



An Evaluation of the Implementation of Emancipated Learning Program Policy in University of Muhammadiyah Prof. Dr. Hamka

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Abstract: This study intends to analyze how the students perceive the emancipated learning program's (MBKM) policies, how lecturers react to the program's implementation, and how ready the study program is to implement the emancipated learning program (MBKM). This study used a quantitative descriptive method with survey data collection techniques. The instrument used in this study is a questionnaire comprising 19 statements for students, 11 statements for lecturers, and 13 statements for study program leaders. The subject of this study consisted of 98 students, 53 lecturers, and 27 study program leaders. The collected data were then analyzed with data reduction, description, analysis, and conclusion. The results of this study showed that the level of knowledge of students (92%) who participated in the emancipated learning program (MBKM) and lecturers (90%) were good; Students' interest in participating in the emancipated learning program (MBKM) was also high (98%); emancipated learning program (MBKM) for students and lecturers is very useful (90%); the involvement of lecturers in implementing the emancipated learning program (MBKM) was quite high (68%); the curriculum of the study program that supported emancipated learning program (MBKM) following Permendikbud Number 3 of 2020 was not fully completed (48.1%); and there were still study programs (15%) that do not have an MoU or MoA in implementing the emancipated learning program (MBKM).

Article History

Received: 19-12-2022

Revised: 24-01-2023

Accepted: 11-02-2023

Published: 07-04-2023

Key Words:

Emancipated Learning Program; Student Perception; Lecturer Response; Study Program Readiness.

How to Cite: Apoko, T., Handayani, I., Hanif, I., & Hendriana, B. (2023). An Evaluation of the Implementation of Emancipated Learning Program Policy in University of Muhammadiyah Prof. Dr. Hamka. *Jurnal Paedagogy*, 10(2), 431-441. doi:<https://doi.org/10.33394/jp.v10i2.6753>



<https://doi.org/10.33394/jp.v10i2.6753>

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Introduction

Education is crucial and will function effectively when planned carefully to maximize students' potential and help them develop virtues like religious piety, knowledge, and competence (Gunawan, 2012). Based on the current context of Education in Indonesia, the size is not successful or unsuccessful, but in how students can survive and adapt to their environment. In addition, a student's success is committed not only to student achievement but also to removing the barriers to the achievement of every student (McNair et al., 2022). Therefore, students who struggle to learn and acquire knowledge and skills through the educational path will encourage to become more independent and mature. The reality of Education in Indonesia, compared to other countries in the world, even in the Southeast Asia region, the competitiveness and quality of education in Indonesia, especially in Higher Education, still lag behind Singapore, Thailand, and Malaysia (Panday, 2014).

The Ministry of Education and Culture of the Republic of Indonesia (Kemendikbud) stipulates the *Merdeka Belajar-Kampus Merdeka* or Emancipated Learning Program (MBKM) policy to prepare students in the face of rapid social, cultural, and world of work and technological progress in line with the changing times (Arifin & Muslim, 2020; Siregar et al., 2020). Kemendikbud hopes that the Merdeka Campus will facilitate learning in



autonomous and flexible universities so that the learning process becomes more innovative and follows the needs of students. In this era of 21st-century learning, Universities must give students plenty of opportunities to experience different learning activities inside and outside the classroom, including outside of their study programs (Fitriasari, 2020). Universities must also be able to raise standards in the era of industry 4.0 to generate a generation that can compete or thrive in the faster-moving technological environment (Siregar et al., 2020).

This policy encourages students to become experts in various scientific subjects so that they are prepared to participate in the global market (Tohir, 2020) to provide opportunities for students to choose the courses they will take based on their desires (Sopiansyah et al., 2022). The learning process will be centered on students (Sopiansyah et al., 2022) and provide challenges and opportunities for students to develop personality, creativity, and independence in constructing their knowledge through real problems in the world of work and society.

