PELAKSANAAN PROGRAM MERDEKA BELAJAR KAMPUS MERDEKA DALAM MENINGKATKAN KUALITAS PENDIDIKAN DI INDONESIA

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Abstrak: Adanya kebijakan Kementerian Pendidikan dan Kebudayaan terkait Program Merdeka Belajar Kampus Merdeka (MBKM) merupakan upaya yang tepat dalam menciptakan generasi yang memiliki kemampuan softskill dan hardskill, serta mumpuni dalam aspek leadership dan berkepribadian. Program MBKM diluncurkan pada tahun 2020 sebagai terobosan baru Kementerian Pendidikan dan Kebudayaan untuk meningkatkan fleksibilitas sistem pendidikan tinggi Indonesia. MBKM memberikan otonomi lebih besar bagi perguruan tinggi dan mahasiswa dalam merancang program studi melalui skema pertukaran pelajar, magang bermitra, hingga riset atau proyek lapangan. MBKM merupakan salah satu kebijakan dari Menteri Pendidikan dan Kebudayaan, Nadiem Makariem. Salah satu program dari kebijakan MBKM ini adalah Hak Belajar Tiga Semester di Luar Program Studi. Fokus dalam studi ini adalah menganalisis implementasi MBKM secara komprehensif dalam peningkatan mutu pendidikan di Indonesia, sehingga dapat berguna untuk merumuskan strategi perbaikan dan pengembangan kebijakan MBKM ke depannya. Metode penelitian yang digunakan adalah studi literatur dari materi atau penelitian yang telah dilakukan. Dari hasil penelitian dapat diketahui bahwa impelementasi MBKM membantu mahasiswa dalam pengembangan dirinya, selain itu, keterampilan tambahan dan prestasi akademik mahasiswa juga meningkat.

Kata-kata Kunci: Implementasi, Kebijakan, MBKM, Mutu Pendidikan, Mahasiswa

IMPLEMENTATION OF MERDEKA BELAJAR KAMPUS MERDEKA PROGRAM IN IMPROVING THE QUALITY OF EDUCATION IN INDONESIA

Abstract: *The existence of the Ministry of Education and Culture policy related to Merdeka Belajar Kampus Merdeka Program (MBKM) is the right effort in creating a generation that has soft skills and hard skills, and is qualified in aspects of leadership and personality. The MBKM program was launched in 2020 as a new breakthrough for the Ministry of Education and Culture to increase the flexibility of Indonesia's higher education system. MBKM provides greater autonomy for universities and students in designing study programs through student exchange schemes, partner internships, to research or field projects. MBKM is one of the policies of the Minister of Education and Culture, Nadiem Makariem. One of the programs of this MBKM policy is the Right to Study Three Semesters Outside the Study Program. The focus of this study is to analyze the implementation of MBKM comprehensively in improving the quality of education in Indonesia, so that it can be useful for formulating strategies for improvement and development of MBKM policies in the future. The research method used is a literature study of the material or research that has been done. From the results of the study, it can be seen that the implementation of MBKM helps students in their self-development, in addition, additional skills and student academic achievement also increase.*

Keywords: *Implementation, Policy, MBKM, Education Quality, College Students*

INTRODUCTION

Education 4.0 is known as an innovation characterized by student centered. This approach can not only develop knowledgeable students but also create a new mindset that is able to respond to life's challenges, increase creativity and innovation in various aspects of education. The existence of the Ministry of Education and Culture's policy regarding the Merdeka Learning Campus Merdeka (MBKM) Program is the right effort in creating a generation that has soft skills and hard skills, as well as being qualified in leadership and personality aspects. The MBKM program was launched in 2020 as a new breakthrough by the Ministry of Education and Culture to increase the flexibility of Indonesia's higher education system. MBKM provides greater autonomy for universities and students in designing study programs through student exchange schemes, partner internships, and research or field projects. MBKM is one of the policies of the Minister of Education and Culture, Nadiem Makariem. One of the programs of this MBKM policy is the Right to Study Three Semesters Outside the Study Program. The purpose of the MBKM policy, the "right to study three semesters outside the study program" program is to improve the competence of graduates, both soft skills and hard skills, to be better prepared and relevant to the needs of the times, preparing graduates as future leaders of a superior nation and personality (Ministry of Education and Culture, 2020).

