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Research Article

Challenges in Implementing the *Merdeka Belajar Kampus Merdeka* in Higher Education

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ABSTRACT

Curriculum changes are a must. In fact, the very fast development of science and technology no longer supports the world of education to linger with the "comfort zone" of the applicable curriculum. Popularly known as the *merdeka belajar kampus merdeka*, this policy is to realize a flexible learning process, create innovative, non-restrictive learning, according to student needs, encourage students to master various sciences that are useful for entering the world, as well as provide opportunities for students to determine their subjects. the course he will take. The problems of implementing the independent learning curriculum are 1) Collaboration Mechanisms between Islamic Universities and Study Programs with External Parties, 2) Acceleration of State Universities (PTN) Go International with the policy of PTN Legal Entities (PTN-BH), 3) Internship Mechanisms Outside the Program Policy Studies internship for 3 semesters outside the study program and PT.

Keywords: *College, Curriculum, MBKM*

Introduction

The educational process must provide great opportunities for students to develop and actualize their abilities. With an increasingly quality education, we will be able to achieve a more brilliant future for Indonesia. Universities (universities, institutes, high schools, polytechnics and academies) have a great responsibility to realize these ideals (Purwanti, 2021). One of the challenges in the educational process faced by tertiary institutions is curriculum development in the Industrial 4.0 era which is required to produce graduates who have new literacy skills, namely data literacy, technology literacy,

and human literacy that pivots to noble character (Krishnapatria, 2021). The curriculum has a very strategic and decisive role in the implementation and success of education. The popular policy known as *merdeka belajar kampus merdeka* is intended to create an autonomous and flexible learning process in tertiary institutions so as to create an innovative, non-restrictive learning culture according to the needs of students. encouraging students to master various knowledge that is useful for entering the world of work, as well as providing opportunities for students to determine the courses to be taken (Supriati et al., 2022). This

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confirms that curriculum changes in tertiary institutions demand acceleration, not merely speed. This is a challenge for tertiary institutions to immediately accelerate curriculum development in accordance with the rules of the National Higher Education Standards (SNPT) (Yudhawasthi & Christiani, 2022). Education can run smoothly if there are elements that support each other in it (Rohman et al., 2022). The first element is the educator, this element becomes very central, because the educator is the actor of education. Through educators, knowledge can be transmitted. In the Freedom to Learn era, educators in the Education Unit are given the freedom to think about the strategies they will use in imparting knowledge. Even though they stick to the existing curriculum, in practice educators are free to use any learning model (Amalia, 2021).

The second element that must exist is students. If previously it was explained that educators are actors of education, in this case students are the target of education. Students can be individuals or groups. Educators and students are connected through knowledge (Sihombing et al., 2021). Students carry out the exercise as taught by the educator. Students practice the knowledge that has been conveyed by educators. The third element that must exist in education is the place. All education needs a place to carry out (Arbarini & Siswanto, 2023). This element of place is important, because in order to run smoothly, education must pay attention to the place where it is implemented (Fuadi & Aswita, 2021). School is a place to carry out education for teachers and students. However, the learning program implemented there was made by the government, so they cannot carry out other learning programs, apart from the program from the government earlier. Thus it can be concluded that the place is a very important element in education, because the place can affect the learning program to be implemented. In addition, the place can also influence educators and students in carrying out learning (Marpaung et al., 2022). The fourth element is the learning program. In carrying out education, an educator must have the provision of what knowledge will be taught. This learning program develops the scope of knowledge that can be implemented in

education (Yusuf, 2021). Merdeka Learning is a new rule in carrying out learning programs. This rule does give educators freedom in learning, but that freedom still has corridors that must be obeyed. One of them is future oriented (Maipita et al., 2021).

The fifth element is the leader. Among educators, students, places, and learning programs, leaders are needed. This leader acts as the person in charge of the four existing elements. Leaders are needed to provide input if there are deficiencies in the implementation of education. Leaders are also needed to make corrections if errors are found (Anggraeni, 2023). Thus, the role of the leader in the educational process becomes more important than the other elements, because the leader is responsible for all the elements (Ingias et al., 2022). The sixth element as well as an element that must exist among the other elements, namely coordination (Defrizal et al., 2022a). A good system can be destroyed in such a way if there is no coordination among its elements. Conversely, a system that is not very good can be very good if all its elements coordinate with each other. Thus, the good and bad of the education system is determined by the coordination of each of its elements (Sagala & Widyastuti, 2021).

Methods

The method of data collection is literature study. In this section, an assessment of the concepts and theories used is carried out based on the available literature, especially from articles published in various scientific journals.

