



Institutional Model Design for the Implementation of the Program Merdeka Belajar Kampus Merdeka (Merdeka Learning Program-Merdeka Campus or MBKM)

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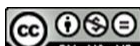
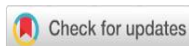
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ABSTRACT

MBKM program has been implemented by several universities, including at the Universitas Bandar Lampung. Universities need to determine policies that serve as guidelines for the study programs they cover, including support for cross-study learning and allocation of funds, as well as ensuring that the quality of graduates will not decrease by running this program. For this reason, in its implementation, it is necessary to form an institutional model for the implementation of Merdeka Learning Program - Merdeka Campus to see who has a role and how the relationship between these parties plays a role. This research uses a descriptive qualitative approach. In collecting the data, it applies literature studies and In-Depth Interviews with resource persons who are experts related to the Merdeka Learning Program - Merdeka Campus. The results in this study found that in the implementation of the Merdeka Learning Program - Merdeka Campus at the Universitas Bandar Lampung, there were internal and external stakeholders involved. Each stakeholder has its respective roles and relationships, both coordination and command relationships, both between internal stakeholders and between internal and external stakeholders. Everything is described in the institutional model of the Merdeka Learning Program - Merdeka Campus.



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INTRODUCTION

The Independent Learning Program - Merdeka Campus (MBKM) was formulated by Nadiem Anwar Makarim, Minister of Education and Culture in 2020 to prepare graduates of higher education who are tough in facing change. The Merdeka Learning Program - Merdeka Campus is an educational program launched by the Minister of Education and Culture which aims to encourage students to master various knowledge to prepare them to get into the cooperate world.

In its definition, freedom to learn means giving freedom and autonomy to educational institutions, and independence from bureaucratization, lecturers are made free from complicated bureaucracy, and students are given the independency to choose the fields they are preference for. For this reason, the role of higher education institutions is asked to be active in making rules and policies in the implementation of Merdeka Learning Program - Merdeka Campus.

This can also be related to the implementation of the Tri Dharma of Higher Education. Law No. 20 of 2003 concerning the National Education System states that teaching, research, and

development activities, as well as community service, can be applied to activities that run in the Merdeka Learning Program - Merdeka Campus.

According to Prasetyas (2021), the key to the success of universities in implementing the Merdeka Learning Program - Merdeka Campus policy is the existence of an adaptive curriculum and being able to adapt to the times. The curriculum is a plan that is used as a guide or instruction in teaching and learning activities (Sukmadinata, 2009). Curriculum in the old view is defined as subject matters, while in the current view, curriculum is defined as all activities that can support educational success, either directly or indirectly. Law Number 20 of 2003 concerning the National Education System Article 1 point 19, specifically: "The curriculum is a set of plans and arrangements regarding the objectives, content, and learning materials as well as the methods used as guidelines for the implementation of learning activities to achieve certain educational goals".

According to Sukmadinata (2009), the function of the education curriculum is nothing but a tool to achieve educational goals, including:

1. Organize and develop education
2. Continuity Function. In which, the upper level must know the curriculum used at the lower level so that it can adjust the curriculum it holds.
3. Power Preparation Function. When certain schools are given the authority to prepare teachers for schools that need teachers, both regarding content, organization, and teaching methods.

In addition to the importance of the curriculum, collaboration and cooperation between study programs and other parties are needed that can support the success of the student learning process. In the technical implementation, through the Merdeka Learning Program - Merdeka Campus or abbreviated as *MBKM*, students get the opportunity for 1 (one) semester (equivalent to 20 credits) to study outside the study program at the same university; and a maximum of 2 semesters or equivalent to 40 credits of studying in the same study program at different universities, studying in different study programs at different universities; and/or learning outside the university.

Currently, the *MBKM* program has been implemented by several universities, including at the *Universitas Bandar Lampung*. However, to be able to implement this policy, the *Universitas Bandar Lampung* must prepare itself to be able to run this program following the characteristics of the university and its resources.

Universities need to determine policies that serve as guidelines for the study programs they cover, including support for cross-study learning and allocation of funds, as well as ensuring that the quality of graduates will not decrease by running this program.

