# Implementation of The Merdeka Campus Policy At Dharmawangsa University

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## *ABSTRACT*

*This study aims to uncover and analyze (1) the process of redesigning the Merdeka Learning-Independence Campus curriculum implemented at Dharmawangsa University. (2) Independent Learning-Independent Campus Program held at Dharmawangsa University. (3) Implementation of the Free Learning-Free Campus Policy implemented at Dharmawangsa University. (4) Supporting and inhibiting factors for implementing the Free Learning-Free Campus policy at Dharmawangsa University. This type of research uses qualitative research. Data collection techniques include observation, interviews, and documentation. The data obtained from the research results were processed using descriptive qualitative data analysis. The results of this study: (1) the process of redesigning the curriculum based on the background with the existence of policies, the involvement of the work team in the implementation of MBKM, the mechanism by conducting collaboration or partnerships, the results of the redesigning of the MBKM curriculum with the existence of the MBKM guidebook. (2) The programs to be implemented, namely eight programs according to those offered by the Ministry of Education and Culture, (3) Implementation of the Undhar MBKM program must meet the terms and conditions so that they can participate in the MBKM program. The programs that have been implemented are eight programs, of the eight programs, there are programs that superior, (4) Study of supporting factors in the Undhar MBKM program, namely the existence of rewards, certificates, and studies of inhibiting factors, namely the lack of student interest in participating in MBKM due to work, ignorance of information on MBKM program selection, lack of student ability to use the MBKM program application.*

***Keywords: Implementation, Policy, Independent Learning-Independent Campus***

## A. INTRODUCTION

The Law on the National Education System Number 20 of 2003 lays the foundation that one of the pillars for providing education is tertiary institutions. Higher education as a unit that organizes higher education has an important position in the process of social change because higher education has the function of being an agent of social change in carrying out cultural transformation towards more advanced societal conditions. A more detailed explanation was put forward by Bamet in Kholis, He identified at least three functions of tertiary institutions, namely (1) as a producer of qualified manpower (qualified manpower), (2) as a training institution for career researchers, and (3) as an organization efficient manager. Universities in Indonesia carry out these three functions by considering national characteristics according to historical, socio-cultural and ideological backgrounds. (Kholis, 2001:3)

Formally, the mission (general purpose) of tertiary institutions is emphasized in PP No. 60 of 1999 as follows: 1) Preparing students to become members of society who have academic and/or professional abilities who can apply, develop, and/or enrich knowledge. , technology, and or arts; and 2) Developing and disseminating science, technology and/or arts and seeking their use to improve the standard of living of the people and enrich national culture.

The function and mission of higher education is also carried out by Dharmawangsa University, because it is an integral part of the higher education system in Indonesia, which means it is also bound by the mission of higher education. However, as a tertiary institution, the mission of this higher education institution has its own uniqueness, namely to develop knowledge based on the foundation of Pancasila, the 1945 Constitution and normative teachings of Islam, to produce graduates who are intelligent and have noble character.

To carry out this mission, the world of higher education is faced with various challenges. The World Bank (1994) notes that among the important agendas of higher education in many developing countries, including Indonesia, is increasing equity and quality.

If we look at quality issues, higher education institutions in Indonesia, although formal work on higher education quality assurance only began in 2003, when the guidelines for higher education quality assurance were issued by the Higher Education Ministry of National Education, actually the quality assurance movement had existed long before that. One of the significant factors driving the quality assurance movement in the tertiary environment is the stipulation of HELTS 2003-2010 which has great hopes for national

higher education to contribute to increasing the nation's competitive ability and the establishment of a healthy higher education organization. (Directorate, 2003:1)