It is also expected to improve students' hard skills & soft skills, such as social interaction, communication skills, collaboration, and self-management (Tohir, 2020) (Sulistiyani et al., 2022). Through the MBKM policy, students are given freedom for three semesters to seek a learning experience outside their major (Baro'ah, 2020; Siregar et al., 2020). In line with the MBKM policy, private universities, namely the University of Muhammadiyah Prof. DR. HAMKA (UHAMKA), responded to the policy by making various efforts, one of which was to socialize the Regulation of the Minister of Education and Culture (Permendikbud) Number 3 of 2020, where universities are obliged to facilitate eight forms of learning activities. This stage of socialization is important to ensure that each study program conducts curriculum reviews while designing a curriculum in collaboration with other universities or other partners. Currently, UHAMKA has nine faculties and graduate schools. Of the nine faculties, 27 study programs have participated in this MBKM activity.

There are some relevant studies on the implementation of MBKM policy. Apoko (2022) found that MBKM policy was believed to increase student participation in learning activities outside the study program and campus. The study also showed that the students positively perceive the MBKM-based learning activities, mainly in social aspects (Umam et al., 2022). However, this current study is still rare to conduct as this involves the presence of lecturers and the leaders of the study program. Therefore, it aimed to investigate the students' perceptions of MBKM policies, the response of lecturers to the implementation of MBKM programs, and the readiness of the study program to implement the emancipated learning program (MBKM). It was conducted to find if the MBKM programs were effective and useful for the students, lecturers, and leaders of study programs in UHAMKA.

Research Method

The approach used in this study is quantitative descriptive with survey methods. This choice was taken because researchers wanted to explain a catch (portrait) phenomenon so that it is easy to understand (Zaluchu, 2021). This method of data collection used questionnaires for data collection. The instruments used in this study were questionnaires to measure student perception indicators, the response of lecturers/supervisors, and the study program's readiness to implement the MBKM programs. The questionnaire instrument consisted of 19 statements for students, 11 for lecturers/supervisors, and 13 for study program leaders. The grid was used as follows:



Tabel 1. Specification of evaluation of MBKM implementation for students

No	Indicators	Items numbers
1	Knowledge of MBKM policy	1, 2, 3, 4, 5, 6
2	Interest in participating in the MBKM program	7, 8, 9, 10, 11
3	Benefits of following MBKM	12, 13, 14, 15
4	Limitations of the MBKM program	16, 17, 18, 19

Tabel 2. Specification of MBKM implementation evaluation for lecturers

No	Indicators	Items numbers
1	Knowledge of MBKM plans	1, 2, 3, 4, 5, 6
2	Participation of MBKM program	7, 8
3	Roles in the MBKM program	9, 10, 11

Tabel 3. Specification of MBKM implementation evaluation for Study Program

No	Indicators	Items numbers
1	MBKM curriculum management	1, 2, 3, 4
2	MBKM program planning	5, 6, 7, 8, 9, 10, 11
3	Other unit services in the MBKM program	12, 13

The population in this study was 27 undergraduate study programs except for study programs at the faculty of medicine. The research sample was 98 students of 26 male students and 72 female students, 53 lecturers of 20 male lecturers and 33 female lecturers, and 27 study program leaders. This research was conducted in the odd semester of the 2021/2022 academic year when many study programs were implementing the MBKM program. This research went through several processes or stages before analyzing the results of questionnaires related to MBKM. The first step taken by researchers was to conduct Focus Group Discussion (FGD) and questionnaire validation related to MBKM with the Quality Assurance Agency (LPM). The researchers together with LPM produced an instrument suitable for some language-related revisions. The second stage was to create a questionnaire with Google Forms. It was intended to be easy to collect data. The third stage was analyzing the data. The data of students, lecturers, and heads of existing study programs were described in the form of percentages and diagram drawings and then analyzed based on data that had been described through the stages of data reduction, description, analysis, and conclusion. Links were shared, allowing students, lecturers, and study program leaders to view the questionnaires online via mobile devices. Researchers utilize the Google Forms tool to simplify data collecting (Khanna Tiara, 2016).