The MBKM program is a mandate from various regulations / legal bases for higher education in order to improve the quality of learning and higher education graduates. The legal basis for the implementation of the Three Semester Study Rights policy program outside the Study Program includes the following: (1.) Law Number 20 of 2003, concerning the National Education System; (2.) Law Number 12 of 2012, concerning Higher Education; (3.) Law Number 6 of 2014, concerning Villages; (4.) Government Regulation Number 04 of 2014, concerning the Implementation of Higher Education and Management of Higher Education; (5.) Presidential Regulation number 8 of 2012, concerning KKNI; (6.) Regulation of the Minister of Villages, Development of Disadvantaged Regions, and Transmigration Number 11 of 2019, concerning Priorities for the Use of Village Funds in 2020; (7.) Minister of Villages, Development of Disadvantaged Regions, and Transmigration Regulation Number 16 of 2019, concerning Village Consultative Meetings; (8.) Minister of Villages, Development of Disadvantaged Regions, and Transmigration Regulation Number 17 of 2019, concerning General Guidelines for Village Community Development and Empowerment; (9.) Minister of Villages, Development of Disadvantaged Regions, and Transmigration Regulation Number 18 of 2019, concerning General Guidelines for Village Community Assistance.

The implementation of the MBKM curriculum must be developed by each university and study program. This challenge must be faced by preparing the development of the study program curriculum by adapting the MBKM policy including aspects of planning, learning process, assessment, and learning evaluation (Baharuddin, 2021). In addition, in developing the curriculum in the study program, it must pay attention to the profile of graduates and Learning Outcomes (ELOs) that match the learning content with future challenges. The MBKM curriculum must provide meaningful learning experiences for students as learners by providing freedom in academic and non-academic learning and comprehensively needs to involve all stakeholders in the university, starting from leaders, lecturers, students, alumni, and users (Suwandi, 2020).

The journey is not without problems in implementing the independent curriculum in the field. There are several things that become problems faced by universities. What are the implications of MBKM for learning strategies actualized by teachers and lecturers in classrooms (Sulaiman & Umi, 2023). Student centered learning is one of the manifestations of the learning process in MBKM which is very essential (Ulu et al., 2023). Based on these problems, it is necessary to analyze the impact of implementing MBKM in higher education. The urgency of this literature review is carried out as an impact analysis of government policies related to the

implementation of MBKM in higher education. This paper will analyze the implementation of MBKM comprehensively in order to formulate strategies for improvement and development of MBKM policies in the future. The discussion includes the background of MBKM, examples of its implementation, challenges that arise, achievements, and recommendations for improvement policies to maximize the results of MBKM for sustainable improvement in the quality of higher education.

RESEARCH METHODS

This study seeks to assess the impact of implementing one of the independent curriculum programs, the independent campus program. More specifically, this study seeks to find out how the independent campus program can improve the quality of education in Indonesia. Therefore, this study uses the literature review method, which examines material or research that has already been conducted. Snyder argues that a systematic or semi-systematic literature review, a review of secondary data, provides a deeper understanding of the research phenomenon. This approach ensures that this study is based on empirical or evidence-supported studies including meta-analysis, which have been tested against the subject matter, which supports the identification, analysis, understanding, and synthesis of how Merdeka Belajar Kampus Merdeka Program has affected the quality of education in Indonesia. Generally qualitative research design, combining the use of qualitative content and thematic analysis to assess different ways. Thematic and content analysis needs to conduct a thorough critique of each piece of text and identify recurring themes from different text reviews, which then form the basis of descriptive study conclusions and conclusions (Vaismoradi et al., 2013). This is an appropriate research design and strategy considering the objectives of this study, to assess the implementation of the Merdeka Belajar Kampus Merdeka Program in improving the quality of education in Indonesia. The database used to search for keywords related to this research is Google Scholar. The keywords used are "Merdeka Curriculum", "Merdeka Campus". A total of 41 journals and articles published over the past 10 years were used.

