Ál-fâhim: Jurnal Manajemen Pendidikan Islam
Volume 6 No. 2. March-September 2024
ISSN: 2656-226X; E-ISSN: 2656-6036
DOI: 10.54396/alfahim.v6i2.1552

Implementation of the *Merdeka Belajar Kampus Merdeka* (MBKM) Towards Policies at UIN Sunan Kalijaga Yogyakarta

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Abstract: *The Merdeka Belajar Kampus Merdeka (MBKM) policy is a strategic initiative by Indonesia's Ministry of Education, Culture, Research, and Technology to create a more flexible, adaptive, and industry-relevant education system. This study explores the implementation of the MBKM policy at UIN Sunan Kalijaga Yogyakarta and its impact on students, faculty, and administrative staff. Using a descriptive qualitative approach, data were collected through observations, in-depth interviews, and documentation. The findings reveal that the MBKM implementation at UIN Sunan Kalijaga has led to significant changes in curriculum, teaching methods, and student engagement in off-campus activities. Additionally, the program encourages students to take a more active role in decision-making regarding their educational pathways, enhances curriculum relevance to industry needs, and strengthens students' skills to face workplace challenges. Overall, the MBKM policy at UIN Sunan Kalijaga positively impacts higher education quality by facilitating the development of skills that are more responsive to global changes.*

Kata Kunci: *Merdeka Belajar Kampus Merdeka (MBKM), Higher Education, Curriculum Development, Student Engagement, UIN Sunan Kalijaga, Educational Policy.*

Introduction

Kampus Merdeka is one of the policies of the Minister of Education and Culture Nadiem Makarim that gives universities the right to provide opportunities for students to study beyond their study program for three semesters. This policy was developed to improve the quality of education by providing flexibility and autonomy to students in developing their skills and knowledge in various fields relevant to workplace needs and the current times.[1]. Kampus Merdeka is a new concept that gives students the freedom to determine the direction of their learning in higher education. This concept was developed as a continuation of Merdeka Belajar, to expand learning

[1] Kemendikbud and Mohammad Tohir, "Merdeka Belajar: Kampus Merdeka," n.d., https://doi.org/10.31219/OSF.IO/SV8WQ.

|Submitted: Sept 5, 2024 | Accepted: Sept 30, 2024 | Published: Sept 30, 2024

opportunities beyond the traditional curriculum, increase flexibility in the educational process, and enrich students' academic experience by involving them in various fields and activities that are relevant to the needs of the workplace and the current times.[2]. The Merdeka Campus concept design is essentially an innovation in learning that aims to enhance the quality of education. This innovation is designed to provide a better and more relevant learning experience, by allowing students to explore various fields and activities beyond their study program, resulting in more high-quality learning.[3].

The quality of human resources (HR) is the main basic element in the nation's progress. Although natural resources play a significant role, without the support of qualified human resources, the management and utilization of natural resources can face various obstacles. This situation can slow down the development and progress of a country. Therefore, it is important to continuously improve the quality of human resources to promote sustainable growth and development.[4] One of the crucial aspects of improving the quality of human resources (HR) is through education, which includes formal, non-formal, and informal programs. These three programs contribute significantly to the development and progress of a nation. The main objective of education is to improve the competence of national citizens, thus empowering them to contribute effectively to the development and progress of the country.[5].

As stipulated in the SISDIKNAS Law No. 20 of 2003, is a deliberate and planned effort to create a learning atmosphere and learning process that allows students to actively develop their potential. The goal is for learners to have the spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation, and state.[6].

One of the key factors for the successful implementation of the MBKM Policy is to create a learning process in higher education that is more

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[2] Achmad Mudrikah et al., "Islamic Management: Jurnal Manajemen Pendidikan Islam Implementasi Merdeka Belajar Kampus Merdeka (MBKM) Di Universitas Islam Nusantara," n.d., https://doi.org/10.30868/im.v5i01.2177.

