

## **The Merdeka Belajar Kampus Merdeka Program: An Analysis of the Success Factors**

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### **Abstract**

*The background of this research is that the implementation of the MBKM policy has not been fully implemented, obstacles such as human resources and supporting facilities are not yet ready. So, it is necessary to know what are the factors that influence the successful implementation of Merdeka Belajar Kampus Merdeka Program, especially at the Universitas Bandar Lampung. This study uses a qualitative approach with data collection methods using In-Depth Interviews. The results obtained are the factors that influence the success of the implementation of the Merdeka Belajar Kampus Merdeka Program, namely the commitment and vision of the university leadership towards the implementation of the Merdeka Belajar Kampus Merdeka Program, the existence of a special unit that is responsible for the implementation of the Merdeka Belajar Kampus Merdeka Program, the support and commitment of partners, the*

*same positive mindset from the entire academic community regarding the Merdeka Belajar Kampus Merdeka, the role of active and optimal supervisors, the role of active, initiative and creative students, the role of other academics regarding the administration of activities, the existence of standard operating procedures references, curriculum conformity planning, ect.*

**Keywords:** *Factor Analysis, Merdeka Belajar Kampus Merdeka Program, MBKM Implementation.*

## **Introduction**

The *Merdeka Belajar Kampus Merdeka* (MBKM) is part of the Merdeka Belajar policy by the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia which provides opportunities for students to hone skills according to their talents and interests by going directly into the world of work as preparation for future careers. front. Minister of Education and Culture (Kemendikbud) Nadiem Anwar Makarim during a speech at the 2019 National Teacher's Day (HGN) event sparked the concept of "Free Education for Learning". This concept is a response to the needs of the education system in the era of industrial revolution 4.0. The MBKM concept directs students to be more ready to work, collaborate, be creative and be useful for themselves and society<sup>1</sup>. Nadiem Makarim said that freedom of learning is freedom of thought. Freedom of thought is determined by the teacher<sup>2</sup>. So, the main key to support the new education system is the teacher. In the case of universities, it is Lecturer.

Yamin et al, (2020) assesses that the concept of "Learning Independence" proposed by Nadiem Makarim can be drawn

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<sup>1</sup> Nurhayani Siregar, Rafidatun Sahirah, and Arsikal Amsal Harahap, "Konsep Kampus Merdeka Belajar Di Era Revolusi Industri 4.0," *Fitrah: Journal of Islamic Education* 1, no. 1 (2020): 141-57.

<sup>2</sup> "Makarim, Nadiem, 2019. 5 Policies of the Minister of Education and Culture Nadiem to Develop Education.," n.d.

several points<sup>3</sup>. First, the concept of "Independence Learning" is the answer to the problems faced by teachers in educational practice. Second, the burden of teachers is reduced in carrying out their profession, through freedom of independence in assessing student learning with various types and forms of assessment instruments, freedom from various burdensome administrative processes, freedom from various pressures of intimidation, criminalization, or politicization of teachers. Third, it opens our eyes to find out more about what obstacles are faced by teachers in learning assignments at school, starting from the problem of accepting new students (input), teacher administration in teaching preparation including lesson plans, the learning process, as well as evaluation problems such as USBN. -UN (output). Fourth, for teachers who are at the forefront of shaping the nation's future through the learning process, it is important to be able to create a happier learning atmosphere in the classroom, through an educational policy that will later be useful for teachers and students. Finally, when Nadiem Makarim gave a speech at the National Teacher's Day (HGN) event, it was assumed that it would no longer be an idea but rather a policy to be implemented.

In its implementation, the *Merdeka Belajar Kampus Merdeka* program consists of 8 KPIs (Key Performance Indicators). Graduates Get Decent Jobs. Graduates or alumni of a campus affect the results of the achievement of the campus. More and more alumni are successful in finding decent jobs, or perhaps pursuing entrepreneurship and continuing their studies. Through this provision, it is hoped that the campus will not only focus on providing an educational curriculum that provides knowledge but also equips its students with skills that have sales value in the

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<sup>3</sup> Muhammad Yamin and Syahrir Syahrir, "Pembangunan Pendidikan Merdeka Belajar (Telaah Metode Pembelajaran)," *Jurnal Ilmiah Mandala Education* 6, no. 1 (2020).

world of work or the community. So, they don't have a hard time getting a job.