RESULTS AND DISCUSSION
Result

The MBKM program has proven to be effective in providing a wide learning space for students to hone competencies outside the study program. As research conducted by Arifin et al (2022), which aims to evaluate the effectiveness of the MBKM program, especially seen from the achievement of increased competence of MBKM student participants. The main findings of the study show that the MBKM program is quite effective in honing student competencies, both hard skills and soft skills. More than 50% of student respondents assessed that learning activities in MBKM contributed significantly to the improvement of technical skills (hard skills) in accordance with scientific fields and general abilities such as collaboration, communication, and leadership (soft skills). The hard skills that are considered the most improved include research skills, scientific writing, to managerial skills and data analysis. As for soft skills, the highest improvement was seen in the aspects of teamwork, cross-disciplinary collaboration, creativity, and adaptability. Thus, the MBKM program proved to be quite optimal in order to hone student skills. Likewise, the findings in the research journal Mintaroem and Sriwahyuningsih (2022), showed that more than 50% of MBKM participants obtained an increase in hard skills and soft skills after participating in this program. The main purpose of this study is to examine the improvement of soft skills in students who take part in the MBKM program. The data analysis method used is a case study at one university with survey techniques. The results showed that there was a significant increase in soft skills in MBKM post-participants, especially in 5 main aspects, namely communication skills, teamwork, critical thinking, creativity, and adaptability. The highest percentage of improvement was in the aspects of creativity and adaptability, while communication skills showed the lowest percentage of improvement although still significant. Thus, this study specifically proves that the MBKM program is effective and contributes significantly to improving students' soft skills as an important part of the profile of today's university graduates. It is hoped that the

results of this study can encourage the optimization of MBKM implementation in the future.

Pratama et al (2021), in their research which aims to evaluate the level of participation of non-academic partners, especially the industrial world, in supporting the implementation of the MBKM policy, show that the participation of cooperation partners with the industrial and non-academic world is still a major challenge for MBKM. The analysis method used is descriptive statistics based on a survey of a number of universities. The main findings of the study indicate that the level of participation and contribution of non-academic partners, especially industry and the world of work, still tends to be low in collaboration and implementation of the MBKM program, especially for internships, student practices, and joint research projects. Less than 40% of the surveyed universities have non-academic partners in supporting MBKM courses. Thus, the results of this study specifically show the limited role of non-academic partners in the MBKM program so that recommendations are given to expand cooperation in the future to optimize MBKM outcomes for students. In another study conducted by Nasir et al (2022), there are only about 35% of universities that have non-academic partners in the implementation of MBKM. This means that it is necessary to expand and diversify MBKM partners so that there are more options for internships or research projects for students. In their research, Nsir et al aimed to analyze the diversity of types of partners and MBKM programs offered by various universities in the Jabodetabek area. The researchers used the documentation study method, collecting and analyzing secondary data from a total of 40 universities consisting of 17 state universities and 23 private universities. The results found that there is a very wide diversity in terms of types of partners and MBKM programs among universities in Jabodetabek. Some universities work with a variety of partners ranging from small-scale domestic companies to multinational companies. Others focus on non-profit partners in the education and humanitarian fields. It was found that most universities provide internships, teaching assistance, independent projects and student exchange programs as part of the MBKM. Multinational partners tend to be more prevalent in well-known public or private universities. On the other hand, private universities have a tendency to collaborate with non-profit organizations to organize humanitarian programs for students. Researchers suggest that there needs to be better synergy between universities and partners in implementing MBKM in order to complement each other and maximize the benefits of this program for student learning and character development.

In a research journal conducted by Yustika and Sunarsi (2022), it is said that curriculum flexibility is still considered less adaptive in supporting the implementation of MBKM in a number of study programs. In his work, the researcher aims to examine the challenges that arise in the implementation of the MBKM policy in terms of curriculum flexibility in several study programs at Bengkulu University. Researchers used qualitative methods by conducting interviews and documentation studies of 5 study programs that have implemented MBKM. The results found that the flexibility of the current study program curriculum is still considered not optimal enough to accommodate MBKM learning outcomes and the number of credits that can be recognized and counted for students participating in MBKM. Some of the main challenges found include learning outcomes in the study program curriculum that are less flexible, limitations in credit recognition when students take MK outside the curriculum, and differences in partner learning outcomes with study program graduate outcomes. Some solutions offered include the need to restructure the study program curriculum to make it more flexible and according to the needs of MBKM and improve communication and coordination with partners to align MBKM learning outcomes. Researchers also suggest that regular curriculum evaluation and improvement be carried out so that the implementation of MBKM can run more broadly. Similar research was also conducted by Amir (2022), in a journal entitled "Study Program Curriculum Adjustment Policy for the Implementation of Merdeka Belajar-Kampus Merdeka". In the journal, the researcher aims to analyze the challenges of aligning the study program curriculum in supporting the implementation of the MBKM policy and providing policy recommendations regarding this matter. The findings of this study show that most study programs in several universities still encounter obstacles in integrating MBKM activities and learning outcomes into the existing curriculum structure. The main obstacle lies in the inflexibility of learning outcomes and

evaluation systems in a number of study programs to accommodate various forms of student learning activities outside the study program through MBKM. The results of the analysis suggest the need to review and adjust learning outcomes, assessment systems, and credit granting schemes for MBKM activities so that the implementation of this policy can run effectively and make an optimal contribution to improving graduate competencies nationally. Other policy recommendations include the establishment of additional learning outcomes in study programs to cover competencies in MBKM and integrated evaluation between achievements in study programs and MBKM. In other words, universities need to review learning outcomes, evaluation systems, and credit recognition schemes for MBKM activities.

