Evaluating the MBKM Program: A Thorough Literature Review of Implementation in Academic Settings

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Abstract

The purpose of this literature review is to examine the past and current use of the MBKM Program in academic settings. A literature review of relevant papers, scientific journals, and other publications on the MBKM Program was conducted to learn more about the implementation, challenges, and benefits of the program. Several important conclusions can be drawn from the results of this literature review. First, the MBKM Program has not been fully implemented in higher education, and there are several obstacles that must be overcome. Second, problem solving will be more efficient if all interested parties work together. Evaluating the implementation of the MBKM Program is essential to make it more successful. By conducting a literature review, the university can learn about new problems, develop plans to address those problems, and improve the learning opportunities available to its students. By providing a greater understanding of the issues and challenges faced in implementing the MBKM Program in higher education, this literature review helps in improving the implementation of the program, overcoming barriers, and maximizing the benefits received by students.

Keywords: *Assessment strategies, MBKM program, Literature reviews.*

INTRODUCTION

In this very dynamic condition learning transformation is needed for improving the quality of Indonesian education, such as regarding the updates that have been carried out by Ministry of Education and Culture, by establishing new policies, namely freedom to learn. Freedom to learn was created for change the existing concept of learning Initially based on educators becoming participant-centered learning system educate. This independent learning policy is in intend to prepare resources qualified human beings so they can reduce the unemployment rate that occurs in Indonesia. Especially universities considered the backbone of innovation, on scope of independent higher education institutions studying at

implement it with the independence program study at an independent campus. MBKM Program began to be attempted and implemented by College. Deep points MBKM policy (Dirjen Dikti Kemendikbud, 2020) includes: (1) opening of new study programs, (2) system tertiary accreditation, (3) tertiary institutions legal entity, (4) the right to study for three semesters outside the study program. Triple learning rights program years outside this study program is wrong one of the MBKM policies which is mandate from higher education regulations in to prepare capable graduates adapt to the world of work and improvement quality of learning. Several activities learning in accordance with Permendikbud No 3 of 2020 Article 15 paragraph 1 can implemented in the Three Learning Rights program Semesters outside the study program include: student exchange, internship/work practice, teaching assistance in educational units, research/research, humanitarian projects, activities entrepreneurship, independent studies/projects, KKN thematic. The study program must make an effort develop curriculum with adapting the policy development model *Kurikulum Merdeka Belajar Kampus Merdeka* so you can afford it exercise discretion flexible learning according to needs students and not monotonous. Through independent campus learning program has been prepared and implemented then Hopefully this can be the answer the problem of the quality of education in Indonesia and can handle the large number of graduates who became unemployed in the middle of the era society 5.0.

The development of the times is directly proportional to the development of education. Evidence of the efforts of education experts in developing education is the renewal of the curriculum used in learning. Indonesia has experienced many curriculum changes. This change aims to facilitate the educational process. Curriculum development in Indonesia began in 1947 with the "Detailed Lesson Plan in a Decomposed Lesson Plan" curriculum until 2013 with the "2013 curriculum" or often referred to as K-13. Furthermore, in 2019 the then Minister of Education and Culture, Nadiem Makarim, came up with a new curriculum called the Merdeka Belajar Curriculum. In 2020, an experiment was carried out and on February 11, 2022, the Merdeka Belajar Curriculum was implemented in schools in Indonesia (Madhakomala et al., 2022).

Merdeka Belajar curriculum according to Nadiem Makarim is freedom in thinking (Kulsum & Erlitawanty, 2023).Transforming education through an independent learning policy is one of the steps to realize Indonesia's superior human resources who have the Pancasila Student Profile. Merdeka Belajar is intended for basic education and secondary education levels such as junior high school / senior high school / vocational high school / equivalent. (Vhalery et al., 2022). The *Merdeka Belajar* curriculum is stated as an educational curriculum that is in line with the ideals of one of Indonesia's leading educational figures, Ki Hajar Dewantara. The concept of independent learning focuses learning on the freedom to learn independently and creatively. Therefore, Merdeka Belajar is expected to be a curriculum that can encourage the growth of an independent soul character (Kurniati, 2022).

