus among lecturers and staff still needs to be cohesive and comprehensive. Second, the department needs to readjust the curriculum involving multiple stakeholders. Third, the availability of human resources. Fourth, the need for apprentice and entrepreneurial partners. Fifth, there is no particular unit that handles independent learning-independence campuses. Sixth, the learning process is less interactive. Lastly, socialization still needs to be carried out massively, especially in departments. Recommendations for these findings can be used as a basis for policymakers in implementing an independent learning-free campus.

**Keywords:** *Implementation, MBKM, internship, department*



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## INTRODUCTION

The curriculum is a collection of various subjects given by students through learning activities (Wicaksono, 2018). The curriculum in Indonesia has undergone several changes (Sejarah Perjalanan Kurikulum Pendidikan Tinggi Indonesia, 2015), starting from 1947, 1964, 1968, 1973, 1975, 1984, 1994, 1997 (revised 1994 curriculum). Furthermore, the 2004 (Competency-Based Curriculum) and the 2006 curriculum (Education Unit Level Curriculum) are known as KTSP. Indonesia's goal in changing the curriculum is to answer the problems of the previous curriculum or improve the previous curriculum (Andriani, 2020).

At the higher education level, the higher education curriculum in Indonesia has undergone some changes adapted to the needs and developments of the times (Junaidi, 2020). Along with these developments, the government has also set the National Standard for Higher Education (SN-Dikti), which has changed three times in the last six years. First, in 2014 the government issued Regulation of the Minister of Research, Technology and Higher Education Number 49 of 2014 and Regulation of the Minister of Research, Technology and Higher Education Number 44 of 2015, which had implications for the adjustment of the INQF curriculum or the Indonesian



National Qualifications Framework in Higher Education. Then, the third change, the government issued Regulation of the Minister of Education and Culture Number 3 of 2020. The exciting thing about this regulation is enacting the policy on Independent Learning-Independent Campuses (MBKM).

The MBKM policy aims to create independent learning activities on campus (Dirjen Pendidikan Tinggi, 2020). Therefore, it is easy to set up and adjust to create an innovative and independent learning culture that follows student needs (Assingkily, 2020). The implementation of this policy is expected to motivate students to learn a variety of knowledge and skills (Susetyo, 2020) in the face of competition in the world of work (Zunaidi et al., 2021), both as employees and as entrepreneurs, and allow students to choose the courses to be followed (Yuliati & Santoso, 2020). Therefore, departments are challenged to develop an adaptive curriculum and adapt to the increasingly rapid developments of the times without leaving the goal of producing graduates following predetermined learning outcomes. In addition, implementing the MBKM policy requires collaboration and cooperation with partners (Sopiansyah et al., 2021) or other parties related to their scientific fields and supporting the desired learning outcomes (Rodiyah, 2021).

Despite some positive impacts that are tried to be given, this policy also turns out to still leave question marks, especially regarding its implementation in the department (Lathif et al., 2022). Meanwhile, universities are likely to make slow changes to the curriculum that has just been implemented. Technically, administration and budgeting require all components of the university to sit down together to think about implementation strategies and the consequences that must be accepted and carried out so that the implementation follows the expectations and objectives of its performance.

The Department of Madrasah Ibtidaiyah Teacher Education (PGMI) has been implementing the 2018 Curriculum for the last three years as mandated by the 2015 SN-Dikti and Presidential Decree No. 8 of 2012. In terms of age, the implementation of this curriculum is worthy of review in the context of development. Moreover, it was coupled with enacting the 2020 SN-Dikti through Permendikbud No. 3 of 2020. Therefore, the structure of the KKNi curriculum needs to be reviewed so that it adapts to the 2020 SN-Dikti. For this reason, it is necessary to analyze the implementation to implement the MBKM policy through the development of the PGMI Department curriculum. The results of the initial identification of the objective conditions related to the implementation plan obtained that 1) The 2018 KKNi curriculum has been implemented since the Odd Semester of the 2018/2019 Academic Year; 2) the Graduate profile following the profile set by the association, namely as MI/SD Class Teachers; 3) Availability of courses that characterize the department determined by the association; 4) Approaches, strategies, and learning models in the PGMI Department focus on student activities; 5) Assessment and evaluation procedures are directed to see the achievement of learning outcomes and also feedback for departments; 6) Alignment of the current curriculum with MKBM policies; and 7) Availability of facilities, facilities, and infrastructure to support learning and capacity that allows a limited number of student exchanges.