Findings and research results from the journal "Development of MBKM model based on multi-stakeholders cooperation" by Susilowati et al (2022), revealed that limited funding is an obstacle to the implementation of MBKM in several HEIs, especially those with non-state status. The research aims to develop a model of MBKM implementation that involves multi-stakeholder cooperation. Researchers used a research and development approach by conducting preliminary studies, model design, expert validation, limited trials, and product revision. The results of the study produced an MBKM model product involving four main stakeholders, namely universities, DUDI partners, local governments, and students. The role of each stakeholder is described in detail in the model. Some key aspects of the model include governance, joint funding, curriculum flexibility, program implementation, and evaluation and quality assurance. Based on limited trials, the model is effective in accommodating students' work practice needs, increasing the relevance of the curriculum to the world of work, and expanding students' access to achieve learning outcomes outside the campus. The developed model also opens up new opportunities for cooperation between universities and related stakeholders for the implementation of MBKM. Researchers suggest the need for socialization and dissemination of the model so that it can be adapted more widely by universities, and the need to develop an MBKM information system to facilitate the implementation of a multi-stakeholder cooperation model. Meanwhile, in a research journal entitled "Obstacles to MBKM funding in private universities" Isnaini, et al (2021). So technical regulations are needed that regulate the MBKM fee assistance scheme for underprivileged students. In his work, Isnaini stated that the purpose of the research conducted was to identify the obstacles to funding the MBKM program at private universities (PTS). The researcher used a qualitative approach with a case study method at 3 private universities in Malang City. The results showed that the main obstacle to MBKM funding in private universities is the lack of budget allocated specifically for this program. Most HEIs use internal budgets through the reallocation of limited operational funds. Another obstacle is that CSR schemes from potential industrial partners have not been optimally utilized.

The solutions offered include expanding access to funding for MBKM from the central government, local governments, and industrial partners through corporate social responsibility (CSR) schemes. In addition, it is necessary to increase the contribution of parents/students through tuition fees and education savings to support the mobility of MBKM. In conclusion, an MBKM funding model based on multi-stakeholder partnerships is needed to ensure the sustainability and expansion of MBKM access for private university students. Related policy recommendations also need to be harmonized to support the implementation of the MBKM funding model in private universities.

Findings and research results from the journal "Evaluation of MBKM learning outcomes on the competitiveness of college graduates" by Khasanah et al (2022), show that the learning outcomes of MBKM students are generally good, but periodic evaluations need to be carried out regarding their effectiveness and quality improvement. The purpose of this study was to evaluate the learning outcomes of the MBKM program in terms of its contribution to improving the competitiveness of university graduates. Researchers used quantitative and qualitative mixed methods with online surveys and interviews with 655 students in 5 universities. The results showed that in general, the MBKM program is considered to provide additional learning outcomes that strengthen the competitiveness and competence of graduates in terms of mindset, data literacy, foreign language skills, and competence in certain fields of work. However, these outcomes vary between MBKM programs and types of universities. Universities need to design MBKM

learning outcomes that are integrated with the learning outcomes of the study program as a whole to optimize and ensure the relevance of additional MBKM outcomes to the graduate profile. The involvement of alumni and stakeholders in the world of work is also important to validate the designed MBKM learning outcomes. In conclusion, the MBKM program is generally able to improve the competitiveness of graduates through additional learning outcomes, but better evaluation and integration with the study program curriculum is needed to make it more optimal.