[3] Muhammad Rusli Baharuddin, "Adaptasi Kurikulum Merdeka Belajar Kampus Merdeka (Fokus: Model MBKM Program Studi)," *Jurnal Studi Guru Dan Pembelajaran* 4, no. 1 (2021), https://doi.org/10.30605/jsgp.4.1.2021.591.

[4] 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 (July 2020): 141–57, https://doi.org/10.53802/FITRAH.V1I1.13.

[5] Kemendikbud and Mohammad Tohir, "Buku Panduan Merdeka Belajar - Kampus Merdeka," 2020, https://doi.org/10.31219/OSF.IO/UJMTE.

[6] (Arifin & Muslim, 2020)

independent and flexible so that it can encourage a culture of learning that is innovative, unlimited, and adjusted to the needs of each university.[7]. In this context, the study program strives to develop a curriculum that follows the development of the times and produces graduates who are ready to work with the expected learning outcomes. The learning process in Kampus Merdeka is a concrete example of student-centered learning, which is very important.[8]. Learning in the Kampus Merdeka provides challenges and opportunities to develop innovation, creativity, capacity, and personality, and fulfill student needs. This method also encourages students to be independent in seeking and acquiring knowledge through real experiences and the dynamics in the field, including skill demands, real problem-solving, social interaction, collaboration, self-management, and achievement of targets and performance.[9].

With the effective design and implementation of the Merdeka Belajar program, it is hoped that students' technical abilities (hard skills) and interpersonal skills (soft skills) will be able to develop optimally. In 2021, the Merdeka Belajar Kampus Merdeka (MBKM) program was launched as a strategic step to answer the need for more independent and flexible higher education. This program aims to create a learning environment that is not only innovative and adaptive but also in line with student needs and aspirations. Thus, it is hoped that MBKM can present learning that encourages students' creativity, independence, and ability to face real-world challenges while strengthening an academic culture that is open and responsive to change.[10]. According to the Ministry of Education and Culture (2021), some of the main programs of the MBKM include the ease of opening new study programs, changes to the university accreditation system, a simpler process for public universities to become incorporated PTNs, and giving students the right to take part in learning activities outside their

[7] Sudaryanto Sudaryanto, Wahyu Widayati, and Risza Amalia, "Konsep Merdeka Belajar-Kampus Merdeka Dan Aplikasinya Dalam Pendidikan Bahasa (Dan Sastra) Indonesia," *Kode : Jurnal Bahasa* 9, no. 2 (June 2020), https://doi.org/10.24114/KJB.V9I2.18379.

[8] "Merdeka Belajar-Kampus Merdeka (MBKM) Curriculum in English Studies Program: Challenges and Opportunities | ELT in Focus," n.d.

[9] (Merdeka Belajar Kampus Merdeka (Mbkm) : Bagaimana Penerapan Dan Kedala Yang Dihadapi Oleh Perguruan Tinggi Swasta Di Aceh | Fuadi | Jurnal Dedikasi Pendidikan, n.d.)

[10] Merdeka Belajar et al., "Merdeka Belajar Dan Kampus Merdeka Dalam Pandangan Filsafat Pendidikan Humanisme," *Jurnal Sikola: Jurnal Kajian Pendidikan Dan Pembelajaran* 2, no. 3 (March 2021): 203–19, https://doi.org/10.24036/SIKOLA.V2I3.108.

study program for three semesters.[11]. In addition, students are given the freedom to take credits outside of their study program for three semesters. This includes one semester where students can choose courses that are equivalent to their study programs at other institutions, as well as two semesters to engage in various learning activities outside the college. These activities may include internships, exchange programs, research, or community projects, which are designed to broaden students' learning experiences and support the development of real-world relevant skills and knowledge.[12].

The Merdeka Belajar Kampus Merdeka (MBKM) policy is one of the initiatives of the Ministry of Education and Culture that gives students the right to take part in learning outside their study program for three semesters. This initiative aims to improve the alignment of education with the needs of industry and society and to prepare students for future challenges. By giving students the freedom to explore various fields and experiences, MBKM seeks to enrich their horizons, skills, and readiness to enter the increasingly dynamic and complex world of work.[13].