Results and Discussion

There are four indicators to evaluate the policy of independent learning of independent campuses (MBKM) including: knowledge, interests, benefits, and constraints of the MBKM program.

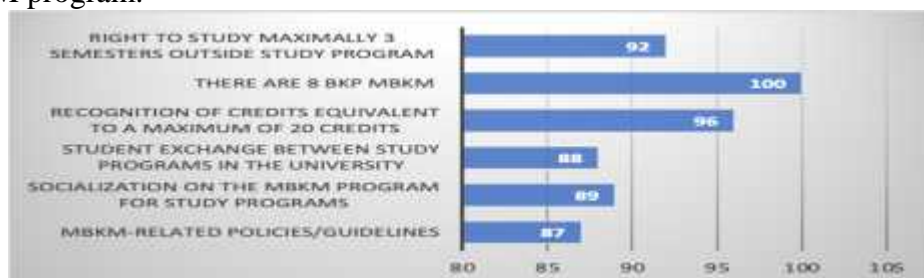


Figure 1. The students' knowledge on the policy of MBKM program



For the level of knowledge or understanding of students on the policy of the MBKM program (see figure 1), it can first be seen from whether students know and understand that the MBKM program is a policy given to the maximum to obtain the right to study a maximum of three semesters. Based on the data found that 92% of students who have participated in the MBKM program know for sure about MBKM's policy on three-semester study rights. Similarly, all students (100%) know that there are eight forms of MBKM learning activities. Regarding the fact that students will receive recognition for the number of credits equivalent to 20 credits if they participate in one type of MBKM learning activities for one semester, a very high category (96%) is also provided. 88% of students have some concept or knowledge of programs that allow them to pursue the same or different courses outside of a study program or a college setting. The questionnaire's results reveal that only 89% of respondents know that the research program has socialized the MBKM program. MBKM policy papers, such as rules and guidelines, are also accessible. Most (87%) have also been known to the students. It is consistent with the findings of Apoko's research (Apoko, Hendriana, Handayani, et al., 2022; Astro et al., 2022).

Based on the findings above, what the university has done through the Institute of Teaching and Education Development (LP3) by organizing the socialization of MBKM policies to study programs, students, and lecturers is quite effective. Also, the information on MBKM is accessible from university social media platforms, academic programs, and the Directorate General of Higher Education, Ministry of Education and Culture, including Facebook, Instagram, and YouTube.

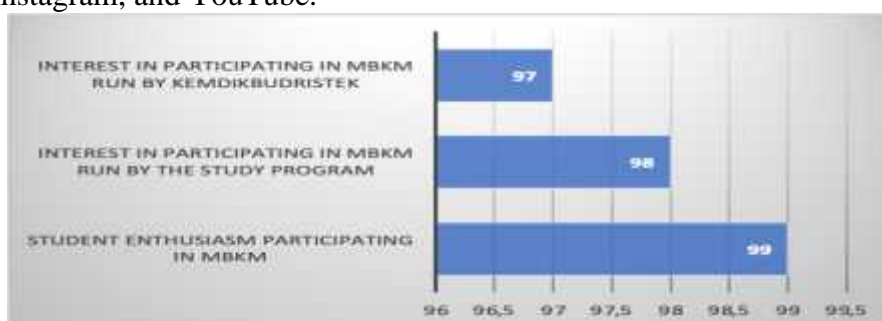


Figure 2. students' interest in participating in the MBKM program

Concerning the students' interest in participating in the MBKM program (see figure 2), it is known that 97% of students are interested in the MBKM Kemdikbudristek program, and 98% of students are interested in the MBKM program organized by the study program. This conclusion is backed by a survey by Uddin et al. (2022), which found that 89.29% of informatics department students at Universitas Pembangunan Jaya were interested in MBKM programs. However, the other finding showed that the students of the psychology department had sufficient interest in taking part in MBKM programs; thus, they had a low level of satisfaction (Pietra et al., 2021).