In addition to the information above, several things are expected to become obstacles to the implementation plan. As far as the researcher observed, several problems were identified, namely: 1) Characteristics of students and lecturers who tend to be difficult to change; 2) Rules and guidelines that are not yet available at the ministry of religion and university level; 3) The curriculum development mechanism requires a reasonably long time and series of processes; 4) The possibility of an imbalance of criteria in collaborating with other campuses or institutions; 5) Limitations of course lecturers in the original department and also in the intended department; 6) There are differences in the needs of each agency; 7) Cost requirements are expected to increase; 8) A static and unsupported academic information system; 9) The imposition of social restrictions or other coercive circumstances; 10) Difficulties in handling student administration from various

departments and universities; 11) Students' freedom in choosing courses; 12) There is a disparity in quality between universities; and 13) Academic calendar misalignment.

Of course, there are still some other things that may have escaped the researchers' initial observations. However, to implement MKBM policies, paying attention to both the supporting factors and the problems above is necessary. Universities, through departments, need to make a series of efforts to overcome the issues and optimize their supportive factors so that the department has a mature implementation plan complete with the instruments to be used. Much wrote the article in 2020 that highlighted the opportunities and challenges of implementing the MBKM policy in developing student competencies. For example, Masnun (2020) said this policy could improve student competence through an internship program as a tangible form of the triple helix model. On the other hand, Masnun also mentioned several challenges the department will face, namely the need to prepare a curriculum following MBKM policies.

Research conducted by Sumarto (2020) concluded that the MBKM policy is very appropriate, can be collaborated, and can be integrated into the implementation of the INQF Curriculum that has been implemented. Research conducted by Wiwi Uswatiyah et al. In 2021 highlights the implications of MBKM policies on curriculum management and assessment systems at every level of education. These implications are adapted by conducting a curriculum review as a formal effort to implement policies and change the assessment system because learning implementation also changes (Uswatiyah et al., 2021). The three examples of research results above conclude that the performance of the MBKM policy is through a review of the INQF curriculum that is already in effect by accommodating forms of independent learning following the implementation guidelines. Thus, curriculum changes are necessary to implement MBKM policies at the department level.

Furthermore, research conducted by Dudy Imanuddin Efendi and Ahmad Sarbini in 2020 resulted in more technical conclusions regarding implementing MBKM policies through the construction of the INQF curriculum. They stated that in the context of the INQF, curriculum construction design needs to allow students to utilize diverse and comprehensive learning resources to achieve learning objectives (Effendi & Sarbini, 2020). Furthermore, as with the mechanism for compiling the INQF curriculum, implementing the MBKM policy also needs to pay attention to breadth and depth, which is expected to strengthen and improve mastery of learning outcomes that lead to the achievement of the main profile of graduates. Meanwhile, Kurniawan et al. (2020), Nasik and Setiawan (2020), Riana and Sugiarti (2020), and Abidah et al. (2020) are focusing their research on how MBKM implemented in a subject notably.