UIN Sunan Kalijaga Yogyakarta, one of the leading Islamic universities in Indonesia, has implemented the Merdeka Belajar Kampus Merdeka (MBKM) policy since 2020. This study aims to explore the implementation of the MBKM program at UIN Sunan Kalijaga Yogyakarta and analyze its impact on students, lecturers, and education personnel at the university. By focusing on the practical evaluation and consequences of this policy, this research is expected to provide deep insights into the effectiveness and challenges of MBKM implementation as well as its contribution to academic and administrative development at the institution.

Therefore, the study program planned a series of strategic steps to adapt the curriculum to the MBKM policy, namely: First, formulate the MBKM policy at the college level to ensure that the guidelines and standards for policy implementation are in line with the institution's vision and mission. Secondly, develop an MBKM activity guide that will provide practical direction for students and staff regarding the implementation of various activities included in the MBKM program. Third, conduct a review and development of the study program curriculum to ensure that the material taught is relevant to the needs of industry and society and supports

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[11] Mariati Program, Studi Pendidikan Akuntansi, and Fakultas Keguruan, "Tantangan Pengembangan Kurikulum Merdeka Belajar Kampus Merdeka Di Perguruan Tinggi," *Seminar Nasional Teknologi Edukasi Sosial Dan Humaniora* 1, no. 1 (August 2021): 749–61, https://doi.org/10.53695/SINTESA.V1I1.405.

[12] Eko Purwanti, "Preparing the Implementation of Merdeka Belajar – Kampus Merdeka Policy in Higher Education Institutions," January 2021, 384–91, https://doi.org/10.2991/ASSEHR.K.210120.149.

[13] Kemdikbudristek, 2023

the achievement of expected competencies. Fourth, develop standard operating procedures that will organize the implementation of MBKM activities systematically and efficiently. Fifth, develop cooperation with various parties, both inside and outside the university, to expand the network and resources that support MBKM activities. Sixth, implement the MBKM program by offering various activities, such as student exchanges, internships or work practices, becoming teaching assistants in educational units, research or research, humanitarian projects, entrepreneurial activities, independent studies or projects, and developing villages or thematic KKN programs.

These steps show that changes in the world of education take place very quickly and dynamically, demanding continuous innovation. The implementation of this policy is expected to be the first step in improving the education system, the MBKM Program not only aims to prepare graduates who are ready to face the challenges of the world of work, but also to equip them with the ability to adapt and innovate in an ever-changing environment, both at national and international levels. By seriously following the Minister of Education and Culture's regulations, universities can ensure that the MBKM policy brings significant positive impacts and shapes competent and highly competitive graduates.

Method

This research uses a descriptive qualitative approach, to provide an in-depth understanding of the implementation of the Merdeka Belajar Kampus Merdeka (MBKM) policy at Sunan Kalijaga State Islamic University Yogyakarta. This method aims to elaborate and describe the process and results of MBKM implementation in comprehensive detail.[14]. Data was collected through various techniques, including direct observation, in-depth interviews, field documentation, and distributing questionnaires to 10 respondents, including 5 students, 3 lecturers, and 2 education staff. The research was conducted in seven faculties within the Sunan Kalijaga State Islamic University Yogyakarta.[15]. For data analysis, this study followed the procedure outlined by Miles and Huberman (1992), which includes four main stages: data collection, data reduction, data presentation, and conclusion drawing. This methodology allows researchers to organize and analyze information systematically, to provide in-depth insights into how

[14] "Metode Penelitian Kualitatif - Prof. Dr. Conny R. Semiawan - Google Buku," n.d.