This effort is directly proportional to the results obtained, where the results of the 2022 Quacquarelli Symonds World University Rankings with indicators for measuring Academic Reputation, Employer Reputation, Citations per Faculty, Faculty Student Ratio, International Faculty, and International Students chose ten universities in Indonesia that included in the ranking of this institution include: 1) Gadjah Mada University (UGM) Rank 254; 2). University of Indonesia (UI) Rank 290; 3). Bandung Institute of Technology (ITB) Rank 303; 4). Airlangga University (Unair) Rank 465; 5). Bogor Agricultural University (IPB) Rank 511-520; 6). Ten November Institute of Technology (ITS) Rank 751-800; 7). Padjadjaran University (Unpad) Rank 801-1000; 8). Bina Nusantara University (Binus) Rank 1001-1200; 9). Diponegoro University (Undip) Rank 1001-1200; and 10). Telkom University (Tel-U) Rank 1001-1200. (Purwadi, 2022).

The AD Scientific Index for 2022 was also launched from the ad scientific index page with five thousand campuses included in it. The assessment refers to three indicators, namely the i10 index, h-index, and the citation score on Google Scholar, based on this assessment there are 15 (fifteen) best campuses in Indonesia, namely: 1). Gadjah Mada University; 2). State Islamic University of Syarif Hidayatullah Jakarta; 3). University of Indonesia (UI); 4). Padjadjaran University Bandung (Unpad); 5). Bandung Institute of Technology (ITB); 6).

Diponegoro University (Undip); 7). Mercubuana University; 8). Widya Mandala Catholic University Surabaya; 9). IPB University; 10). Brawijaya University; 11). Sebelas Maret University UNS Surakarta; 12). Sunan Gunung Djati State Islamic University Bandung; 13). Trisakti University; 14). Syiah Kuala University; and 15). Pamulang University. (Millenila, 2022).

Regardless of the pros and cons related to the parameters and indicators used by the above institutions, one thing is certain that the efforts of the quality assurance movement being carried out are increasingly emerging as quality awareness among internal higher education providers. This awareness embodies a value, a quality norm that is believed and

Regarding MB-KM, Dharmawangsa University implemented the 2nd round of this MB-KM policy. The first round of MB-KM is related to redesigning the existing curriculum in their respective study programs to become the Independent Learning Campus Merdeka (MB-KM) curriculum where students are given the opportunity to study outside their study program at the university and lecture outside the study program at the university where the program is held. adapted to the curriculum of each study program.

MB-KM at Dharmawangsa University also provides lecture programs outside of higher education. This university chooses 4 out of 8 forms of lecture activities that have been determined by the Minister of Education and Culture. The 4 forms of lecture activities are apprenticeship/work practice programs, teaching assistance in the Education Unit, entrepreneurial activities, and independent studies/projects. This form of lectures was previously carried out by carrying out collaborations with stakeholders and other universities.

Regarding this implementation, several preliminary research results have also been carried out, including Saiful Hadi, (2021), Eko Purwanti, (2020), Rosyida Nurul Anwar, (2020), Winnie Septiani, (2023), Khaira Zakya, (2021) , concluded that the implementation of independent learning-free campus can provide an opportunity for students to hone strong leadership and character by having learning experiences.

Departing from the problems and uniqueness that exist in Dharmawangsa University, the writer is interested in conducting research by raising the title "Implementation of Free Learning-Independent Campus Policy at Dharmawangsa University".

## B. LITERATURE REVIEWS

Freedom of learning is also addressed to students where they are given freedom or independence of thought, to be able to study independently or in groups and to be able to explore and collaborate in solving a case in learning activities. In learning activities it is necessary to instill true values and be able to transform individuals who learn. In practice, freelancing learns to prioritize human values and dignity, therefore it must be kept away from discriminatory and clustering practices for students or students. With this also every student has the right to get equal treatment to be able to receive the same knowledge.