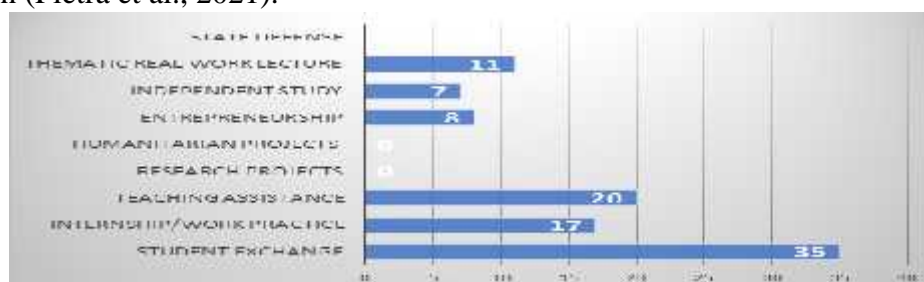


Figure 3. The forms of learning activities that students are most interested



Figure 2 shows that students are most interested in student exchange programs, teaching assistance, and internships or work experiences. This conclusion is consistent with studies done by Dwianika et al. (2021) that found the students of Pembangunan Jaya University have high interest and that most students were enthusiastic about internship programs, exchanges, and entrepreneurship. Research projects and other humanitarian endeavors, such as state defense, are deficient in or not practiced by students. In general, 99% of students enthusiastically engaged in the MBKM program. Based on this information, the entire study program provides its students with opportunities for student interaction. Students have a high level of enthusiasm and interest in taking part in the MBKM program since they know that it will earn them up to 20 credits and provide them with a variety of learning opportunities.

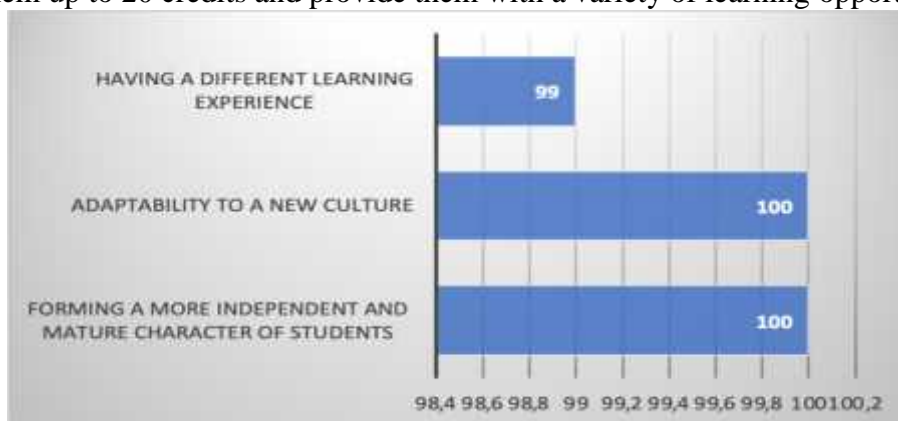


Figure 4. The benefits of MBKM for students

From figure 4, the MBKM program offers very high benefits, such as offering many learning opportunities (99%), assisting students in acclimating to foreign cultures (100%), and developing personalities (100%). The high response rate from students who participated in the MBKM program resulted from how quickly they felt its advantages and good effects. The research findings by Kamalia & Andriansyah (2021), which found that 63% of students respond favorably when participating in the MBKM program, supported this conclusion. In addition to providing a challenge, the new environment keeps them motivated to work harder at their studies, upholds the institution's reputation, and fosters the growth of their skills and competence (Sukoco et al., 2022).