Furthermore, in the independent learning curriculum, there is a special policy used at the university level unit in preparing quality and competitive human resources in facing challenges in the era of globalization. This policy is MBKM or *Merdeka Belajar - Kampus Merdeka*. MBKM is the application of an independent learning curriculum in higher education that applies innovation and relevance in the programs offered. The MBKM program is an initiative of the Indonesian government that aims to provide flexibility and opportunities for students to determine pathways and access a variety of learning activities on and off campus. The program is expected to help students develop competence, leadership, entrepreneurship, and international experience so as to broaden their horizons and increase competitiveness.

Strategy is a plan of activities used to achieve a certain goal. Meanwhile, the implementation of the *Kurikulum Merdeka Belajar Kampus Merdeka* curriculum strategy is an activity plan to implement the *Kurikulum Merdeka Belajar Kampus Merdeka* curriculum so that it can be effective and efficient. Curriculum implementation is the application of a curriculum in the learning process which aims to achieve the competencies that have been designed. Implementing a curriculum certainly requires thorough preparation including curriculum structure, human resources, administration, infrastructure, educational climate, and requires

collaboration with all parties involved in the learning process. There are several factors that influence the implementation of the curriculum, namely the first is the characteristics of the curriculum, namely innovation or new ideas from a curriculum in improving graduate competency, the second is the implementation of strategies which include focus group discussions, workshops, seminars, socialization which can help and motivate in its implementation. Curriculum, the third is the curriculum user which includes knowledge, skills, values of educators or lecturers in the ability to use the curriculum in the learning process. Curriculum implementation requires support from institutions, namely universities, fellow lecturers, stakeholders and partners implementing learning activities. Core human resources, namely lecturers as curriculum users, are really needed, because if the best curriculum is not able to use it, the results or goals will be difficult to achieve (Anggraini et al., 2022).

According to Meisarah Asril et al., (2023) there are other challenges faced by universities in implementing the MBKM program, including: 1) difficulty for study programs in recognizing the number of credits, 2) some of the MBKM activity processes are bold, 3) the Covid-19 pandemic, 4) study programs difficulty compiling the MBKM curriculum, 5) not all study programs in the same PT implement MBKM, 6) partners in MBKM internship and entrepreneurship activities are still limited, 7) learning is not innovative, 8) late input of grades for students taking MBKM, 9) no there is an MBKM program that facilitates people with disabilities, 10) it is not easy to find partners for collaboration, 11) the collaboration process between universities is complicated, 12) there are too many programs and activities simultaneously, 13) there is no match between study time and activities outside the study program , 14) there is a quota determination for the MBKM program, and 15) many lecturers do not understand the MBKM program. Based on the facts above, an evaluation needs to be carried out.

Evaluation is a process of collecting information or data about an object that is carried out systematically or continuously to determine the quality (value and meaning) of something based on certain criteria, standards and indicators in order to make a final decision. Each evaluation carried out aims to measure the achievements of activities, results, and obstacles faced when carrying out these activities.
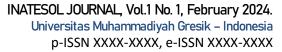
There are several evaluation models developed by experts that can be used to evaluate a program, including: 1) goal oriented evaluation model, developed by Tyler; 2) goal free evaluation model, developed by Scriven; 3) formative summative evaluation model, developed by Scriven; 4) countenance evaluation model, developed by Stake; 5) responsive evaluation model, developed by Stake; 6) CSE-UCLA evaluation model, emphasizing "when" the evaluation is carried out; 7) CIPP evaluation model, developed by stuff beam; 8) discrepancy model, developed by Provus.

Since its introduction in 2019, the MBKM Program has been applied by several universities in Indonesia in order to expand academic freedom for students and lecturers. However, there are still challenges in implementing this program, including a lack of knowledge of MBKM, problems in converting study credits to MBKM program credits, non-standardized assessment concepts, quality differences between partners and universities, and a lack of support from universities for MBKM implementation (Wulandari et al., 2022).