**Students Get Off-Campus Experience.** Includes work internships, research, village projects, student exchanges, entrepreneurship, and through teaching activities. The campus provides more facilities for students to develop themselves. Not only passive in class, but carrying out learning activities with varied models, and able to provide qualified skills. Lecturers have activities outside the campus. Lecturer activities are not only on the campus itself. But also, off-campus, such as seeking industrial experience as well as teaching at other campuses.

**Practitioners Teach On-Campus.** Teachers are not only among lecturers but also practitioners. Namely recruiting lecturers who are experienced in a field so that the knowledge shared is more complex because they have been directly involved in the field. **Lecturer's Work is Used by the Community.** The fifth KPI is the work of lecturers used by the community. That is related to the results of research conducted should provide great benefits for the surrounding community.

**Study Programs in Collaboration with World-Class Partners.** The university will collaborate with partners to improve the study program. Such as internships, absorption of graduates, and others. **Collaborative and Participatory Class.** The campus together with the lecturers can create a qualified class. Can involve students and stimulate their involvement in the learning process in the classroom. **International Standard Study Program.** Associated with international accreditation so that universities are expected to be able to achieve international accreditation to be widely known by the world.

The objective of the *Merdeka Belajar Kampus Merdeka* program 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 personalities. So, the implementation of the *Merdeka Belajar Kampus Merdeka* program can be successful if the goals have been achieved. According to Poerwardaminta (2007), success means success or luck. So, success is a person's success in achieving something. Success is an achievement of the desire that we have intended to achieve or the ability to pass and overcome oneself from one failure to the next without losing enthusiasm. Success is closely related to our accuracy in determining goals, while goals are targets that we have set.

In the implementation of the MBKM policy, there are several obstacles, pros, and cons both on the public and private universities, the challenge implementation of MBKM policies in private Islamic universities in Indonesia include:

Collaboration mechanism; internships outside the study program, and financing<sup>4</sup>. The problems that will be faced by universities include goals education, policies are still partial, rules or guidelines, mindset, curriculum preparation, implementation, good cooperation between universities and with industry or companies, funds, administrative systems academics, the Covid 19 pandemic, preparation of human resources. The implementation of the MBKM policy has not been fully implemented, constraints: human resources and facilities supporters are not ready<sup>5</sup>. Independence learning is still using conventional learning, the

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<sup>4</sup> Syamsul Arifin and M O H Muslim, "Tantangan Implementasi Kebijakan 'Merdeka Belajar, Kampus Merdeka' Pada Perguruan Tinggi Islam Swasta Di Indonesia," *Jurnal Pendidikan Islam Al-Ilmi* 3, no. 1 (2020).

<sup>5</sup> Nanda Alfian Kurniawan et al., "Implementasi Prinsip-Prinsip Merdeka Belajar Bagi Calon Konselor," in *Prosiding Seminar Nasional Bimbingan Dan Konseling Universitas Negeri Malang*, 2020, 69–72.

measure of student success is still on mastery of the material<sup>6</sup>. So that it can be known that The challenges faced by private universities in implementing Merdeka Belajar Kampus Merdeka; 1) the adaptation process of the KKNi curriculum with the *Merdeka Belajar Kampus Merdeka* program, 2) the partner campuses are still limited, 3) the collaboration of private universities in Aceh with outside parties, both companies, BUMN, BUMD and even the government is still very limited, 4) fund management by foundations that have not budgeted funds for Merdeka Belajar Kampus Merdeka, 5) quality and productivity of human resources for lecturers and students<sup>7</sup>.

Currently, the implementation policy of the *Merdeka Belajar Kampus Merdeka* program has become more widespread and must be implemented in various universities, but what about the implementation standards? Has the implementation of the Merdeka Learning Independent Campus program been implemented well in universities? What are the performance standards for program implementation? Is it possible to achieve the desired common goal? MBKM policies are less effective and have not been implemented properly because: 1) It is difficult to convert courses 2) It is not easy to get partners 3) The collaboration process between universities is complicated 4) There are many programs and activities that must be implemented. 5) The system is not ready. 6) there is no compatibility between lectures and activities outside the study program. 7) the existence of quota determination. 7) HR issues. 8) Lack of support from students. 10) Network problem.