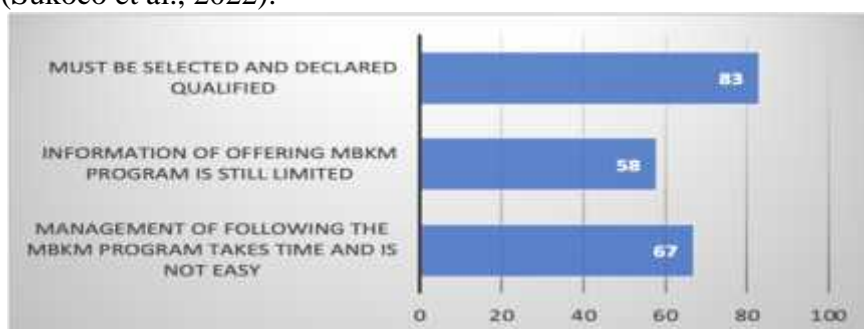


Figure 5. The obstacles faced by the students for the MBKM program

Students who take part in the MBKM program, however, also face insurmountable challenges, such as the difficulty of enrolling because it must be chosen administratively. Other exams to pass (83%), the lack of access to information about the program (58%), and the length of the management process after the program (67%), as shown in figure 5. The fact that these barriers exist demonstrates that not all students have the opportunity to participate in the MBKM program, even if they are offered the opportunity to study independently.



Several students registered for the MBKM program through the Ministry of Education and Culture and study programs. However, due to the admission quota requirement, the incompleteness of the requisite documents, and written or interview exams, they were rejected or did not qualify. Regarding restricted access to information, this is comparable to the views of Panjaitan (2022) and (2021), who claimed that students' main worries about enrolling in the MBKM program are financial burdens, a lack of knowledge, and a lack of campus assistance.

While universities and study programs have made sufficient attempts to provide students with access to other social media platforms, the reality is that a significant number of students continue to struggle with the minimal access they have so far gotten. One of them experiences this since registration takes place so quickly. The management process to be a part of the MBKM program is quite difficult because they must fill out the registration bio and upload documents like the endorsement sheet of the head of the study program or the vice-rector for student affairs and parental permit documents to have enough time. In contrast, the registration time is very constrained.

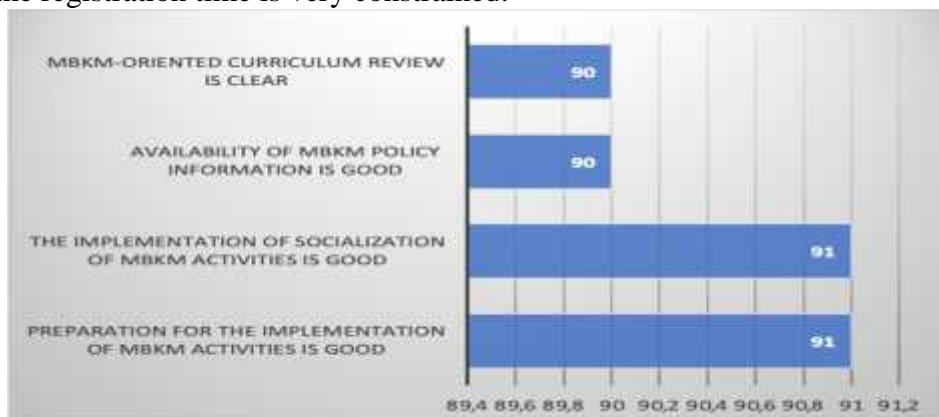


Figure 6. MBKM planning by the study programs

Figure 6 shows that the other parties involved in the MBKM program are lecturers. According to the study program's review of the MBKM curriculum, the review of the lecturers' knowledge in the MBKM program's planning is very clear (90%), the availability of MBKM policy information, such as rules, decrees, and guidelines, is good (90%), the implementation of MBKM activities' socialization by the study program is good (91%), and the planning for their implementation is good (91%). Based on this data, it can be analyzed that based on the supervisor, the study program has matured planning starting from the curriculum, MBKM policy documents, and socialization. This knowledge is based on some lecturers involved in developing the MBKM-loaded curriculum.