Based on the research findings, it is clear that the History Department has successfully implemented several MBKM programs that have been established by the Ministry of Education and Culture under the command of the Minister of Education Nadiem Makarin. Of the 8 existing schemes, the history department has been able to implement two schemes well, namely Student Exchange and Teaching Assistance. Student exchanges have been carried out with several state universities, such as UM Malang, Unimed, and UNRI. Even though there are still difficulties and obstacles to value conversion in the MBKM program, this can be overcome by making a number of rules regarding conversion. The key to successful implementation of the MBKM policy in a tertiary institution is having the courage to change the mindset from a rigid content-based curriculum approach to an adaptive and flexible learning outcomes-based curriculum to prepare students to become adults who are capable of being independent (Hardi et al., 2023). Based on the study results, five adaptation strategies can be implemented to deal with this the challenges of implementing a collaborative and participatory MBKM BKP, which can also be applied to design-based study programs, are (1) identifying

similar BKPs that are already running, (2) providing a variety of BKP options for freedom of choice, (3) preparing MBKM implementation tools (4) integration of funding with capital owners or grants, and (5) starting simple. Collaboration is achieved by aligning the lecture curriculum with the needs of partners in the field, including industry professionals and community groups, as well as seeking funding for the MBKM program through synchronization with private and government programs. Participation through student involvement becomes in programs outside the campus curriculum. In line with that, freedom is also given to students to choose lecture programs with the regular curriculum (Sabatini et al., 2022). From the above activities, the following passage explains the results. First, implementing MBKM learning can help empower and accelerate the completion of student studies. Second, the implementation of MBKM has the opportunity to become an accelerator of the institution's internal development and encourage study programs and universities to build broader synergies with partners. Third, the hybrid recognition model of MBKM learning allows no need to change the existing curriculum structure and makes it easier to recognize activities into credits. Fourth, implementing the OBE curriculum can optimize the recognition of MBKM activities. In the end, the implementation of MBKM at the study program level supports the achievement of the college's KPI (Siswanto et al., 2021). Therefore, it is important to evaluate the implementation of the MBKM program to determine the success of students who have participated in the MBKM program and to anticipate problems that may arise during program implementation.

METHODS

Assessment Strategies of MBKM program implementation may include literature review as one of its methodologies. Collecting, analyzing, and synthesizing written sources related to a topic or study is what is known as a literature review (Ridwan et al., 2021). Analyzing previous literature can help develop concepts and theories. This research can take advantage of various articles and journals that have been written about the MBKM program. It is expected that by reviewing the existing literature, relevant data will emerge that can be used to

assess the implementation of MBKM. The steps of data analysis include categorizing information, breaking it down into units, synthesizing it, arranging it into patterns, choosing what is important and what is not important, and making conclusions (Sugiyono, 2018).

FINDING AND DISCUSSION

The Result Assessment Strategies of MBKM Implementation

No	Title	Author	Strategies
1	The Adaptation Strategy to Implement Participative and Collaborative Learning in The New Curriculum Framework of MBKM	Stefani Natalia Sabatini, Patricia Pahlevi Novianri, Sita Yuliastuti Amijaya	There are five strategies that can be used to complement the MBKM implementation (1) identification of similar BKPs that are already running and (2) preparation of MBKM implementation tools. (3) providing variations in BKP options for freedom of choice, (4) integrating funding with capital or grant owners, and (5) starting simple. The collaboration and participation side will be discussed in each strategy (Sabatini et al., 2022).
2	MBKM Implementation Strategy In The Electrical Engineering Study Program Widyagama University Of Malang	Diky Siswanto, Sabar Setiawidayat, Istiadi, Faqih Rofii.	There are five strategies of MBKM implementation (1) formulation of PT Policy and preparation of MBKM implementation guidelines; (2) development of an MBKM-based curriculum; (3) preparation of MBKM Standard Operational Procedures; (4) development of curriculum collaboration models between Study Programs and external partners; and (5) Implementation of the MBKM program (Siswanto et al., 2021).
3	Strategy for Implementing the Independent Campus Learning Curriculum in the Indonesian Language and Literature Education Study Program, Trunojoyo University, Madura	Afiyah Nur Kayati, Emy Rizta Kusuma	In the PBSI Study Program, MBKM implementation can be carried out in four activities, namely Independent Student Exchange (PMM), Teaching Assistance, Teaching Campus, and Research/Research (Kayati & Kusuma, 2023).