## C. METHODS

**Research design**

researchers used a research design with a descriptive qualitative approach. Describe the Implementation of the Free Learning-Free Campus Policy at Dharmawangsa University. Qualitative research is a research method used to examine natural object conditions, where the researcher is the key instrument, data collection techniques are carried out in a triangulation (combined) manner, data analysis is inductive in nature, and the results emphasize meaning rather than generalization. The research locations were Dharmawangsa University. The research object chosen in this study is theImplementation of Free Learning Policy - Independent Campus.

## D.  RESULTS AND DISCUSSION

**Research results**

### 1) The process of redesigning the Free Learning Curriculum Policy – Merdeka Campus

The first finding of the research is related to the redesign of the independent learning campus independent curriculum, if viewed it will make it easy for students to get freedom in various fields of knowledge. However, in order to achieve this, it is necessary for the leadership and the academic community to prepare and design the campus for the independent program with a background to the independent learning program policy, with the involvement of the campus in forming a work team, so that the implementation of the MBKM program can run, then there is a mechanisms in the MBKM program by increasing cooperation with other agencies or partnerships that aim to build relationships both domestically and abroad that can be mutually beneficial, and the last point in redesigning the MBKM curriculum is the result in forming a Dharmawangsa University MBKM program guidebook whose purpose is to make it easier for students to understand how to take part in the program. From the various stages in the redesign of the MBKM program, it is hoped that the MBKM programs will be carried out according to the rules or policies proclaimed by the Ministry of Education and Culture.

Related to the findings above, curriculum redesign is a set of plans regarding objectives, content and learning materials as well as methods that will be used as guidelines in organizing learning activities to achieve educational goals. The MBKM curriculum needs to be redesigned because the curriculum must be responsive to global competition. Related to redesign, the curriculum also includes a knowledge, skills and attitudes as well as an assessment system. In designing the curriculum, it is not only just determining the direction, but the goals of an education can be achieved. However, technically, the curriculum is also a reference for the implementation of learning programs such as the program launched by Mr. Nadiem Anwar Makarim, namely the Medeka Campus Learning Freedom program. So that the curriculum is able to accommodate all student learning experiences. Meanwhile, in preparing students to face social, cultural, world of work changes and technological advances that are growing rapidly, of course, student competencies must be prepared to be more adaptive to the times. Universities are required to compile or design policies as academic guidelines so that serious analysis is needed in carrying out the mandate according to Permendikbud No. 3 of 2020. Of course there are many things that need to be prepared so that this curriculum is appropriate, as is the structure of the courses, collaboration with

partners. Of course, student competencies must be prepared more adaptively with the times. Universities are required to compile or design policies as academic guidelines so that serious analysis is needed in carrying out the mandate according to Permendikbud No. 3 of 2020. Of course there are many things that need to be prepared so that this curriculum is appropriate, as is the structure of the courses, collaboration with partners. Of course, student competencies must be prepared more adaptively with the times. Universities are required to compile or design policies as academic guidelines so that serious analysis is needed in carrying out the mandate according to Permendikbud No. 3 of 2020. Of course there are many things that need to be prepared so that this curriculum is appropriate, as is the structure of the courses, collaboration with partners.

**2) Independent Learning Program - Independent Campus at Dharmawangsa University**

The findings of the two researchers related to the independent campus learning program at Dharmawangsa University are student exchanges, internships and certified independent studies (MSIB), teaching campuses, building villages, humanity (defending the country), research and entrepreneurship programs. With these 8 programs, of course students can follow according to their wishes, and the fields they are interested in. Based on the independent campus learning program at Dharmawangsa University, there are 8 programs to be prepared and these 8 programs are led by the Chair, Deputy Chair I and Deputy Chair II, secretary and deputy secretary, and each field is coordinated by the Field Coordinator and secretary.

This finding is based on regulations ordered by the Ministry of Education and Culture with the launch of an independent campus, which will provide a special experience for students as a whole, of course the independent campus program must be implemented, seeing how important the world of work is for graduates of Dharmawangsa University. As the program offered by the Ministry of Culture and Technology in the guidebook They Learn on an Independent Campus.