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<sup>6</sup> Hendrik A E Lao and Yandri Yusuf Cornelis Hendrik, "Implementasi Kebijakan Kemerdekaan Belajar Dalam Proses Pembelajaran Di Kampus IAKN Kupang-NTT," *Jurnal Dedikasi Pendidikan* 4, no. 2 (2020): 201-10.

<sup>7</sup> Tuti Marjan Fuadi and Dian Aswita, "Merdeka Belajar Kampus Merdeka (MBKM): Bagaimana Penerapan Dan Kedala Yang Dihadapi Oleh Perguruan Tinggi Swasta Di Aceh," *Jurnal Dedikasi Pendidikan* 5, no. 2 (2021): 603-14.

Recommendations: 1) Focus on priorities to improve students' ability to compete in the world of work. 2) Prepare structures and infrastructure to properly support programs and activities. 3) Prepare qualified human resources. 4) Balancing between theory and practice through street vendors. 5) Require government officials, business actors, entrepreneurs, experts to teach as guest lecturers. 6) Lecturer exchange program, 7) Internships and regular KKN are improved. 8) Encouraging students to create jobs<sup>8</sup>.

Before looking at the performance of the implementation of the *Merdeka Belajar Kampus Merdeka* program, it is necessary to know what are the factors that influence the successful implementation of the *Merdeka Belajar Kampus Merdeka* program implementation. Factors are things (circumstances, events) that contribute to (influence) the occurrence of something. There are three indicators that can be used to measure the success of communication variables, namely: Transmission, good communication distribution will be able to produce a good implementation as well. Often what happens in the distribution of communication is a misunderstanding (miscommunication), this is caused by communication that has gone through several levels of bureaucracy so that what is expected is distorted in the middle of the road. Clarity, communication received by policy implementers (street-level-bureaucrats) must be clear and not confusing (unambiguous/ambiguous). The ambiguity of the policy message does not always hinder implementation, but at a certain level, implementers need flexibility in implementing policies. At another level, this will distort the objectives to be achieved by the policies that have been implemented. Consistency, the

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<sup>8</sup> Ratna Puspitasari and Riant Nugroho, "Implementasi Kebijakan Merdeka Belajar Kampus Merdeka FISIP UPN Veteran Jawa Timur," *Dinamika Governance: Jurnal Ilmu Administrasi Negara* 11, no. 2 (2021).

instructions given in the implementation of communication must be consistent and clear (to be implemented or executed). Because the orders given change frequently, it can confuse implementers in the field. In addition, what affects the success of policy implementation is human resources. The need for the professionalism of human resources and the activities they carry out can contribute to the success of the business and can give the company/organization competitiveness on productivity, quality, and services<sup>9</sup>. Therefore, civilizing education to improve the ability of human resources is very necessary<sup>10</sup>. Furthermore, what affects the successful implementation of a program is disposition. The disposition or attitude and implementation of policies is the third important factor of a public policy.

## Methods

This study uses a descriptive qualitative approach. Bogdan and Taylor define qualitative methodology as a research procedure that produces descriptive data in the form of written or spoken words from people and observed behavior. In addition, qualitative research is research that intends to understand the phenomena as they are experienced by research subjects holistically utilizing descriptions in the form of words and language in special contexts that are natural and by utilizing various scientific methods<sup>11</sup>. In this study, data were collected by literature studies, field observations, and the implementation of In-Depth Interviews with resource persons, namely the parties involved in the implementation of the *Merdeka Belajar Kampus*

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<sup>9</sup> Robert L Mathis and John H Jackson, "Human Resource Management Buku 2," *Edisi Pertama. Jakarta: Salemba Empat*, 2001.