The other studies, such as Sudaryanto et al. (2020), Sari (2020), Susetyo (2020), Suryaman (2020), Arifin and Muslim (2020), Priatmoko and Dzakiyyah (2020), Assingkily (2020), Effendi and Sarbini (2020), Zunaidi et al. (2021), and Sopiansyah et al. (2021) talk more about reviewing and redesigning of the INQF curriculum by taking learning outcomes that are following the forms of implementation of MBKB. The breadth and depth of study material involved achieving competencies following the graduate profile. However, few studies highlight other aspects such as SOPs, job descriptions of related resources, budgeting, implementation stages, and information system upgrade points. For this reason, exploring and describing plans for implementing the MBKM in the PGMI Department is essential by taking the factors and problems above. Therefore, this research focuses on the PGMI Department's readiness to implement MBKM in the curriculum. Thus, the objectives of this study are 1) to describe the implementation of the MBKM in the PGMI Department and 2) to describe the obstacles faced in implementing MBKM in the PGMI Department.

## **METHOD**

This study uses a qualitative approach. This research was conducted at the Madrasah Ibtidaiyah Teacher Education Department (PGMI), one of six departments at the Tarbiyah and

Teacher Training Faculty of UIN Sultan Maulana Hasanuddin Banten. The type of research used is descriptive research, which describes what happens when doing research (Pasolong, 2013). The selection of informants for this study used purposive sampling. The informants in this study are Quality Assurance Institute; First Vice Dean; PGMI Department Lecturer; Education Personnel; MIN 1 Cilegon City; MIN 2 Serang Regency; Sultan Ageng Tirtayasa University; and UPI Serang Campus.

Sources of data used in this study are divided into two: a) Primary data is data obtained directly from the field through observation or direct observation of the object of research or interviews with informants related to research. Secondary data is obtained from the literature and documents in the form of guidelines or regulations related to research problems. This study uses several data collection techniques, namely: 1) Observation to obtain information, then the researcher understands and analyses the symptoms associated with the object of research, namely the readiness and process of curriculum development that adopts MBKM; 2) Interviews, collecting data through questions and answers between selected researchers and informants regarding the implementation of MBKM policy; and 3) Documentation, is a complement to the data from observations and interviews. Documents used or taken are relevant documents to the object of research. Data collected during the research through observation, interviews, or documentation will then be analyzed descriptively based on the theory of Van Meter and Van Horn. Next, the collected data are grouped to make it easy to choose and filter between essential and needed data and those not required. After being filtered, it is presented in an informative text to make it easier to understand. After that, conclusions are drawn that will answer the main research problems.

## RESULT AND DISCUSSION

### Result

This research was conducted through interviews and in-depth field observations and outlined into six elements, namely: policy indicators and objectives, resources, characteristics of implementing agents, tendencies/dispositions of implementers, communication between organizations, and implementing activities and economic, social, and political environment (Van Meter & Van Horn, 1975).

#### *Policy Indicators and Purpose*

The indicators and objectives of the policy will determine the success of achieving the purposes of implementing the MBKM policy. The commission will be effective if the size and objectives of the policy are realistic following the socio-cultural conditions that exist at the policy implementing level.

#### *Policy Objectives*

The objective of the MBKM policy, in particular, the program "*right to learn three semesters outside the department*," is to improve the competence of graduates, both soft skills and hard skills, to be more prepared and relevant to the needs of the times, to prepare graduates as future leaders of the nation with excellent and personality. Experiential learning programs with flexible pathways are expected to facilitate students to develop their potential according to their passions and talents. "*MBKM is good because it allows students to get a different learning experience from other campuses*," said Enung Nugraha, Lecturer of PGMI UIN Banten. In line with Enung, Habudin, a PGMI Lecturer, said that "*the goal of MBKM cannot be separated from our efforts to provide life skills in the form of skills (hard skills and soft skills) to students so that they are ready to face the MEA. Incidentally, students' understanding of MEA is still quite minimal, so it needs to be technically encouraged so that their understanding is more comprehensive*" and also relates to the results of his previous research. Based on this information, the understanding of the lecturers about the objectives of implementing the MBKM policy is excellent. There is still a need for a common perception of the technical aspect.