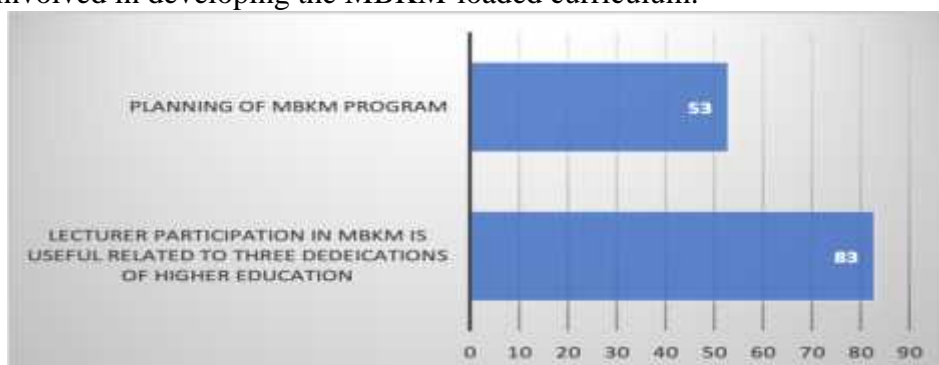


Figure 7. The importance of lecturers' involvements



For lecturer involvement starting from the design of the MBKM program from the beginning (53%) and its participation in the MBKM program is useful (83%), indicating that the lecturers in his involvement in the MBKM program in the study program are quite good even though there are still lecturers who are not involved at all (5%) in designing the MBKM program, namely starting from curriculum discussions, cooperation models with partners to in the preparation of technical guidelines for the implementation of MBKM study programs (see figure 7).

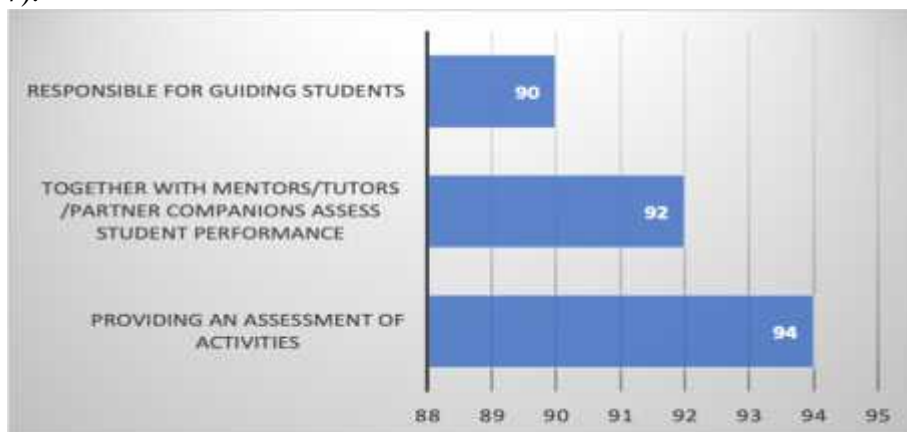


Figure 8. The lecturers' roles in MBKM program

For the role of the lecturers, it was found that the responsibility is high in guiding students (90%) and collaborating with mentors/tutors/partner escorts in assessing student performance (92%) as well as in providing an assessment of the activities (94%). It can be concluded that the supervisor views guiding students and communicating with partner mentors as a task and obligation that must be carried out to ensure that students who participate in the MBKM program run smoothly. This finding is supported by other relevant research conducted by Werdiningsih & Setiawan (2022).

Related to the Study Program, there are three indicators, namely curriculum management, MBKM planning, and other unit services to support the implementation of MBKM in the study program. Based on the data obtained, the entire non-Faculty of Medicine undergraduate study program has reviewed the MBKM-oriented curriculum. This MBKM-loaded curriculum is needed to prepare students to become true learners who are skilled, flexible, and resilient (Sopiansyah et al., 2022). MBKM curriculum adaptation begins with studying the concept of independent campus learning activities about planning, learning process, assessment, and evaluation of learning, then seeing the suitability to the curriculum of existing and Indonesian National Curriculum Qualifications (KKNI)-based study programs. The study results were used as the basis for preparing the MBKM curriculum model of the study program and as a basis for designing academic cooperation both within the university, outside universities, and with relevant partners (Baharuddin, 2021).