[15] Gumilar Rusliwa Somantri, "Memahami Metode Kualitatif," *Makara Human Behavior Studies in Asia* 9, no. 2 (December 2005): 57–65, https://doi.org/10.7454/mssh.v9i2.122.

the MBKM policy is implemented, the challenges faced, and its impact on students, lecturers, and education personnel.[16]

Result and Discussion

The Merdeka Belajar Kampus Merdeka (MBKM) program is an innovative policy launched by the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia. This policy aims to create a more flexible and adaptive education system and improve the quality of university graduates so that they are ready to face the challenges of the changing world of work and society.[17]. In the context of Islamic higher education, such as at UIN Sunan Kalijaga Yogyakarta, the implementation of MBKM brings significant changes in various aspects, including curriculum, teaching methods, and student involvement in off-campus activities.[18].

UIN Sunan Kalijaga Yogyakarta, as one of the leading Islamic higher education institutions in Indonesia, is committed to integrating the MBKM policy into its education system. The aim is to broaden the scope of students' learning experiences, not only limited to the classroom, but also through various activities that provide them with opportunities to engage directly with the world of industry, research, and society (Fauzi & Zaki, 2021). Thus, it is expected that students can develop relevant skills and adapt quickly to the dynamics of global change (Yulianto, 2021).

This study aims to explore the implementation of the MBKM policy at UIN Sunan Kalijaga Yogyakarta, focusing on how this policy is implemented, the challenges faced, and the impact felt by students, lecturers, and industry partners. Through a qualitative approach, the results of this study are expected to provide a comprehensive picture of the effectiveness of the MBKM policy and its contribution to improving the quality of Islamic higher education in Indonesia.[19]. Furthermore, these findings will be discussed to provide recommendations to improve the implementation of the MBKM policy in the future.

1. Implementation of MBKM

The results showed that the implementation of the Merdeka Belajar Kampus Merdeka (MBKM) Program at UIN Sunan Kalijaga Yogyakarta has resulted in significant changes in the learning process. Some of the main changes include:

a. Kampus Merdeka

Kampus Merdeka is the implementation of a learning concept at UIN Sunan Kalijaga designed to provide autonomy and flexibility.

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[16] Imami Nur Rachmawati, "Pengumpulan Data Dalam Penelitian Kualitatif: Wawancara," *Jurnal Keperawatan Indonesia* 11, no. 1 (March 2007): 35–40, https://doi.org/10.7454/JKI.V11I1.184.

[17] Nadiem Makarim, 2020

[18] Arifin, 2021

[19] Setiawan, 2022

The goal is to create a learning culture that is innovative, not restrictive, and adaptable to the needs of students. Such a learning culture is very important and necessary because students are expected to be able to adapt quickly to social and cultural changes, the dynamics of the world of work, and technological advances that continue to develop rapidly. By providing an adaptive learning environment that supports exploration, Kampus Merdeka aims to prepare students to face complex and diverse challenges in the future.[20]. This means that students' competencies must be prepared from the start so that they are more responsive to the needs of the times. An effective link and match is not only needed between the world of industry and the world of work, but it must also include the ability to adapt to rapid changes in the future. Thus, students must be equipped with relevant skills and knowledge as well as the ability to innovate and adapt, so that they can face the challenges and opportunities that continue to grow in a rapidly changing world.[21]. In this context, UIN Sunan Kalijaga is required to design and implement an innovative learning process, so that students can achieve optimal learning outcomes, which include aspects of attitude, knowledge, and skills. In addition, such learning must be relevant to real life, ensuring that what is learned is not only useful in an academic context but can also be applied effectively in various situations in the real world. With such an approach, UIN Sunan Kalijaga can facilitate the development of students who are comprehensive and follow the demands and dynamics of changes that occur in society and the world of work.

The Merdeka Belajar-Kampus Merdeka (MBKM) policy is based on Permendikbud Number 3 of 2020 concerning National Higher Education Standards. In Article 18, it is stated that undergraduate or applied undergraduate students are entitled to take courses outside their study program for one semester or the equivalent of 20 credits at the same university, and up to two semesters or the equivalent of 40 credits in different study programs, both at the same and different universities. In addition, students are also allowed to participate in off-campus learning. This policy applies to students in 2020, who can take advantage of the right to study outside the study program or campus starting in semester 4 or 5, depending on the policies of each faculty. The learning activities

[20] Aiman Faiz and Purwati Purwati, "Koherensi Program Pertukaran Pelajar Kurikulum Merdeka Belajar Kampus Merdeka Dan General Education," *Edukatif : Jurnal Ilmu Pendidikan* 3, no. 3 (April 2021): 649–55, https://doi.org/10.31004/EDUKATIF.V3I3.378.