### *Policy Indicators*

Within the Ministry of Education and Culture, there are at least eight leading performance indicators related to the implementation of the MBKM policy (Irawan et al., 2021), namely: 1) Graduates Get Decent Work; 2) Students Gain Off-Campus Experience; 3) Lecturers have activities outside the campus; 4) Practitioners Teach On-Campus; 5) Utilization of Lecturer's Work; 6) Department in Collaboration with World-Class Partners; 7) Collaborative and Participatory Classes, and 8) International Standard Department. Regarding these indicators, based on the results of observations and interviews, several measures of policy success still need to be achieved. Nevertheless, it is considered quite reasonable because the KPI is currently only implemented in universities under the Ministry of Education and Culture. Meanwhile, it has yet to become a deep-rooted policy within the Ministry of Religion. However, it impacts the priority of organizing activities and financing at religious universities. However, this is possible because, theoretically and practically, the abovementioned measures are pretty realistic. However, it will take a long time for the objectives of this policy to be achieved. Thus, until now, this achievement has yet to be entirely performed.

### **Resource**

The success of the policy implementation process is highly dependent on the ability to utilize the essential resources in determining a successful implementation process.

#### *Human Resources*

Based on the MBKM implementation manual, several parties involved in the implementation explicitly stated the required resources, namely:

1. University: Chancellor, Vice Chancellor for Academic Affairs, Vice Chancellor for administration, planning, and finance with the main task of being in charge of finance, Vice Chancellor for student affairs, collaboration, and alums, Quality Assurance Institute, Research Institute and Community Service, Centre for Information and Database.
2. Faculty: Dean, Vice Dean I, Academic Section.
3. Department: Head of Department, Secretary of the department, administrative staff.
4. Lecturer
5. Students

#### *Financial resources*

Most MBKM implementation programs require additional costs outside the program or routine activities for students taking the non-MBKM pathway. For example, the development of information systems also requires costs for developers. In addition, according to the agreement, non-reciprocal student exchange activities also require a fee. Meanwhile, in the Ministry of Religion, the budget related to the MBKM program has not been seen explicitly. In contrast to the Ministry of Religion, MBKM policy implementation programs in universities under the Ministry of Education and Culture are financially supported by the ministry. However, suppose this program later becomes part of the Main Performance Indicators between the Chancellor and the Minister of Religion. In that case, the same thing happened at the Ministry of Education and Culture happened at the Ministry of Religion.

#### *Time resource*

Regarding the issue of time resources, Shobri, as the head of LPM, and Yayu, as the Head of the Center for Quality Development of LPM UIN Sultan Maulana Hasanuddin Banten uniformly said that "*the MBKM curriculum must begin to be implemented starting in the Odd Semester of the Academic Year 2021/2022*". According to the curriculum structure, in 2023, activities such as student exchanges, lectures in other departments, internships, and work practices will begin. Thus, the institution has at least one year until the users of this curriculum implement this policy. However,

the implications of setting targets still need to be communicated to all stakeholders so that each party knows their respective functions and roles.

### **Characteristics of Executing Agent**

In implementing the MBKM policy, there are still differences in interpretation, especially in each department's curriculum structure and university. This difference is in the graduate profile's characteristics and the distribution of various courses. For example, it is common for a course to have a chain of prerequisite courses, so placing them in the order preceding or the same semester is impossible. As a result, each department displays a different curriculum structure and course distribution. The implementation guidelines stated that the department must prepare courses or activities outside of courses converted to 60 credits of credit, which are spread over three semesters. In practice, most departments interpret those 60 credits are the maximum. It means that the department can prepare a partial 60 credits. However, it can be less than that. Therefore, in the curriculum structure, there are different distributions of courses.