**3) Implementation of Independent Learning Policy at the Independent Campus of Dharmawangsa University**

The findings of the three researchers related to the implementation of the Independent Learning Campus program at Dharmawangsa University, namely that they had implemented 8 programs namely student exchanges, internships and independent studies, teaching

campuses, building villages, humanitarian projects, research and entrepreneurship. The 8 programs certainly have goals, mechanisms and implementing activities for the running of the program. However, of the eight programs, the most prominent were the implementation of the MBKM program, namely the Internship and Independent Study programs. The reason is because this program provides a lot of grants from the government.

Policy implementation is an activity that shows activities issued with legitimate directions on policies which include efforts to manage inputs to produce outputs for the organization. In practice, Dharmawangsa University has endeavored to implement the program offered by Mr. Naidiem Makarin, as the Ministry of Education and Culture (Kemdikbud) has launched the Freedom to Learn – Independent Campus policy which is the Right to Study Three Semesters Outside the Study Program. Through the MBKM program, students are given the opportunity to gain additional competencies beyond the learning outcomes set by the Study Program as a provision to enter the world of work after graduating from undergraduate/applied undergraduate.

**4) Supporting and Inhibiting Factors for the Implementation of the Independent Campus Learning Policy at Dharmawangsa University.**

In this finding, the implementation of the MBKM program certainly has a supporting factor in its implementation, namely one of the factors is the intention to make a Word Class University that is Superior, Trusted, Competitive and Spirit of Interpreneurship, this is the most basic that this goal is one of the supporting factors as well as motivation for us campus residents to be able to carry out the MBKM program, then the supporting factors in implementing the MBKM are the existence of a reward for the supervising lecturers implementing the MBKM program. Every supervisor in implementing the government's MBKM program that will be implemented, of course the supervising lecturer gets a reward from the government, in the form of money given by the supervisor of 1 million per student. If many students graduate in the government's MBKM program, the more they get, Of course, with this rewerd, there will be more enthusiasm in supporting them to take part in the MBKM program. Apart from that, the supporting factors that keep the MBKM program running are that there are increasing number of students participating in the MBKM program, so our accreditation scores are increasing, and for students who have taken part in the MBKM program, of course they have many experiences that they have never felt as long as they are not participating. in the MBKM program, students are also provided with a certificate, of course, this certificate is very important because companies are definitely looking for

competent workers, so this certificate guarantees that a person has been recognized and has the skills that will be needed by companies or other organizational institutions.

**Discussion of Research Results**

**1. The process of redesigning the Free Learning Curriculum Policy – Merdeka Campus**

These findings at least indicate that the leadership and academic community of Dharmawangsa University are really serious in responding to the curriculum policy launched by the ministry, namely the Merdeka Learning Campus Merdeka program, so that efforts are being made in responding to the serious program to make changes. To respond to policies in the curriculum, the leadership made a breakthrough by making a design or designing how the MBKM program could be implemented and implemented at Dharmawangsa University. Regarding this finding, Yayah (2022: 19), explained that designing a curriculum must pay attention to and understand what is based on the curriculum in designing this curriculum as an educator must be more careful and understand how to design a curriculum so that the curriculum that is laid out can run well. Therefore, what must be considered in designing the curriculum is the learning objectives, activities, methods and evaluation of learning.

The above understanding shows that curriculum redesign is redesigning a specified policy. The above understanding shows that redesign makes revisions in the appearance of functions. This view is in line with what was put forward According to John M, redesign is an activity of designing and re-planning a building with the aim of making physical changes without changing its function either from expansion, change, or even relocating. This definition states that redesign is the process of redesigning an existing building.

In architectural science there are several terms that can be used as a reference in carrying out a design, one of which is Redesign. Redesign is an activity of making changes to updates based on the form of an old design being changed to a new one, so that it can fulfill positive goals that result in progress.