[21] Denny Kodrat and Denny Kodrat, "Industrial Mindset of Education in Merdeka Belajar Kampus Merdeka (MBKM) Policy," *Islamic Research* 4, no. 1 (April 2021): 9–14, https://doi.org/10.47076/jkpis.v4i1.60.

stipulated in Article 15 paragraph 1 of the Permendikbud can be carried out both inside and outside the study program and include various activities, such as:



Figure 1. Form of Learning Activities

b. Student Exchange

Student exchanges with a full transfer system at UIN Sunan Kalijaga have been widely carried out with international partners, but domestically, the transfer system between UINs is still limited. This program aims to form important attitudes such as appreciating the diversity of cultures, views, religions, and beliefs, as well as appreciating the original opinions or findings of others. In addition, the program aims to strengthen students' ability to work together, increase social sensitivity, and foster concern for society and the environment.[22]. The objectives of the student exchange program include several important aspects: first, it provides an opportunity to study across campuses, both domestically and abroad; second, it allows students to live with families at the destination campus, which

[22] Endang Sulistiyani et al., "Implementasi Merdeka Belajar Kampus Merdeka (MBKM) Pada Fakultas Kesehatan Dan Non Kesehatan," *Edukatif : Jurnal Ilmu Pendidikan* 4, no. 1 (December 2022): 686–98, https://doi.org/10.31004/EDUKATIF.V4I1.1943.

can enrich their cultural experience; third, the student exchange program aims to broaden students' horizons about the concept of Unity in Diversity, strengthen brotherhood across cultures and ethnicities, and build bonds of friendship among students from different regions, ethnicities, cultures, and religions. These all contribute to the enhancement of the spirit of national unity and integrity. In addition, this exchange also serves as a means of knowledge transfer that can overcome educational disparities, both between universities within the country and between domestic and foreign higher education.[23].

c. Internship/Practice Work

During this time, students often lack real work experience, which makes them less prepared to enter the workforce. Short internships, usually less than 6 months, are often considered inadequate by companies and do not provide significant benefits. Therefore, internship programs should ideally last for 1-2 semesters. This duration will give students sufficient experience and allow them to do hands-on learning in the workplace, thus enhancing their skills and readiness to face challenges in the professional world. It helps them develop technical skills and soft skills such as work ethics and communication. For industries, long-term internships allow them to find potential talent to hire, reducing recruitment and training costs. Students who are familiar with the working environment will be better prepared to face the world of work and build a career.[24]. By doing this activity, problems and needs from the industry can be channeled to UIN Sunan Kalijaga, so that teaching materials and learning methods of lecturers can be updated and become more relevant. In addition, research topics at UIN Sunan Kalijaga will be more in line with industry developments. Student exchanges can be carried out both with universities in the country and abroad, broadening horizons and increasing the relevance of education.

d. Teaching Assistant in Education Institution

Indonesia has many educational units with various challenges, both at the formal, non-formal, and informal levels. The teaching assistance program provides opportunities for students to teach in various types of schools, including elementary, middle, and high

[23] Konstantinus Denny Pareira Meke et al., "Dampak Kebijakan Merdeka Belajar Kampus Merdeka (MBKM) Pada Perguruan Tinggi Swasta Di Indonesia," *Edukatif : Jurnal Ilmu Pendidikan* 4, no. 1 (December 2022): 675–85, https://doi.org/10.31004/EDUKATIF.V4I1.1940.