SEMESTER 5				SEMESTER 6				SEMESTER 7			
Kode	Urut	20	SKS	Kode	Urut	20	SKS	Kode	Urut	20	SKS
A04211553	53	PEMBELAJARAN PENJAS	2	A04211663	63	DIGITAL DESAIN*	3	A04211719	19	KUKERTA	4
A04211554	54	PEMBELAJARAN TEMATIK**	2	A04211664	64	DIGITAL PRENEUR*	3	A04211733	33	PLP	4
A04211555	55	EVALUASI PEMBELAJARAN DI SD/MI	3	A04211665	65	PEMASARAN INTERNET*	3	A04211773	73	KETERAMPILAN BERWIRSAUSAHA (PRESENTASI, PRAKTIK, LAPORAN)	4
A04211556	56	PEMBELAJARAN PKN MI/SD**	2	A04211666	66	COMMUNICATION SKILLS FOR TEACHER***	3	A04211774	74	SEMINAR PROPOSAL TUGAS AKHIR	2
A04211557	57	PEMBELAJARAN PAI MI/SD BERBASIS BUDAYA LOKAL**	2	A04211667	67	PENGELOLAAN PERPUSTAKAAN DI SD/MI	3				
A04211558	58	MANAJEMEN BERBASIS SEKOLAH/MADRASAH	2	A04211668	68	METODOLOGI PENELITIAN DAN PENGEMBANGAN (R & D)	3				
A04211559	59	PENDIDIKAN INKLUSIF DI SD/MI	2	A04211669	69	PERENCANAAN BISNIS START-UP***	3				
A04211560	60	PEMBELAJARAN IPS MI/SD BERBASIS KEWIRSAUSAHAAN**	2	A04211670	70	COMPUTATIONAL THINKING	3				
A04211561	61	PENELITIAN TINDAKAN KELAS	2	A04211628	28	PEMBELAJARAN MIKRO	2				
A04211562	62	PENGEMBANGAN MEDIA DAN SUMBER BELAJAR INOVATIF	2	A04211671	71	METODOLOGI PENELITIAN PENDIDIKAN (KUANTITATIF & KUALITATIF)	4				
				A04211672	72	PENULISAN TEKS AKADEMIK	3				
			21				21				14

Figure 1 Example of the distribution of courses each semester in the 2021 curriculum draft (MBKM).

The picture above shows that the number of credits does not match (exactly) fits the guidelines because the head of the department understands that the 20 credits per semester are final. On the other hand, both leaders at the rectorate and faculty levels share the same spirit and thought that this policy is an excellent program and will always be supported at the level of implementation. As an example of this support, on 9 to 10 November 2021, the Faculty of Tarbiyah and Teacher Training sent seven delegates to the MBKM Partners activity organized by UIN Yogyakarta.

### **Tendency (disposition) of Implementing Agent**

#### *Cognition/ understanding of policy*

The results of an interview with the Head of LPM said that *"the heads of departments at the Tarbiyah and Teacher Training Faculty have a better understanding of MBKM policies than others."* In addition, Yuyu Heryatun also said that *"at the technical level, the Faculty of Tarbiyah and Teacher Training is considered the most prepared (to implement MBKM) among other faculties."* This statement is followed by the results of field observations which show that all departments at the Tarbiyah and Teacher Training Faculty have submitted drafts of the MBKM-oriented curriculum redesign following the orders given by the Head of LPM. Thus, the characteristics of the implementing agency, in this case, the technical understanding and readiness of the department in implementing MBKM, are in line with expectations. It is just that LPM needs to do more massive socialization and impact budgeting priorities.



### *Policy response*

There are different perceptions among the heads of the departments on this policy. Nevertheless, at the Tarbiyah and Teacher Training Faculty, "*all heads of the departments support and welcome this policy*," said Nana Jumhana, Dean of the Tarbiyah and Teacher Training Faculty. Although in the end, all faculties followed their superiors' orders to prepare themselves for implementing this policy. Meanwhile, at the student level, they also welcomed the plan to implement this policy because, according to them, "*I can choose activities that suit my interests*," said Najat, one of the students in the PGMI Department. Likewise, the Chancellor and LPM strongly encourage all departments to prepare a curriculum that serves students' rights to attend lectures outside the department.