The findings of this study also show that the redesign of the MBKM curriculum at Dharmawangsa University has yielded results against a background of the existence of a MBKM program policy Permendikbud Number 3 of 2020 regarding Higher education standards: Permendikbud Number 4 of 2020 concerning changes to State Universities. then in the MBKM Redesign, namely by being involved in its implementation such as forming a work team, the MBKM redesign also has a mechanism that must work so that with this mechanism there needs to be a collaboration or partnership.

## 2. Independent Learning Program - Independent Campus at Dharmawangsa University

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Fajri (2022: 2) explains that Program There are two meanings for the term "program", namely specific and general meanings. According to the general understanding, the program can be interpreted as a plan. Specifically, if a student is asked by the teacher, what is his program after graduation in completing education at the school he attends, then the meaning of the program in the sentence is a plan or design of activities that will be carried out after graduation.

The program is a business plan that will be executed. By achieving the goals of the program that has been made, as activities must be interrelated and help one another. As stated by Pramono, (2019: 117) the program is a design regarding the first principle that will be carried out. To achieve the goals of the program, a set of activities must be interrelated and mutually assist one another. Organizations contain one or more programs. The goals of each program are not the same, they still contribute to one goal of an organization.

According to Arikunto & Jabar in Zaenal's book (2022: 20), the meaning of the program can be seen in general and specifically. Understanding the program in general is a plan or design of activities to be carried out. While the meaning of the program specifically is a series of activities carried out continuously with time and its implementation usually takes a long time. The program is also a series of activities that form a system that is interrelated with one another by involving more than one person to carry it out. The keywords regarding program evaluation are effectiveness, improvement and systematic. This is described by Gao et al. (2019) which states that, three keywords stand out - "effectiveness," "improvement" and "systematic." The three keywords differentiate the paradigm of program evaluation and the paradigm of traditional scientific, social research. More importantly, they make program evaluations even more challenging work than scientific, social research. To see the success of a program, the program must end with an evaluation. Thus the success of a program ends with an evaluation.

Then in this finding discusses the existence of an independent campus learning program, especially in this case demanding the next generation in higher education. At this time, if we see how many needs the community continues to grow, of course students in tertiary institutions are preparing to be able to adapt to a situation and make humans more useful not for themselves but for others. Judging from the desired background, of course the university prepares all of this with full confidence. As for what was prepared at Dharmawangsa University, namely as launched by the Ministry of Education and Culture, namely to answer in preparing hard skills and soft skills, namely by launching the Merdeka Learning Campus Merdeka program. Dharmawangsa University is one of the universities that has implemented the MBKM program. The MBKM program is what later functions to shape student character and prepare them in various sciences. The same thing in this statement as in the guidebook for the MBKM program. This hinders the process of adapting higher education institutions to today's industrial conditions. For this reason, the government established the Independent Campus program so that higher education institutions can keep up with changes and progress that link and match the needs of employment opportunities (Kemendikbud, 2020). The same thing in this statement as in the guidebook for the MBKM program. This hinders the process of adapting higher education institutions to today's industrial conditions. For this reason, the government established the Independent Campus program so that higher education institutions can keep up with changes and progress that link and match the needs of employment opportunities (Kemendikbud, 2020). The same thing in this statement as in the guidebook for the MBKM program. This hinders the process of adapting higher education institutions to today's industrial conditions. For this reason, the government established the Independent Campus program so that higher education institutions can keep up with changes and progress that link and match the needs of employment opportunities (Kemendikbud, 2020).

3. **Implementation of Independent Learning Policy at the Independent Campus of Dharmawangsa University**

Policy implementation is an activity that shows activities issued with legitimate directions on policies which include efforts to manage inputs to produce outputs for the organization. In practice, Dharmawangsa University has endeavored to implement the program offered by Mr. Naidiem Makarin, as the Ministry of Education and Culture (Kemdikbud) has launched the Freedom to Learn – Independent Campus policy which is the Right to Study Three Semesters Outside the Study Program. Through the MBKM program,

students are given the opportunity to gain additional competencies beyond the learning outcomes set by the Study Program as a provision to enter the world of work after graduating from undergraduate/applied undergraduate.