| 4 | Blended Learning Program with Cooperative Learning Strategy in the MBKM Program at PT Semesta Integration Digital | Natasya Meifiani, Eko Cahyo Mayndarto, Winaria Lubis | Cooperative Learning using the blended learning program in MBKM can present various learning activities in the form of infographic material, interactive power points using the Canvas application, animated learning videos, or Mentimeter to measure the level of understanding and reflect on what has been learned with various choices of quizzes using both padlet, KWL journal, and learning practices in this program help participants (students, teachers and lecturers) to be able to contribute to solving problems in class (Meifiani et al., 2024). |

The Discussion Assessment Strategies of MBKM Implementation

In title of the Adaptation Strategy to Implement Participative and Collaborative Learning in The New Curriculum Framework of MBKM by Stefani Natalia Sabatini, Patricia Pahlevi Novianri, Sita Yuliastuti Amijaya. in this research discuss about how to implement of the MBKM with five strategies there are (1) identification of similar BKPs that are already running and (2) preparation of MBKM implementation tools. Three other strategies added based on data findings are (3) providing variations in BKP options for freedom of choice, (4) integrating funding with capital or grant owners, and (5) starting simple. The collaboration and participation side will be discussed in each strategy.

Strategy 1, namely "identification of similar BKPs that are already running. This strategy is in line with the first stage suggestions suggested by the (Dirjen Dikti Kemendikbud, 2020). in the MBKM implementation stage. For example, in the subject study program, through the old curriculum before MBKM, the study program had mandatory courses in the form of Internship and Practical Work, mandatory courses in the form of Real Work Lectures (KKN), elective courses taught by two study programs, Joint Architectural Design Studio with other campuses , as well as helping the community in disaster emergencies. Internship courses and practical work in architectural bureaus or construction projects are in line with the BKP MBKM Internship. The subject study program has also initiated several Thematic KKN in various provinces, such as Central Sumba and Buton, which are in line with the BKP MBKM Building Villages/ Thematic KKN. Elective courses taught by two study programs and a Joint Studio for Architectural Design with similar study programs at other universities open networks with partners to be able to open BKP MBKM Student Exchange. When the earthquake occurred in Yogyakarta in 2006 and the eruption of Mount Merapi in 2010, the

subject study program also took part in supporting community recovery according to its field, namely in the design and construction of public toilets and residential relocation, where this program was in line with the BKP MBKM Humanitarian Project.

Strategy 2, namely "providing a variety of BKP choices for freedom of choice" focuses on increasing the number of BKP variations. Increasing the number of variations like this is called a diversification strategy (Arifin, 2017). A strategy like this can increase the probability of the number of students taking the MBKM program. For this reason, study programs need to consider offering variations of the MBKM BKP so that, at least, students who are interested in implementing the MBKM program have the opportunity to choose the BKP that they feel best suits their interests. This is in line with the spirit of the Minister of Education, Nadiem, where the concept of "Freedom to Learn" means providing a happy learning atmosphere without being burdened with achieving scores or grades (Astutik et al., 2022).

Strategy 3, namely "preparing MBKM implementation tools" is in line with the second and third stages of the four stages of MBKM implementation suggested by the Ministry of Education and Culture. This strategy stage is closely related to the creation of curricula and collaboration documents with university partners (Dirjen Dikti Kemendikbud, 2020). The curriculum is important in the MBKM implementation strategy (Sopiansyah et al., 2022) and its strengthening can be sought through workshops which also produce technical implementation (Yoesdiarti et al., 2022). This strategy requires effort and deep thought because, in other studies it was found that, according to program implementers, curriculum adjustments are the biggest obstacle in implementing MBKM (Mulyana et al., 2022). However, this adaptive and flexible curriculum adjustment strategy is the key to the successful implementation of the MBKM policy in higher education (Lathif et al., 2022) and can facilitate and speed up the completion of students' studies (Siswanto et al., 2021). Adjusting the curriculum to the technical application of the MBKM program, at the next stage, also requires a socialization strategy (Yoesdiarti et al., 2022), (Lathif et al., 2022) to respond to one of the main factors that students are concerned about in taking MBKM, as can be seen in Figure 3, in the form of a lack of information about the program (Mulyana et al., 2022).