Research employs methods data gathering through literary reviews of numerous published sources such as research-related papers, journals, and records. As stated by Nazir (2021) Literature research is a data collection method that involves reading books, articles, records, and reports that are related to the issue being solved. Inductive analysis is one of the data analysis approaches utilized in this study. Data analysis is carried out by discussing the data and information that have been gathered in phases so that it becomes meaningful in the form of patterns, topics, and classifications. Then, gather all the information pertaining to Analysis of the Significance of Teacher

Competence Development by studying relevant literature. This study's objective is to determine and what the Growth Importance Analysis looks like teacher proficienc (Nurtjahyati & Sukisno, 2021). Literature review serves to build concepts or theories that form the basis of studies in research.1 Literature review or literature study is an activity that is required in research, especially academic research whose

main goal is to develop theoretical aspects as well as aspects of practical benefits2. So that by using this research method the author can easily solve the problem to be studied. The method that will be used for this study is a literature study. The data obtained were compiled, analyzed, and concluded so as to obtain conclusions regarding the study of literature (Defrizal et al., 2022b).

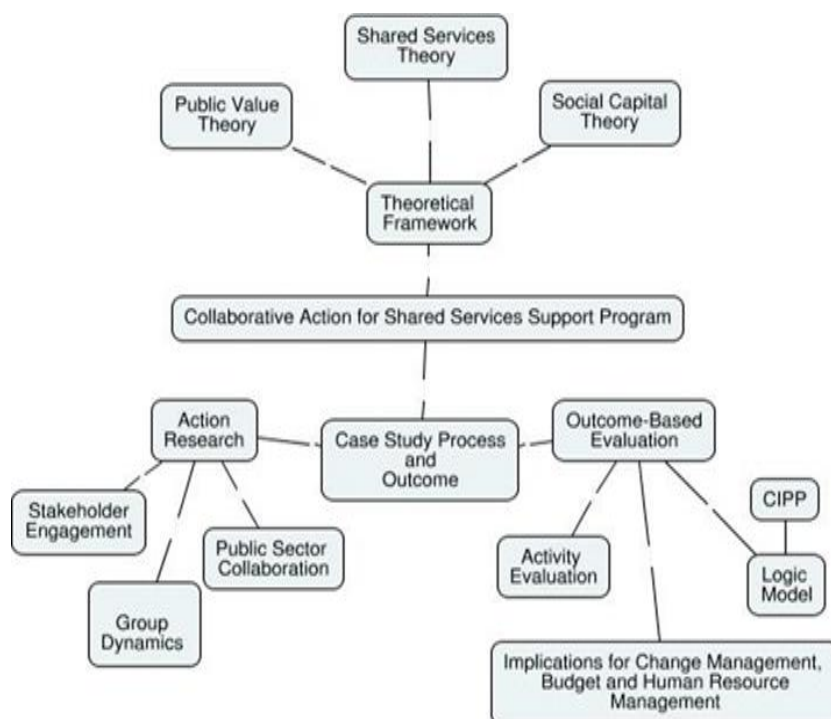


Figure 1. Design of literature study

Results and Discussion

Free Learning Curriculum

The Ministry of Education and Culture of the Republic of Indonesia (Kemendikbud RI) issued a new policy namely Freedom of Learning which was proclaimed by the Minister (Yuhastina et al., 2020).

Education and Culture of the Republic of Indonesia Advanced Indonesian Cabinet. Nadiem Makarim's concept of Freedom to Learn is driven by his desire to create a happy learning atmosphere without being burdened with achieving a certain score or value. The main policy points of the Indonesian Ministry of Education and Culture are contained in the presentation of the Indonesian Minister of Education and Culture before the heads of provincial, district/city education offices throughout

Indonesia, Jakarta, on December 11 2019. There are four new policy points of the Indonesian Ministry of Education and Culture, namely:

1. The National Examination (UN) will be replaced by a Minimum Competency Assessment and a Character Survey. This assessment emphasizes literacy and numerical reasoning skills which are based on the best practices of the PISA test. Unlike the National Exam which is carried out at the end of the education level, this assessment will be carried out in grades 4, 8 and 11. The results are expected to be input for schools to improve the learning process further before students complete their education.
2. The National Standardized School Examination (USBN) will be handed over to schools. According to the Ministry of Education and

Culture, schools are given flexibility in determining the form of assessment, such as portfolios, papers, or other forms of assignments.

3. Simplification of Learning Implementation Plans (RPP). According to Nadiem Makarim, it is sufficient to make only one page of the RPP. Through administrative simplification, it is hoped that the teacher's time in making administration can be diverted to learning activities and increasing competence.
4. In the acceptance of new students (PPDB), the zoning system is expanded (excluding 3T areas). For students who go through the affirmation and achievement pathways, they are given more opportunities from the PPDB system. The local government is given the technical authority to determine this zoning area.

Government policy by providing autonomous freedom to educational institutions and freeing oneself from convoluted bureaucracy and providing broad space for students to choose the desired program (Hasanah, 2022). There are 4 main programs that will be launched by the Ministry of Education and Culture (2020), as follows:

- a. Opening of a new study program

The government issued a policy for Higher Education to open new study programs that refer to the demands of regional needs, industry, and the world of work as an effort to make it easier for Higher Education, both PTN and PTS, to accelerate the development of study programs with uncomplicated bureaucracy.