<sup>10</sup> Sedarmayanti Sedarmayanti, "Sistem Politik Indonesia Menuju Civil Society (Masyarakat Madani)," *Jurnal Ilmu Administrasi: Media Pengembangan Ilmu Dan Praktek Administrasi* 1, no. 2 (2004): 51-64.

<sup>11</sup> Lexy J Moleong, "Metode Penelitian Kualitatif" (Bandung: Remaja Rosdakarya, 2007).



*Merdeka* Program such as the Chancellor of the Universitas Bandar Lampung, Deputy Chancellor, Director of the *Merdeka Belajar Kampus Merdeka* Program, Dean of the Faculty of Economics and Business, Partners where the *Merdeka Belajar Kampus Merdeka* Program is held, students who carry out the *Merdeka Belajar Kampus Merdeka* Program and alumni who have implemented the *Merdeka Belajar Kampus Merdeka* Program.

## **Results and Discussion**

Based on the results of the interview, it was found that various problems must be corrected for a better implementation of the *Merdeka Belajar Kampus Merdeka* program, such as the mindset of all parties related to the implementation of the *Merdeka Learning Independent Campus* program who do not yet have the same understanding about the benefits of the *Merdeka Learning Independent Campus* program in the future. So that it affects the implementation of the *Merdeka Belajar Kampus Merdeka* program which is not yet optimal.

Then from the technical side, such as the selection of the *Merdeka Belajar Kampus Merdeka* program which is still not evenly distributed. That students are still looking for a safe zone in several types of *Merdeka Belajar Kampus Merdeka* programs such as apprenticeships. Even though there are many types of *Merdeka Belajar Kampus Merdeka* programs are very possible to do and will provide diverse experiences for students.

Furthermore, regarding the relevance of the courses that will be converted to the activities carried out in the *Merdeka Belajar Kampus Merdeka* Program. There is no clear assessment of the standardization of value conversions, at least in terms of the criteria for each course.

From the partner side, it is necessary to re-establish a

better relationship with each related partner for monitoring and evaluation of *Merdeka Belajar Kampus Merdeka* Program in the future, and indeed not all activities have written agreements with partners. And according to partners, more selection needs to be made regarding students who will take part in the *Merdeka Learning* program at the *Merdeka Campus*, because some student conditions do not meet expectations.

According to the results of the In-Depth Interview, it is known that the implementation of *Merdeka Belajar Kampus Merdeka* Program at the Faculty of Economics and Business, Universitas Bandar Lampung is currently not optimally implemented due to the following factors:

Table 1. Factors Influencing the Successful Implementation of the *Merdeka Belajar Kampus Merdeka* Program

No	Factors
1	Commitment and vision of higher education leaders towards the implementation of the <i>Merdeka Learning Program</i> for the Independent Campus
2	There is a special unit that is responsible for implementing the <i>Merdeka Learning Program</i> for the Independent Campus.
3	The support and commitment of the <i>Merdeka Belajar Kampus Merdeka</i> Program partners.
4	The same mindset from the entire academic community regarding the <i>Merdeka Belajar Kampus Merdeka</i> program has a positive impact on all parties involved.
5	The role of an active and optimal supervisor.
6	The role of active, initiative, and creative students
7	The role of other academics regarding the administration of the implementation of the <i>Merdeka</i>

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- Belajar Kampus Merdeka Program*
- 8 There is a reference to standard operating procedures for the implementation of the appropriate *Merdeka Belajar Kampus Merdeka Program*
  - 9 Planning the suitability of the curriculum and implementing the *Merdeka Belajar Kampus Merdeka Program* in the field
  - 10 The suitability of student interests and program placements and the location of *Merdeka Belajar Kampus Merdeka Program*
  - 11 Appropriateness of value conversion per course.
  - 12 Policy and resource support from the government.
  - 13 Supporting IT facilities and facilities for *Merdeka Belajar Kampus Merdeka Program*
  - 14 The process of monitoring and evaluating the implementation of *Merdeka Belajar Kampus Merdeka Program* for future improvements
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From the explanation above, the identification of the factors that influence the successful implementation of the Merdeka Learning program at the Merdeka Campus. Furthermore, more details will be described with a Causal Loop Diagram.