Strategy 4: Integration of Funding with Capital Owners or Grants. Based on the survey results, it was found that the factors that students worry about in taking MBKM off campus are, firstly, cost, then lack of information, followed by lack of support from the campus, and parental approval. The "other" answer includes time constraints, a different campus culture so that there can be social gaps between students, lack of support from partners including internships, and the risk of not

being focused on the actual study program. More than 70% of respondents emphasized that cost was the biggest concern for them taking MBKM off campus. This is in line with the results of interviews with subject faculty stakeholders which show that the implementation of several BKPs requires quite a lot of expenditure. In the subject faculty, for example, this expenditure is used to coordinate with partners, DPL operations, and off-campus student operations. For some BKP models, for example Thematic KKN, there are still a number of expenses that cannot be met by paying 20 credits from students to universities, including additional support from institutions. As a result, there needs to be fees charged back to students of different economic levels.

Strategy 5: Start Simple. MBKM is actually one way to support the achievement of Higher Education Main Performance Indicators (IKU) numbers 2 and 7, namely "students gain experience outside campus" and "participatory and collaborative classes". To achieve the significance of achieving IKU 2 and 7, it is conveyed that the implementation of BKP MBKM must be within the framework of 20 credits in accordance with the provisions of the MBKM program which is implemented in one semester. Therefore, BKP MBKM which has not been implemented with a conversion of 20 credits is considered to have not significantly achieved IKU 2 and IKU 7. However, if you still have difficulty managing BKP MBKM with 20 credits, implementing BKP MBKM with smaller credits can still be a bridge for study programs to learn to manage and prepare BKP MBKM equivalent to 20 credits.

So it can be concluded that five adaptation strategies that can be carried out to face the challenges of implementing collaborative and participatory BKP MBKM, which can also be applied to design-based study programs, are (1) identifying similar BKPs that are already running, (2) providing a variety of BKP options for freedom to choose, (3) preparation of MBKM implementation tools (4) integration of funding with capital or grant owners, and (5) starting simple. Collaboration is achieved by aligning the lecture curriculum with the needs of partners in the field, including industry professionals and community groups, as well as seeking funding for the MBKM program through synchronization with private and government programs. Participation through student involvement becomes in programs outside the campus curriculum. In line with that, freedom is also given to students to choose lecture programs with the regular curriculum.

MBKM Implementation Strategy In The Electrical Engineering Study Program Widyagama University Of Malang by Diky Siswanto, Sabar Setiawidayat, Istiadi, Faqih Rofii. There are five strategies of MBKM implementation there are (1) formulation of PT Policy and preparation of MBKM implementation guidelines; (2) development of an MBKM-based curriculum; (3) preparation of MBKM Standard Operational Procedures; (4) development of

curriculum collaboration models between Study Programs and external partners; and (5) Implementation of the MBKM program.

The results of the activities carried out and their analysis are presented in this section. The policies that have been successfully prepared can be explained as follows:

1. UWG Chancellor's Regulation No. 1/2021 concerning the Implementation of Learning: This PERTOR is an amendment to the UWG PERTOR No. 1/2020 concerning Implementation of Learning. Through this PERTOR, study programs receiving KSKI-MBKM grants propose additional articles so that the PERTOR can accommodate various forms of learning activities that support MBKM.
2. MBKM implementation guidelines: These guidelines were prepared jointly involving two faculties and three study programs receiving KSKI MBKM grants. This document was designed and prepared as a guideline for implementing MBKM within the UWG scope.
3. 2020 Higher Education Curriculum (KPT) for the Electrical Engineering study program that supports the MBKM policy: this document includes scientific vision, market needs analysis, graduate profile, graduate learning outcomes (CPL), study materials, CPL-Study Material matrix, MK structure, plan semester learning as well as a recognition table for learning activities outside the study program. The form of recognition chosen is a hybrid form, which combines structured and free forms. With this approach, recognition of MBKM activities can be more flexible in achieving the 20 credits requirement, even though there is no correlation with the study program curriculum. There are no changes to the 2020 KPT structure that has been built to be able to adopt MBKM activities.
4. Quality Assurance Management Documents include quality policies and manuals, quality determination, quality policy preparation process, academic standards, monitoring and evaluation, control of implementation and improvement of academic standards, as well as MBKM activity assessment forms.
5. Standard Operating Procedures (SOP) documents include the procedures and requirements needed to carry out activities.