- b. College Accreditation System

The accreditation program is one of the measuring tools used as a quality standard for higher education institutions and study programs. This accreditation indirectly guides universities and study programs to develop their quality, especially in the tri dharma aspects of higher education (education, research, and community service). However, the fact is that this has become a burdensome burden for tertiary institutions with a five-year accreditation extension (Zakiyyah et al., 2021).

- c. C. State University with Legal Entity

This aims to make it easier for state universities (PTN) that are not yet legally incorporated to become PTNs with legal entities (KumparanNews, n.d.). The Ministry of Education and Culture makes administrative requirements easy and helps PTNs that are about to change their status to become PTN legal entities. This policy is expected to spur PTN to continue to develop their potential.

- d. 3 Semester Student Study Rights Outside the Study Program

This gives freedom for students to take semester credit units (SKS) outside the study program they are taking and outside the campus. This policy was appreciated by various groups, because it was considered capable of providing opportunities for students to develop their knowledge and experience in the subjects they wanted.

Problems in Implementing the Independent Learning Curriculum in Higher Education

The independent learning policy is intended to create an autonomous and flexible learning process in tertiary institutions so as to create an innovative, non-restrictive learning culture in accordance with the needs of students to enter the world of work. This policy certainly has implications for the emergence of demands for tertiary institutions (PT) to develop curricula and implement innovative learning processes so that students can achieve optimal learning outcomes (Lhutfi & Mardiani, 2020).

Collaboration Mechanisms between Islamic Universities and Study Programs with Outsiders

At a practical level, there are requirements that require collaboration between tertiary institutions and study programs with external parties such as service companies, industry, communities, other universities, and government and private agencies. Maybe for large tertiary institutions this is not a big problem, but in contrast to small tertiary institutions the existence of this policy can raise its own problems (Sampelolo & Kombong, 2022). For small ter-

tiary institutions or those that fall into the underdeveloped, outermost, and remote categories, several questions arise, as follows:

1. How do PTs establish cooperation with service companies and large industries?
2. Are big PTs and PTNs willing to collaborate with small PTs or PTs with accreditation

This problem should be a consideration for the government in finding solutions to make it easier for small PTs to collaborate with agencies and large PTs. Without a clear mechanism and a shared vision between the Ministry of Education and Culture and other Ministries, this policy is only considered good in terms of regulations but can cause problems at the practical level (Kande, 2022).

Acceleration of State Universities (PTN) Go International with PTN policies Legal Entity (PTN-BH)

This is a big hope for universities to create universities that are ready to compete internationally. This policy is certainly different from the previous policy which was felt to be very tough and heavy, where PTNs had to get A accreditation before they could become PTN-BHs. In the independent learning policy, this independent campus, there is no more bureaucracy and complicated requirements, there is no minimum limit for accreditation, and flexibility when submitting PTN-BH as long as PTN feels ready and meets the qualifications for a transfer of status. With this policy, it is hoped that PTN will be able to become a world class university. For now there are only 8 state campuses that are included in the 1,000 best international campuses (8 Indonesian State Universities that are in the World's Best 1,000 Rankings, n.d.). Seeing the facts that exist, the government should have the courage to set high targets for PTNs with ease of bureaucracy and adequate budget supplies. enough to go international, not only being able to compete domestically (Pietra et al., 2021).

Internship Mechanism Outside the Policy Study Program Internship for 3 semesters outside study program and PT

This policy aims to provide freedom for students in scientific development efforts and

work experience (Rohiyatussakinah, 2021). At a practical level, several problems arise for small PTs or PTs with remote, outermost, and lagging geographical locations. Apart from the problem of collaboration mechanisms between study programs and universities and large study programs (referring to accreditation levels) as well as large agencies according to point 2 above, questions arise among study programs and students, what is the financing mechanism for these internship activities. PTs and study programs with the above categories have the majority of students with middle to lower family economic levels, funding for apprenticeships is a big problem. Internship activities at least require transportation costs and other activity support costs (Anis & Anwar, 2020).

Conclusion

Merdeka Learning has 4 options that must be changed, namely replacing the National Based School Examination (USBN) into an assessment as a reason for restrictions on the application of the National Education System Law which gives schools the freedom to determine graduation. Replaced the National Examination (UN) with a Minimum Competency Assessment and Character Survey. Minimum competency of students is measured from literacy and numeracy aspects. The Lesson Implementation Plan (RPP) format was streamlined. Learning Implementation Plan (RPP) contains learning objectives, learning activities and assessments. New Student Acceptance Zoning (PPDB) is more flexible to accommodate inequality of access and quality in various regions. The strategy that needs to be implemented so that this policy is effective, productive and efficient should the Minister of Education and Culture be willing to listen to and consider suggestions, input from various groups, and with a non-educational background from the Minister, it is necessary to conduct an in-depth study of the characteristics of education in Indonesia, educational problems in the previous era, and the different geographical conditions of higher education institutions to be used as a basis for further policy formulation which corrects some of the deficiencies in the 4 "Free to Learn,

Independent Campus" policies that were formulated previously.

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