#### Causal Loop Diagram (CLD)

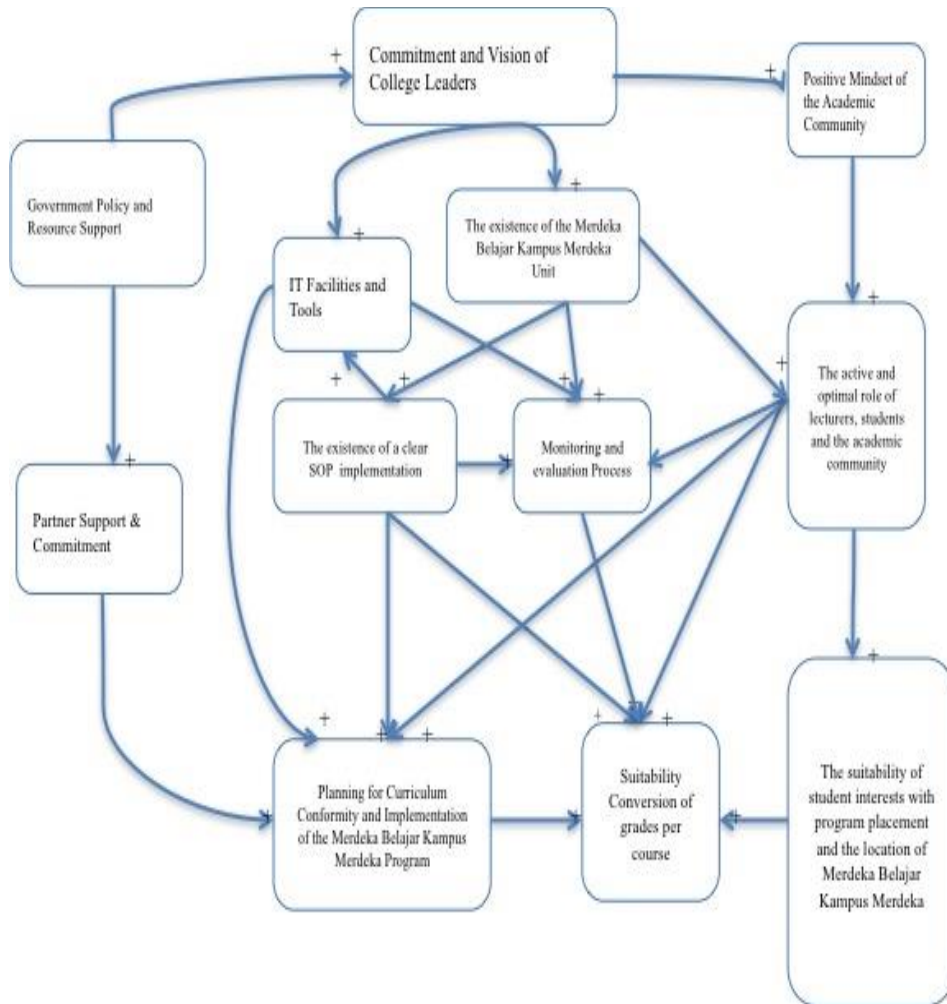
Causal Loop Diagram (CLD) is a form of mapping that shows the causal relationship between variables and arrows from cause to effect<sup>12</sup>. CLDs are great for:

- a) Quickly capture a hypothesis about the causes of dynamics.
- b) Generate and capture models individually or in groups.

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<sup>12</sup> John Sterman, "System Dynamics: Systems Thinking and Modeling for a Complex World," 2002.

- c) Communication of important feedback that is believed to be the responsibility for a problem.



Picture 1. Causal Loop Diagram

The Successful Implementation of the MBKM Program for the Independent Campus at the Faculty of Economics and Business, Universitas Bandar Lampung, according to the Causal Loop Diagram (CLD) image above, it can be explained that the 14 factors that influence the successful implementation of the MBKM program have a causal relationship.