### *Response intensity*

Meanwhile, the intensity of the response of the implementing staff to this program based on the results of observations is sufficient to show the high support given by each party involved in implementing this policy. This support appears in various forms, such as implementing webinars on MBKM, budget allocations for curriculum redesign by bringing in experts, budget allocations for curriculum reviews by inviting stakeholders and sending faculty representatives to MBKM Partner activities collaborating with other campuses and companies around campus.

## ***Inter-organizational Communication and Implementing Activities***

### *Inter-organizational Communication*

#### 1. Accuracy of communication with implementers

In this case, universities are the leading implementers for implementing the MBKM policy. Nevertheless, of course, universities cannot afford to do it alone. Therefore, the university cooperates with other universities under the Ministry of Religion, other universities under the Ministry of Education and Culture, both public and private, such as with Untirta, UPI Campus Serang, and STKIP Situs Banten, and with industry (in this case industry is the school/madrasah). Communication is carried out in informal forms, such as correspondence (or email), and non-formal forms, such as WhatsApp or telephone. In addition to facilitating formal communication, non-formal communication is also needed to establish emotional closeness with policymakers in other institutions. In addition, communication continues to be carried out with the ministry, especially with the director-general of Islamic higher education, which explicitly handles education issues in religious (Islamic) universities. So far, the information received by universities related to the discourse on implementing MBKM policies is considered very good because the information received is also understood correctly. The essential part of communication is internal communication, which involves all parties implementing this policy. So far, communication has been established formally through letters, as is usually done by LPM. Likewise, at the faculty level, communication is also carried out correctly.

#### 2. Consistency or uniformity of information communicated.

Based on the observations made among the department leaders, all departments receive information correctly and contain exact or uniform information. Constraints faced in uniformity of information is the difference in perception. So, even though the information is the same or uniform, recipients of information can have different perceptions. This difference is indicated in the results of the collected drafts. In the end, the First Vice Dean tried to accommodate this difference by taking a more general policy related to the distribution of prerequisite courses.

### *Implementing Activities*

The Chancellor and LPM as the implementation coordinator, always remind and supports all departments to implement MBKM policies properly. Observations have shown that this is the

case. Likewise, the Dean and the Vice Dean for academics continue to show their support at the faculty level.

### ***Social, Economic, and Political Environment***

The conduciveness of the external environment must also be considered (Sumpeno, 2020) so that policy implementation can be carried out correctly. In implementing the MBKM policy, the closest external environment is the community itself. The extent to which the community can participate in implementing policy and responds to the implementation of this policy.

#### *Social environment*

"Socially, I think parents are supportive because there is a character education and soft skills." This statement is a snippet of an interview with Anita, a lecturer with her daughter participating in the MBKM in the Indonesia Teaching program. From the interview results above, Anita stated that the success of MBKM must be supported by three components: universities, parents, and the community. This opinion is supported by the statement of another lecturer, namely Agus Gunawan: *"The orientation of MBKM is to build students' character because, in MBKM, the first thing to be achieved is soft skills, competence, and real experience in the field. This curriculum is good, but we will see how it develops later because even though it is good on campus, if the environment and family do not support it, it still needs to run. Many media provide information that is no longer filtered."* Agus Gunawan informed that building student skills could be done on campus and supported by the surrounding environment and parents because lecturers and departments could only monitor students. In contrast, students' time was mostly spent with parents and the community. However, according to him, the participation of parents and the community still needs to be improved in supporting character education as part of MBKM.

#### *Political Environment*

One that includes the political environment is government agencies. The political climate also contributed to the success of this program. Because the program is a program of the Minister of Education and Culture, there are exceptional staff who always oversee the implementation of this program and help if the implementer experiences difficulties.