According to survey findings, the curricular documents' substance is not yet comprehensive, particularly in the implementation plan for a maximum of three semesters of outside learning. There are 14 study programs whose curriculum has supported the MBKM program and has been authorized by the Rector. Eight study programs hold discussion processes, and five are still developing.

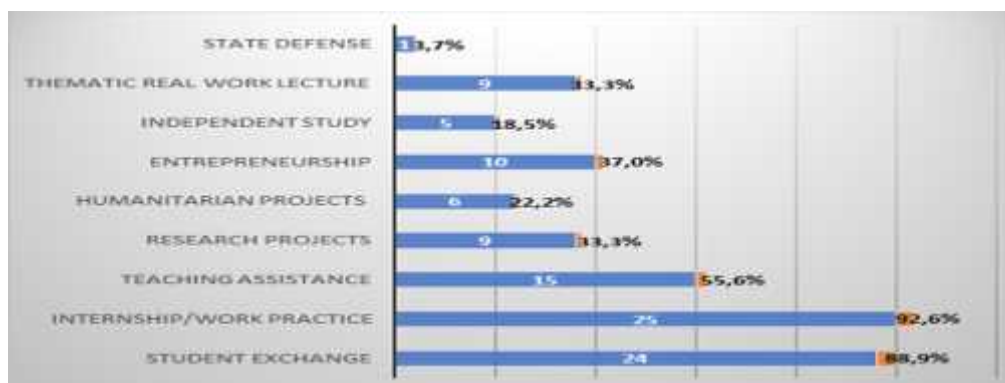


Figure 9. The learning forms offered by study programs

It was discovered that the internship program and work experience accounted for 92.6% of the learning activities chosen and provided by the study program. Also, many students from the University of Flores' Management Study Program (Laga et al., 2022) and the Trilogy University Development Economics Study Program choose to participate in this internship (Panjaitan et al., 2022). The student exchange program came in second with a percentage of up to 88.9%. Although the Ministry of Education and Culture has not formally introduced the state defense program, one study program does (see figure 9).

Another result showed that 92% of the MBKM program had been completed or was in the process of being implemented by the Ministry of Education and Culture and technology and by the Study Program. Others are still working on the registration process for students who will participate in the MBKM program (4%) and the MBKM program socialization (4%), as shown in Figure 10.

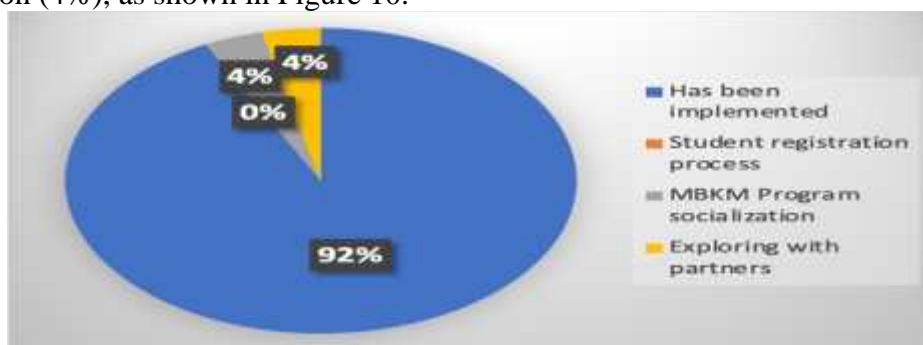


Figure 10. The progress of MBKM program in the study programs

For the availability of MBKM program MoU documents, 85% state that cooperation documents are available as an MoU. The other 15% is not yet available. Similarly, with the availability of MoA/PKS documents for the MBKM program, as many as 85% already have the document, and some (15%) are not yet available (see figure 11).