[24] (Modul Deteksi Dini Pencegahan Dan Penanganan Stunting - Dr. Nurlailis Saadah, S.Kp., M.Kes - Google Buku, n.d.)

schools, both in cities and in remote areas. The objectives of this program are: first, to provide opportunities for students interested in education to teach and deepen their knowledge through direct experience as teachers in educational units. Second, to help improve the equity of education quality and ensure that primary and secondary education remains relevant to the development of higher education and the demands of the times.[25].

e. Research

For students who have a research interest, the Merdeka Belajar program provides opportunities to engage in research activities at research institutions or study centers. Through involvement in research, students can develop critical thinking skills, which are very important for various fields of science at the higher education level. This critical thinking ability allows students to explore and understand topics more deeply and apply research methods more effectively and skillfully.[26]. For students interested in a research career, the opportunity to intern in a laboratory or research center is invaluable. In addition, laboratories or research institutes often require research assistants for short-term research projects (1 semester to 1 year).

The objectives of this research program include: first, to improve the quality of student research; second, to provide valuable experience through involvement in large research projects, which strengthens the talent pool of researchers in a particular field; third, to provide opportunities for students to gain research competencies through direct mentorship from researchers at research institutions or study centers; and fourth, to improve the ecosystem and quality of research in laboratories and research institutions in Indonesia by providing research resources and supporting early regeneration of researchers.

f. Humanitarian Project

Indonesia is often hit by natural disasters such as earthquakes, volcanic eruptions, tsunamis, and hydrological disasters. UIN Sunan Kalijaga has played an active role in disaster management through various humanitarian programs; however, student participation in these activities is still voluntary and short-term. On the other hand,

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[25] Mulyana Mulyana et al., "Evaluasi Dampak Program Merdeka Belajar Kampus Merdeka (MBKM) Pada Bidang Studi Akuakultur," *Edukatif : Jurnal Ilmu Pendidikan* 4, no. 1 (February 2022): 1551–64, https://doi.org/10.31004/EDUKATIF.V4I1.2182.

[26] Endang Fatmawati, "Dukungan Perpustakaan Dalam Implementasi 'Kampus Merdeka Dan Merdeka Belajar,'" *Jurnal Pustaka Ilmiah* 6, no. 2 (January 2020): 1076–87, https://doi.org/10.20961/JPI.V6I2.46682.

many international institutions such as UNESCO, UNICEF, and WHO have conducted in-depth research and launched pilot development projects in Indonesia and other developing countries. With their youthful spirit, academic competence, and high interest, students can serve as 'field soldiers' in humanitarian and development projects, both in Indonesia and abroad, thus making a significant contribution to facing global challenges and supporting development efforts.[27]. The objectives of the humanitarian project program include: first, preparing excellent students who uphold humanitarian values in carrying out their duties, based on religious, moral, and ethical principles. Second, to train students to develop social sensitivity, so that they are able to explore and understand existing problems and provide solutions under their respective interests and expertise.

g. Entrepreneurial Activities

According to the 2018 Global Entrepreneurship Index (GEI), Indonesia scored only 21% in terms of entrepreneurship across various employment sectors, placing the country at 94th out of 137 countries surveyed. On the other hand, research from IDN Research Institut in 2019 showed that 69.1% of millennials in Indonesia have a high interest in entrepreneurship. Unfortunately, this entrepreneurial potential among the millennial generation has not been fully managed or developed properly.[28]. Merdeka Campus policy supports the development of students' entrepreneurial interests through relevant learning programs. This entrepreneurship program aims, first, to provide support to students who are interested in entrepreneurship so that they can develop their businesses from the start with the right guidance. Second, to overcome the problem of unemployment, especially among college graduates, by reducing the number of intellectual unemployment and encouraging the creation of business opportunities that can absorb skilled labor.

h. Independent Study/Project

Many students have the passion to create great work or innovative ideas that can be completed at the international level. Ideally, independent studies or projects are designed to complement the curriculum that students are already taking, allowing them to

[27] 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 (April 2021): 30–38, https://doi.org/10.47747/JBME.V2I2.230.