Higher education leaders can also find suitable partners for all existing study programs. Meanwhile, study programs must align their curriculum to enable students to independently choose 3 (three) semesters of study across study programs and/or outside universities.

Study programs must also carry out quality assurance that the graduates produced will still obtain the learning outcomes that have been determined. Study Programs need to collaborate and collaborate with partners to carry out Forms of Learning Activities (*BKP*) in the Merdeka Learning Program - Merdeka Campus or *MBKM* to support the acquisition of the required learning outcomes. This program is expected to be able 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 who are superior, moral, and ethical (Suhartoyo et al., 2020). It is hoped that with the independent learning program there will be student involvement 1, in this case students in learning will increase (Siregar et al., 2020). Including Critical thinking skills. Besides *MBKM* program a learning model that is expected to train students to develop their critical thinking skills is the model of the inquiry of peer instruction integration. Inquiry learning can develop a scientific way of thinking that puts

learners as learners in solving problems and acquiring knowledge that is research that can understand the concepts of science (Anjarwani et al., 2020).

Based on the explanation above, it can be seen the description of the Merdeka Learning Program - Merdeka Campus in detail and who are the parties involved and what their roles are. For this reason, in its implementation, it is necessary to form an institutional model for the implementation of Merdeka Learning Program - Merdeka Campus to see who has a role and how the relationship between these parties plays a role.

RESEARCH METHOD

This research is a literature review research. Literature review research is research that processes and collects research materials in the form of library data that can be obtained from books or journals (Sherly et al., 2020). This research was conducted to examine theories related to the implementation of independent learning activities with the Pioneer Teaching Campus program. The stages are as follows: 1) Prepare a plan for the topics to be studied; 2) Searching for library sources that are relevant to the study and selecting materials from various appropriate library sources; 3) The data obtained from the study of the material is then used as a reference in making discussions and conclusions. (Savitri, 2020).

In addition, 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 through descriptions in the form of words and language in special contexts that are natural and by utilizing various scientific methods (Moleong, 2013). Descriptive research is research that tries to describe current problem solving based on data. This qualitative descriptive study aims to describe what is currently in effect. There is an attempt to describe, record, analyze, and interpret the conditions that are happening or exist in it. In other words, this qualitative descriptive research aims to obtain information about the existing situation. To perform data analysis, it is necessary to collect data first. 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 Learning Program - Merdeka Campus at the *Universitas Bandar Lampung*.

RESULTS AND DISCUSSION

The first step in creating an institutional system is to determine the pattern of relevant activities by identifying the stakeholders involved in the company's activities carried out by humans as actors or actors who run the system. The institutional system is very complex because it involves many parties or stakeholders as stakeholders both individually and on behalf of groups intending to optimally implement the company's vision and mission. Stakeholders in this study are divided into two parts, namely internal and external. Internal means part of the college and external means outside the college.

Table 1. Stakeholder

No	System	Sub System	Supra System
1	Internal Stakeholder		
	1. College	1.1 Rector and Vice-Rector 1.2 MBKM Unit 1.3 Faculty 1.4 Study Program 1.5 Bureau Chief	1.2.1 MBKM Director, MBKM staff 1.3.1 Dean 1.4.1 Head of Study Programs, Secretary of Study Programs, Lecturers, Educators 1.5.1 Academic Administration, HR, Student Affairs, Finance, General Affairs.

		1.6 Students
2	Eksternal Stakeholder	
	1. Government	1.1 Ministry of Education and Culture
	2. Partner	1.1 Companies (State Agencies, private, <i>BUMN, BUMD</i> , etc.)
		1.2 Village
		1.3 School
		1.4 Community
		1.5 Association

Based on the table above, it can be seen that each stakeholder has their respective interests, functions and responsibilities which are carried out following the common goals to be achieved. The importance of mapping relationships between systems, sub-systems to the supra-system level is so as universities and faculties and study programs in it can carry out the process of identifying, mapping, formulating engagement between stakeholders optimally to achieve the goals that have been created, specifically increasing the competence of graduates, both soft skills and hard skills, in order to be more prepared and relevant to the needs of the times, preparing graduates as future leaders of the nation with superior and personality.