### **Discussion**

In line with Ali Masnun, implementing the MBKM policy will face several obstacles, including preparing a complex curriculum. The facts on the field also show that the re-design of the curriculum by accommodating the MBKM policy cannot leave the regular curriculum, which in practice must run simultaneously because, in principle, MBKM is a right, not an obligation, so that the department is required to prepare the distribution of off-campus learning rights to students who take their rights while also continuing to serve students who take the regular one. This fact is also in line with the research results of Dudy Imanuddin Efendi and Ahmad Sarbini, Sudaryanto, Maya Mustika Sari, Susetyo, and Priatmoko. Based on the results of the researcher's observations, information was obtained that the implementation of the MBKM Policy in the PGMI Department was in several forms, namely:

1. Curriculum. The PGMI Department has compiled it based on the MBKM Manual and the Guidelines for the Right to Study Outside the Campus of UIN Sultan Maulana Hasanuddin Banten.
2. Course Preparation. Preparation of courses offered in student exchange programs, internship programs, entrepreneurship programs, thematic KKN, collaboration in research and publications, and the possibility to join the Teaching Campus of the Ministry of Education and Culture. The MBKM Program will be implemented when students enter Semester V from the curriculum structure.



Meanwhile, the implementation of the MBKM Policy in the PGMI Department encountered several obstacles, namely:

1. Obstacles to Departments and lecturers are the understanding of MBKM among lecturers and employees that still need to be completed and comprehensive, the need to readjust the curriculum, the availability of human resources and internship partners, entrepreneurship, and the absence of a particular unit that handles MBKM.
2. Constraints experienced by students are an unstable network, a less interactive learning process, and socialization that still needs to be strengthened, especially in the department.
3. Funding problems that have not fully supported the MBKM program
4. Information system constraints have yet to show any effort for the development.

### ***Implementation Based on MBKM Principles***

Based on the description above, there are at least seven principles that need to be considered in implementing the MBKM policy, namely:

#### *Achievement Oriented Graduate Profile*

The forms of learning given to departments are lectures, responses and tutorials, seminars, practicums, internships, project work, village development, and others to realize the achievement of the graduate profile that each department has formulated. The department must always adhere to the profile of graduates. Therefore, the department strives to develop a curriculum, so graduates have competencies following the specified profile. The observations show that the implementation of MBKM in the form of a curriculum has fully contained learning outcomes following the profile.

#### *Holistic Competency Achievement*

Activities on and off-campus should provide various learning experiences to achieve complete competence. For example, people are gaining diverse experiences with orientation to competency achievement based on contextual learning through multiple learning resources. Through MBKM, competence is believed to be achieved holistically. It is just that this achievement has yet to be seen because its implementation is only limited to the implementation of the curriculum, whose main program will only start in 2023.

#### *Collaboration*

Collaboration is an essential keyword in the implementation of MBKM policies. Mutually beneficial cooperation is carried out between universities and external parties based on the principle of mutually beneficial collaboration, namely building a shared vision to build quality human resources through institutional cooperation activities with institutions, organizations, and the business and industrial world. This collaboration principle is oriented towards complementary, enriching, and strengthening efforts between academics and practitioners in the field. Technically, this collaboration must revisit CPL's first principle (above). Initially, all program outputs as a form of implementing this policy lead to achieving graduate competencies. Whatever students do, on-campus and off-campus, is nothing but an effort for the department to achieve the competencies that have been set.

From 9th to 10th of November 2021, the PGMI Department, through the Tarbiyah and Teacher Training Faculty, established a partnership with 8 (eight) other PGMI departments, namely: PGMI UIN Sunan Kalijaga as the host, PGMI UIN Banten, PGMI UIN Tulungagung, PGMI UIN Jember, PGMI UIN Imam Bonjol Padang, PGMI IAIN Ambon, PGMI STAI Yogyakarta, and PGMI Muhammadiyah University Ponorogo. Some points of agreement reached on this forum are:

1. Student exchange. Technically, student exchange means that several students are sent to attend lectures at other universities and vice versa. The intended university also sends some students to participate in classes on its campus. The consequence of this activity is that the two

departments must ensure that the distribution of courses is the same as the total or the exact weight of credits. In addition, each university also needs to match the academic calendar so that the student intake period is also the same. Another aspect of this program is that the costs incurred by students participating are increasing, while the lecture activities followed are the same. Thus, this program can be carried out after the two parties agree on common similarities. In addition, lectures should also be conducted online.