The existence of policies and resource support from the Government in the form of mentoring and financing will increase the commitment of higher education leaders and courses from partners, namely related agencies that collaborate with universities in terms of implementing the MBKM program. The commitment and vision of the university leadership are shown by the existence of a separate MBKM unit that manages the *Merdeka Belajar Kampus Merdeka* program and the availability of facilities and facilities, especially the IT department that supports the administrative implementation of the MBKM program, one of which is the implementation at UBL, especially at the Faculty of Economics and Business, is to use UBLApps.

In addition, with a high commitment from the leadership of the University and Faculties, it will have an impact on the positive mindset of the entire academic community who are actors in implementing the MBKM program. A positive mindset in the entire academic community can be seen from the activeness of lecturers, students, and the entire academic community in carrying out their roles in the implementation of the MBKM program. Students as participants, lecturers as supervisors and other academics such as study programs, faculties, and the MBKM Unit which administratively and technically support the implementation of the MBKM program.

Especially at the Universitas Bandar Lampung, the existence of a separate *Merdeka Belajar Kampus Merdeka* unit has a role in terms of standard implementation procedures for the implementation of a clear *Merdeka Belajar Kampus Merdeka* and a good monitoring and evaluation process. So that with the collaboration of the active role of the entire academic community and support from partners and the Government, the implementation of the Program will run well. It can be seen from the suitability of student interests with the placement and

location of the *Merdeka Belajar Kampus Merdeka* program, the suitability of the study program curriculum, and the implementation of *Merdeka Belajar Kampus Merdeka* program and in the end is the suitability of the conversion of the value of the gems for the implementation of MBKM program in the field. To achieve the goal, it is to increase 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 personalities. So that the existence of MBKM program can provide flexibility for students to choose aspects of their development in accordance with partner collaborations that have been designed by the student's home program<sup>13</sup>.

Several previous studies also added that the involvement of students in these activities can provide learning experiences as a provision to face life and life in the future. To realize this learning experience, universities must build cooperation with the business/industry world and the government<sup>14</sup>. Implementation of the MBKM curriculum to answer the challenges of technological development, with an OBE (Outcome Based Education) based learning system so that graduates focus on learning outcomes that are aligned with scientific disciplines<sup>15</sup>.

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<sup>13</sup> Elizabeth Simatupang and Indrawati Yuhertiana, "Merdeka Belajar Kampus Merdeka Terhadap Perubahan Paradigma Pembelajaran Pada Pendidikan Tinggi: Sebuah Tinjauan Literatur," *Jurnal Bisnis, Manajemen, Dan Ekonomi* 2, no. 2 (2021): 30–38.

<sup>14</sup> Nora Susilawati, "Merdeka Belajar Dan Kampus Merdeka Dalam Pandangan Filsafat Pendidikan Humanisme," *Jurnal Sikola: Jurnal Kajian Pendidikan Dan Pembelajaran* 2, no. 3 (2021): 203–19.

<sup>15</sup> Rodiyah Rodiyah, "Implementasi Program Merdeka Belajar Kampus Merdeka di Era Digital Dalam Menciptakan Karakter Mahasiswa Hukum Yang Berkarakter Dan Profesional," in *Seminar Nasional Hukum Universitas Negeri Semarang*, vol. 7, 2021, 425–34.

## Conclusion

In terms of implementing the *Merdeka Belajar Kampus Merdeka* (MBKM) program, universities need to carry out optimally, namely by considering the factors that influence the success of the MBKM program. These factors are the commitment and vision of the university leadership towards the implementation of the MBKM Program, the existence of a special unit that is responsible for the implementation of the MBKM Program, the support and commitment of the MBKM Program partners, the same mindset from the entire academic community. regarding the MBKM which has a positive impact on all parties involved, the role of active and optimal supervisors, the role of active, initiative and creative students, the role of other academics regarding the administrative implementation of the MBKM program, the existence of standard operational references implementation procedures for the appropriate Merdeka Learning Merdeka Campus program, planning for curriculum conformity and implementation of the MBKM program in the field, suitability of student interests and program placement and the location of MBKM program, conformity of conversions I grades per course, policies and resource support from the government, IT facilities and facilities for Independent Learning to study at the Independent Campus that support, and the process of monitoring and evaluating the implementation of MBKM activities for future improvement. All these factors are interrelated and have a causal relationship.

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