For this reason, it is necessary to create an institutional system as a means of supporting universities to achieve the initial goals of *MBKM*. With the institutional system, it is expected that it will help to create a strong and mutually supportive relationship between each stakeholder. The strong relationship is made and agreed upon under the goals and expectations set forth in the form of decisions or policies approved by each stakeholder. The institutional system can be seen in the following figure:

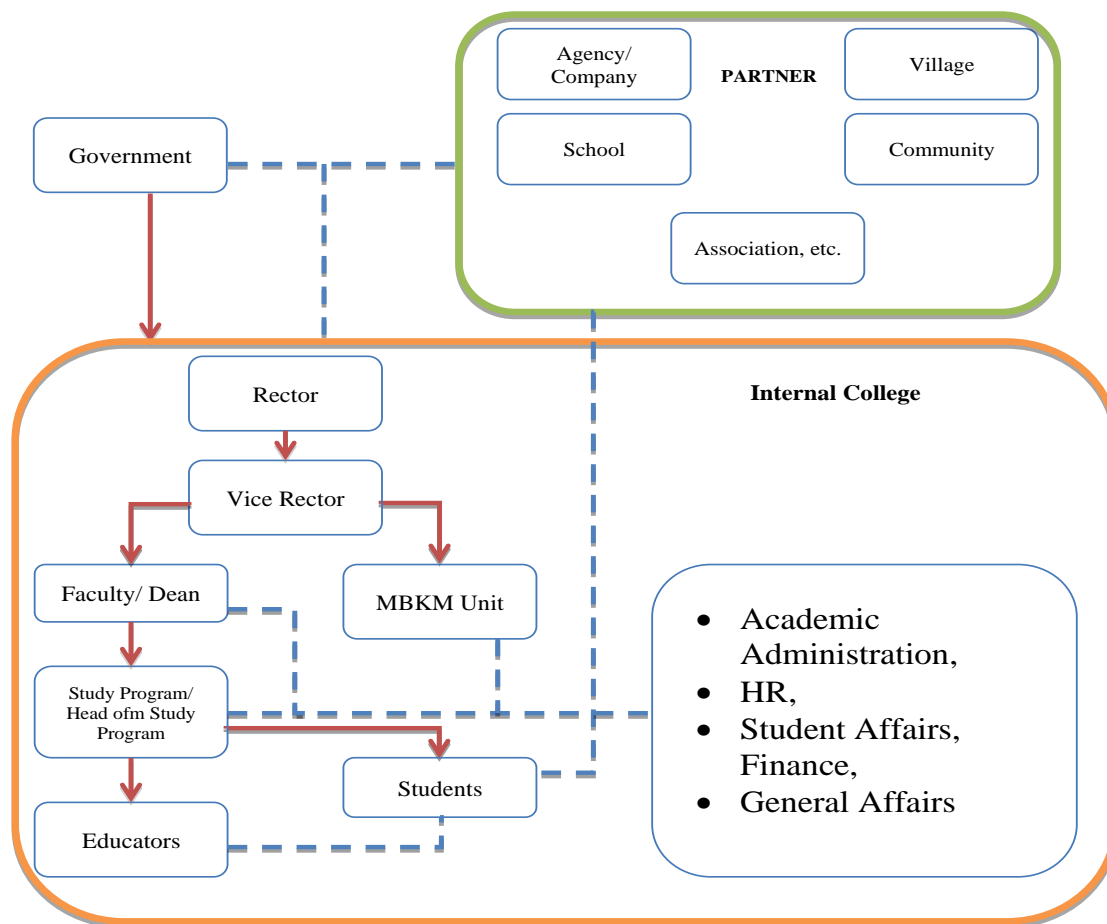


Figure 1. System merdeka learning, merdeka campus institutional

Picture Description:

Orange Box : Internal College

Green Box : Partner

Dotted Blue Line : Demonstrate the relationship of coordination and communication between internal stakeholders with interrelated external holders.