2. Research Collaborative. *Collaborative research* can be defined as research that involves coordination among researchers, institutions, organizations, or communities. Collaboration can be classified as voluntary cooperation, consortium, association, merger, and fusion and can occur at five different levels: within a discipline, interdisciplinary, multidisciplinary, transdisciplinary, or national or international (Bansal et al., 2019).
3. Internship/Joint Practice. Students do internships according to their field of expertise in institutions, offices, or industries during a specific time interval. In this program, students are accompanied by and report activities during the internship to the intern supervisor.
4. Teach Assistant. Student act as an assistant to lecturers at the university.
5. Unstructured Student Exchange. It is unstructured because student exchanges can be carried out at any time and not tied to a particular academic calendar, such as lecturing activities. These exchanges can be made on programs such as joint seminars or workshops or working on joint research projects.
6. Community Service Activities to Build Villages. This activity is an alternative to the conventional community service program. Students can choose the location of the service as desired and submit a proposal program/service proposal.

Discussions about graduate profiles have ended because each department understands them differently, giving a diverse curriculum structure. As a result, student exchange cooperation is still in the form of discourse.

#### *Multi experience*

Meaningful learning experiences cannot be obtained with only one type of learning activity and with limited interaction. Therefore, a broader learning environment is needed, providing authentic experiences that are more applicable and in-depth (enrichment). MBKM facilitates students to gain various experiences through interaction with more diverse learning resources. The MBKM curriculum owned by the PGMI Department allows students to have various occasions along with the progress and development of knowledge and technology.

#### *Linkage and Equivalence*

The program designed to implement MBKM refers to the principles of linkage and match and the compatibility between what is learned in lectures and what is demanded in the field. Furthermore, studies in MBKM strived to provide standard infrastructure, namely classes, workshops, and laboratories that follow industry standards. Thus, there is no longer a gap between campus facilities and field facilities, so it is hoped that there will be no gap between the competencies possessed by graduates and the competency standards required in the world of work. Among religious universities, there are still many universities with very diverse rankings. With the existence of partnerships at MBKM, each university must collaborate to open up to prioritize equality.

#### *Independent Learning (Self-Regulated Learning)*

MBKM policy forces students to have specific course goals and know how these goals can be achieved. Here, students will determine what is the best to develop their potential.

#### *21st Century Skills Oriented*

The program described and the activities carried out in the context of learning are based on an effort to master four essential skills that become consensus, namely (Frache et al., 2019): (1) critical thinking skills, (2) communication skills, (3) creative skills, and (4) the ability to collaborate. The MBKM concept allows all students involved in the program to have this consensus. This study implies that curriculum modifications are needed to implement the MBKM policy at the department level while still referring to the implementation guidelines published by the Ministry of Education and Culture. Religious Universities also need to pay attention to the guidelines published by the Ministry of Religion. In addition to preparing the right to study outside the campus, the curriculum also still needs to accommodate the interests of students who take the traditional way. In addition to preparing the curriculum, the department must collaborate with other departments, both fellow or different universities. In addition to universities, it is also necessary to collaborate with industry, community organizations, and government institutions. Technically, the implementation of the MBKM policy also has implications for changes in academics, information systems, management structures, and financing.

## CONCLUSION

Based on the discussion above, it can be concluded that to implement the MBKM policy at the department level, the study program needs to: 1) modifier the curriculum referring to the guide; 2) establish cooperation with similar departments outside the university; 3) collaborating with other department, governments, industries, both state or private; 4) socialization the program as a form of MBKM implementation to lecturers and students. While at the university level, what needs to be done is: 1) produce a guideline for the right to study outside the university; 2) modification of academic guidelines by including conversion guidelines, alternative professional practices, and community services; 3) prepare resources that handle MBKM at the university level to bridge with another university; 4) prepare an information system, and 5) setting up financing.

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