[28] nur Aeni, "Merdeka Belajar: Kampus Merdeka," n.d., https://doi.org/10.31219/OSF.IO/RY9B3.

explore and develop their ideas independently and innovatively.[29]. UIN Sunan Kalijaga or faculties can utilize independent studies as a supplement for topics that are not covered in the lecture schedule but are still relevant to the syllabus of the study program or faculty. This independent project activity can be carried out in the form of interdisciplinary group work. The objectives of this independent study or project program include: first, realizing students' ideas by developing innovative products based on their ideas; second, organizing education that focuses on research and development (R&D); and third, increasing students' achievements in various competitions both at national and international levels.

i. Developing Village /Thematic KKN

Thematic Kuliah Kerja Nyata (KKNT) is an educational program that allows students to learn by living and working with the community outside the campus. This program aims to help students identify potential and overcome existing problems in the community, develop village potential, and formulate solutions to various problems.

Through KKNT, students are expected to hone soft skills such as collaboration, interdisciplinary cooperation, and leadership in managing development programs in the village. UIN Sunan Kalijaga has implemented the KKNT program, but the number of Semester Credit Units (SKS) given does not follow the provisions of the Merdeka Campus, which recognizes credits of 6-12 months or the equivalent of 20-40 SKS, with several implementation models.

Upon completion of the KKNT, students are required to prepare a final report detailing the activities and results achieved. The KKNT program also supports collaboration with the Ministry of Villages and various other parties. The government, through the Ministry of Villages, provides funding of 1 billion rupiah per village to 74,957 villages in Indonesia. Based on the 2019 Village Development Index (IDM), there are 6,549 very underdeveloped villages and 20,128 underdeveloped villages.

KKNT can be implemented in very underdeveloped and developing villages, where human resources are still limited in terms of development planning despite receiving large funds. The effectiveness of the use of village funds to encourage economic growth still needs to be improved, and students can become human resources who better empower village funds. The village development program or KKNT aims for students, through their

[29] Iqbal Lhutfi and Rika Mardiani, "Merdeka Belajar - Kampus Merdeka Policy: How Does It Affect the Sustainability on Accounting Education in Indonesia?," *Dinamika Pendidikan* 15, no. 2 (December 2020): 243–53, https://doi.org/10.15294/DP.V15I2.26071.

presence for 6-12 months, to utilize their knowledge, technology, and skills in working with various stakeholders in the field and accelerate development in rural areas with the Ministry of Villages.

2. Policy Impact Analysis

The implementation of MBKM at UIN Sunan Kalijaga Yogyakarta has a significant impact on higher education policy, including:

a. Student Involvement in Decision Making: The MBKM program encourages students to participate more actively in determining their career choices and learning paths. With a variety of program options offered, students have more control over their academic and professional journey, which in turn increases motivation and satisfaction in learning.
b. Curriculum Adjustment: The implementation of MBKM encourages institutions to adjust the curriculum to better suit industry needs and recent developments. This more flexible curriculum not only helps students prepare for the challenges of the world of work but also ensures that study programs remain relevant to changing market trends and demands.

Overall, the implementation of MBKM at UIN Sunan Kalijaga Yogyakarta not only enriches students' learning experiences but also has a positive impact on higher education policy by encouraging active student involvement and more relevant curriculum adjustments.

Conclusion

Merdeka Belajar Kampus Merdeka (MBKM) at UIN Sunan Kalijaga Yogyakarta revealed that this policy has had a significant positive impact on the learning process, curriculum, and student participation. MBKM provides more freedom and flexibility to students, allowing them to explore various fields outside the main study program as well as participate directly in the world of work, research, and humanitarian projects. In addition, it encourages curriculum adjustments to better suit industry needs and global changes and enriches students' academic experience. However, there are still challenges in the adjustment and implementation of this policy that need to be addressed to achieve better results.

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Kampus Merdeka Dalam Pandangan Filsafat Pendidikan Humanisme." *Jurnal Sikola: Jurnal Kajian Pendidikan Dan Pembelajaran* 2, no. 3 (March 2021): 203–19. https://doi.org/10.24036/SIKOLA.V2I3.108.

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