Strategy for Implementing the Independent Campus Learning Curriculum in the Indonesian Language and Literature Education Study Program, Trunojoyo University, Madura by Afiyah Nur Kayati, Emy Rizta Kusuma. MBKM implementation can be carried out in four activities, namely Independent Student Exchange (PMM), Teaching Assistance, Teaching Campus, and Research/Research.

1. Independent Student Exchange (PMM)

The Independent Student Exchange Program (PMM) is an external student exchange program organized by the Directorate General of Higher Education.

PMM activities can be carried out in the same study program or different study programs that have courses that are relevant to the PBSI Study Program. Students can choose state or private universities outside their island of residence or home university. This program is equivalent to 20 credits consisting of 16 credits equivalent to courses taken at the destination university and 4 credits equivalent to Indonesian module activities. Students can take part in this activity in semester 3 or 5.

2. Teaching Assistance

Teaching assistance is one of MBKM's activities in the form of teaching in educational units and helping to resolve problems in related educational units. This activity is carried out for 4-6 months and is equivalent to 20 credits. Students can take part in this Teaching Assistantship in semester 7.
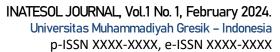
3. Teaching Campus

Teaching Campus is another term for a teaching assistance program that is carried out externally. The Teaching Campus Program aims to help schools resolve the problem of learning loss due to the pandemic and other problems, both related to the learning process and administration (Directorate of Learning and Student Affairs, 2022).

4. Research/Research

MBKM research or research is one of the MBKM activities which aims to support student interest in the field of research. This research activity can be carried out at the Institute for Research and Community Service (LPPM) at Trunojoyo University, Madura. Students can be involved in lecturer research activities at one of the research and innovation centers developed by LPPM UTM. Students can take part in this research MBKM activity in semester 7 or 8.

Blended Learning Program with Cooperative Learning Strategy in the MBKM Program at PT Semesta Integration Digital By Natasya Meifiani, Eko Cahyo Mayndarto, Winaria Lubis. Cooperative Learning using the blended learning program in MBKM can present various learning activities in the form of infographic material, interactive power points using the Canvas application, animated learning videos, or Mentimeter to measure the level of understanding and reflect on what has been learned with various choices of quizzes using both padlet, KWL journal, and learning practices in this program help participants (students, teachers and lecturers) to be able to contribute to solving problems in class.

Here the researcher explains the conclusions in the research on blended learning programs with cooperative learning strategies in the MBKM program at PT

Universal Digital Integration: 1. The blended learning program can be accessed on the Karier.mu LMS. 2. Blended learning program with various learning activities in the form of infographic material, interactive power points using the Canva application, animated learning videos, and a meter to measure the level of understanding. 3. This program provides a variety of activities with a choice of cooperative learning methods that help participants understand concepts according to the title of the blended learning program. 4. This program provides a choice of challenges with various options to reflect what has been learned with various quiz options using Padlet, KWL journal, or Mentimeter. 5. Learning practices in this program help participants (students, teachers and lecturers) to be able to contribute to solving problems in class during learning in accordance with the title of the blended learning program.

CONCLUSION

The evaluation analysis conducted through a literature review reveals several important findings that have provided valuable insights into the implementation of the Merdeka Belajar – Kampus Merdeka (MBKM) Program in higher education. The implementation of the MBKM Program still faces challenges that need to be overcome so that the program can run effectively and provide maximum benefits for students. Solutions to problem solving can be obtained from the results of monitoring and evaluating program implementation. Evaluation of the implementation of the MBKM Program has a crucial role in improving program effectiveness. A comprehensive evaluation can identify problems that arise, develop appropriate improvement strategies, and increase the benefits obtained by students. In order to improve the quality of the implementation of the MBKM Program, universities need to take concrete steps so that it can provide real benefits for students in developing skills and experiences outside the academic curriculum. Although this literature study provides valuable insights, further research is needed to gain a deeper understanding of the implementation of the MBKM Program and more specific improvement strategies. Thus, it is hoped that universities can continue to develop and improve the implementation of this program, so that it can

make a significant positive contribution to the development of higher education in Indonesia.

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