Red Line : Shows command relationship between internal stakeholders with internal stakeholders.

From the institutional system that has been described previously, it will be seen the relationships and interrelationships between all stakeholders or related parties. After obtaining the parties related to the problem, then a general description of the problem is made using the Rich Picture technique. Rich Pictures were specifically developed by Checkland in Soft Systems Methodology to collect information about complex situations (Checkland, 2007; Checkland and Scholes, 1990).

The idea is to use pictures as a framework for thinking about problems in general and find several alternative solutions to problems using creative thinking methods (including therapy) because intuitive awareness in communicating will make it easier to explain explanations in the form of pictures and symbols from words. Pictures can well evoke and record a picture of the situation that occurs. Drawing is also a technique to be able to create different visualizations, for example, such as visual brainstorming, image manipulation and creative imagination for a particular purpose (McKim, 1980).

Rich Picture is taken at the pre-analysis stage, before a researcher knows more clearly which part of the situation is best considered the process and structure used to describe a complex situation. Efforts to summarize the real situation through pictures, cartoon

representations, ideas or ideas, which are objective, problem layout, relationship, influence, cause and effect of the problem, the Rich picture analysis tool is used.

Rich pictures must depict subjective elements such as the character of the actor and the characteristics of the subject matter, point of view and prejudice, spirit and human nature. The explanation above can be made in an image using the Rich Picture analysis tool as follows:



Figure 2. Rich picture problem situation description

The Rich Picture above describes the conditions and problem situations that occur in the implementation of the Merdeka Learning Program - Merdeka Campus (MBKM) which is an institutional model and mechanism for the current MBKM program implementation. Starting from the input process, namely the MBKM policy that was implemented at the *Universitas Bandar Lampung* and the emergence of several problems such as the adjustment of the implementation of the Merdeka Learning Program - Merdeka Campus (MBKM), changes in the learning system in Higher Education and the implementation of MBKM that was not optimal. So it is necessary to form a separate MBKM unit that manages the implementation of MBKM at the *Universitas Bandar Lampung* in general and the Faculty of Economics and Business in particular. Then it is necessary to establish a clear system regarding implementation planning as well as monitoring and evaluating the implementation of the MBKM program. So that it can result in system and curriculum adjustments, the establishment of SOPs for the implementation of MBKM, so that the implementation of the MBKM program can be more optimal and maximal, and the goal of increasing students' Hardskills and Softskills as well as the readiness of students and graduates of *Universitas Bandar Lampung* to be more ready to follow the needs of the times.

In addition, the MBKM program is also a solution for online learning during the Covid-19 pandemic. According to Bestiantono et al. (2020), web-based learning or online learning cannot create wanted outcomes in immature nations like Indonesia, where a larger part of understudies cannot get to the web because of specialized just as money-related issues. The absence of eye-to-eye connection with the educator, reaction time and nonattendance of conventional homeroom socialization were among some different issues featured by advanced education understudies. Although according to Simamora et al. (2020), based on the lecturer's perspective, the researchers concluded that online learning applications are useful for some lecturers to deliver lecture material without face to face, even though there are several obstacles

such as inadequate internet access. Some campuses provide self-developed applications to make it easier for lecturers to teach and provide access for students to study lecture material.

CONCLUSION

In the implementation of the Merdeka Learning Program - Merdeka Campus at the *Universitas Bandar Lampung*, there are internal and external stakeholders involved. As for internal stakeholders, there are stakeholders within the university, such as the rector, vice rector, MBKM units, faculties, study programs, to bureaus and students. Then, there are external stakeholders such as the government and partners. In this case the government is the ministry of education and culture and partners are agencies, villages, schools, communities, associations and others. Each stakeholder has their respective roles and relationships, both coordination and command relationships, both between internal stakeholders and between internal and external stakeholders. Everything is described in the institutional model of the Merdeka Learning Program - Merdeka Campus. Suggestions for further research from this research, research can be done that discusses the institutional model of the MBKM program again and case studies can be carried out in certain locations.

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