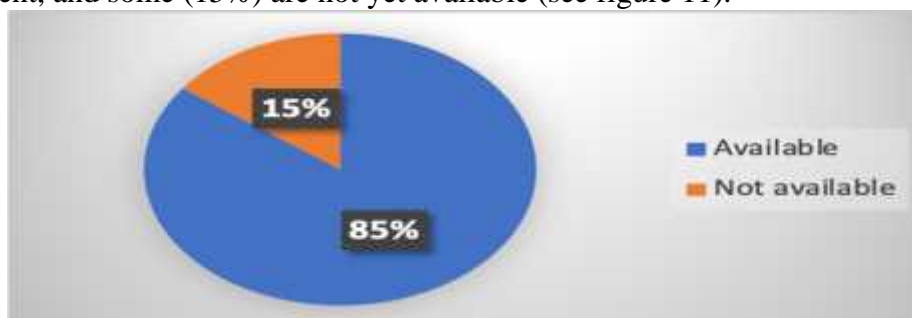


Figure 11. The availability of MoU and MoA



Furthermore, 59% of the 27 Study Programs have had standard operational procedures (POB) in implementing the MBKM program. The other 41% do not have a POB.

From this data, MBKM planning that will and has been implemented, such as BKP that has been offered to students and the completeness of cooperation documents with partners, are mostly available. In addition to the performance of faculty leaders and study programs in conducting intensive communication to involve PT and non-PT partners, as well as the performance of university cooperation units that have facilitated the curriculum cooperation model to implement this MBKM program.

Based on the discussion above, this research has some implications. From the students' perspective, they are more eager to participate in MBKM program as it provides more benefits for the students, mainly the conversion of transfer for 20 credits. MBKM programs also encourage the lecturers/supervisors to support the students in learning activities outside the study programs and campus. For the study program leaders, MBKM programs must frequently socialize as there are some flagship programs from the Ministry of Education, Culture and Research and Technology.

Conclusion

Based on the findings and discussion, the supervisors and students participating in the MBKM program have extremely good knowledge (92%). It is demonstrated by the fact that all the students know that there are eight different types of MBKM learning activities and that they would receive recognition for 20 credits if they participated in one type of MBKM learning activity for a semester. The student's interest in participating in the MBKM program, especially the high categories, comes next. It is evident from the number of students who apply to study programs and the MBKM program run by the Ministry of Education and Culture. The forms of learning activities that students are most interested in are student exchange programs, teaching assistance, and internships/work practices. The involvement of supervisors in implementing the MBKM program is quite high (83%). Supervisors are involved in designing the MBKM program, from curriculum discussions and cooperation models with partners to preparing technical guidelines for implementing MBKM study programs.

At the study program level, it is known that the curriculum that supports MBKM following Permendikbud Number 3 of 2020 and the Higher Education Curriculum (KPT) guidelines of universities are not fully completed, and not all study programs have MoU or MoA in implementing MBKM programs. In the aspect of MBKM planning, for example, cooperation documents with partners are available. All non-medical undergraduate study programs have known and responded well to this MBKM policy, where all study programs have conducted curriculum reviews or adjustments following Permendikbud No. 3 of 2020. Although it is still found that the curriculum has not been ratified, it is still in the draft or discussion stage.

Recommendation

These results demonstrated that MBKM programs are particularly beneficial for students since they offer a unique learning experience, support students in adjusting to new cultures, and help students develop their personalities. They rarely have the chance to participate in a study program outside of the program or college. They are pushed by the new atmosphere and meet new study companions who will help them stay motivated to work harder and uphold the institution's reputation. Thus, it is advised that UHAMKA leaders from the



university study program should consider the students' need to participate in the MBKM programs. Additionally, they must constantly promote the MBKM programs to the administrative personnel, students, and lecturers.

Acknowledgment

The author thanked all those who have helped in this research, mainly UHAMKA Research and Development Institute, which has fully funded this research. In addition, thanks were also conveyed to the heads of the study programs, supervisors, and students who had filled out questionnaires.

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