According to Nugroho (2003: 158), policy implementation is in principle a way for a policy to achieve its goals (no more and no less). Furthermore, Nugroho (2003: 158) argues that planning or a good policy will play a role in determining good results. The concept (which is supported by future data and information) contributes about 60 percent to the success of the policy and a proportion of about 40 percent to the implementation which must be consistent with the concept. These findings are in accordance with the guidelines for the MBKM program, as per the conditions for its implementation, Ministry of Education and Culture (2020), In implementing the Freedom to Learn - Independent Campus policy, the program "the right to study three semesters outside the study program", there are several general requirements that must be met by students and tertiary institutions .

The R Sanusi journal (2020), explains that the inhibiting factor for the implementation of the MBKM program is that there were obstacles during the internship activities related to the limitations of the authors regarding practical knowledge regarding marketing activities carried out by companies. So that not all activities can run smoothly. In addition, the difficulties faced by the author are difficulties when making internship proposals and reports, due to limited literature that can be used as a reference in preparing internship proposals and reports, especially in the field of marketing.

## 4. Supporting and Inhibiting Factors for the Implementation of the Independent Campus Learning Policy at Dharmawangsa University.

The implementation of independent learning on an independent campus, of course, in its implementation there are several factors that support the running of the MBKM program at Dharmawangsa University. Supporting factors are factors that support, invite, and are to participate in supporting an activity. Inhibiting Factors are factors that hinder the course of an activity and are like thwarting something.

These findings are similar to the journal, Alfikalia (2022) explains that from the results of his research he explains that the supporting factors for the implementation of the MBKM are obtaining grants, there are university-level coordinators who will coordinate students in these activities, lecturers who are coordinators of the MBKM program, even though they face technical obstacles in filling in data. , data related to the MBKM program is pleased to monitor data entry so that it can be implemented properly. Students who

participate in internships and certified independent studies have good performance during the activities, so that the good name of the university is maintained, both in activities organized by the government and in internships organized within the framework of PKKM grants.

The same journal R Sanusi (2021), explains the supporting factors for implementing the MBKM program. Factors that support during the MBKM activities take place include the convenience and guidance of employees of PT. Telkom witel South Central Java, especially employees in the war room division, who have willing to share knowledge and guidance to the author during this internship activity. Knowledge related to the implementation of tasks during the internship, knowledge related to company culture and values, as well as other knowledge that supports the smooth running of the work programs carried out. The factor of field supervisors who are willing to guide students while carrying out MBKM activities is very helpful in all activities from pre-activity to completion of carrying out program activities.

## E. CONCLUSION

Based on the findings and analysis of various research sources, it can be concluded that the implementation of the Merdeka Learning-Independence Campus policy is as follows:

a. The first finding of the research is related to the redesign of the independent learning campus independent curriculum as explained by several theories so that if viewed it will make it easy for students to get freedom in various fields of knowledge.

b. The independent learning campus independence program at Dharmawangsa University includes student exchange, internships and certified independent studies (MSIB), teaching campuses, Village Building, Humanity (State Defense), Research/Research and Entrepreneurship Programs.

c. The implementation of the Freedom Learning Campus program at Dharmawangsa University has carried out 8 programs namely student exchanges, internships and independent studies, teaching campuses, building villages, humanitarian projects, research and entrepreneurship. The 8 programs certainly have goals, mechanisms and implementing activities for the running of the program.

d. The supporting and inhibiting factors in the implementation of the Dharmawangsa University MBKM program are, of course, the supporting factors, namely increasing the quality of the campus, and the supporting factors, namely the government by providing grants, certificates given by students which aim to provide formal proof that a person has competence in the field certain.

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