Findings and results from a research journal entitled "Relevance of MBKM to the competency needs of the 5.0 era" by Yuliani and Octaberlina (2022), state that evaluations need to look at the relevance of MBKM achievements to competency needs in the job market. The purpose of this study is to analyze the relevance of the MBKM program in terms of meeting competency needs in the 5.0 era. Researchers used qualitative methods with in-depth interviews with academics, education experts, and graduate user stakeholders. The results showed that the MBKM program is considered relevant to equip student competencies needed in the 5.0 era such as communication skills, collaboration, creativity, data literacy and technology, to the ability to solve problems in the real world. Internship programs, entrepreneurship projects, building villages and the like are very useful. However, the preparation and implementation of the MBKM program by universities is still not optimal in designing learning outcomes and evaluation methods that are able to measure high-level competencies according to the needs of the 5.0 era. Evaluation tends to be output-based, not outcome and impact. Universities are advised to improve the design of the MBKM program by mapping the competency needs of the 5.0 era based on input from relevant stakeholders. It is also important to strengthen the monitoring and evaluation process to ensure the relevance and effectiveness of MBKM implementation.

Discussion

Merdeka Belajar Kampus Merdeka (MBKM)

In 2020, the Minister of Education and Culture (Minister of Education and Culture, who later became the Minister of Education and Culture-Ristek) Nadiem Makarim issued a policy regarding Merdeka Belajar Kampus Merdeka (MBKM). This policy is motivated by social change, culture, the world of work, and rapid technological advances. Of course, some of these things will affect the world of work, industry, and the future which is experiencing unexpected changes. With the MBKM student competencies are prepared to deal with these things. Higher Education as an educational institution is required to design and implement an innovative learning process so that students can achieve learning achievements covering aspects of attitude, knowledge, and skills optimally and relevantly. The MBKM policy is expected to be the answer to some of the demands above. The Independent Campus itself is defined as a form of autonomous and flexible learning in higher education which is expected to create a learning culture that is innovative, not restrictive, and in accordance with what students need..

In the policy of Merdeka Belajar Kampus Merdeka, at least there are several concepts that are used as the main focus in encouraging the implementation of the MBKM policy, several concepts that are used as the main concepts include:

1. Graduate Quality

After studying in college, students will enter the world of work. The MBKM policy aims to ensure that students who graduate from higher education have the competence and quality in accordance with what the world of work wants. By creating excellent graduates, it is hoped that they will be quickly absorbed by businesses/workplaces that use their services as partners, consultants, and employees. They can also choose to be entrepreneurs because they have been equipped with learning experiences directly in the community through programs in the MBKM policy.

2. Quality of Lecturers and Teachers

The MBKM policy is expected to improve the quality of lecturers and teachers in each university. This is based on 1) the experience, insight and knowledge of honebase lecturers will increase along with activities outside the university in collaboration with industry and other universities. 2) there is a transfer of knowledge from practitioners in the world of industry, business, and fellow universities. 3) the results of research and community service of lecturers and teachers can be applied directly by the industrial world.

3. Curriculum Quality

Improving the quality of the curriculum occurs due to the involvement between universities and the world outside the university, such as; 1) cooperation with the industrial world in line with the study program curriculum so that students can develop competencies in accordance with their fields. 2) involvement of students in research conducted by certain institutions or companies that add real experience for students. 3) Cooperation is not limited to companies or institutions in the country, but can be carried out to companies or institutions abroad, so that it not only adds experience for students but helps in developing the study program curriculum in accordance with the target graduates (Kholik et al., 2022).

The Merdeka Campus policy is in accordance with what is stated in the Regulation of the Minister of Education and Culture (Permendikbud) Number 3 of 2020 concerning National Higher Education Standards, in article 18 it is stated that the fulfillment of the period and learning load for students for undergraduate and applied undergraduate programs can be carried out if; 1) Follow the entire learning process in the study program at the university according to the period and learning load, 2) follow the learning process in the study program to fulfill part of the period and learning load and the rest follow the learning process outside the study program (Director General of Higher Education, Ministry of Education and Culture 2020). One of these MBKM policies is to guarantee students to take courses up to three semesters for courses that are not included in the official curriculum. The program is required by a number of laws and regulations in order to improve educational standards and university graduates. The laws and regulations that serve as the legal basis are as follows:

1. Law Number 20 of 2003, concerning the National Education System.
2. Law Number 12 of 2012, concerning Higher Education.
3. Law No. 6 of 2014, on Villages.
4. Government Regulation No. 04 of 2014, concerning the Implementation of Higher Education and the Management of Higher Education.
5. Presidential Regulation number 8 of 2012, concerning KKNI.
6. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020, concerning National Higher Education Standards (Ramadhan & Megawati, 2022).

The purpose of the MBKM policy is to provide students with the opportunity to take elective courses for three semesters that are outside their majors, improve employability, and adaptability when the world will face the fourth industrial revolution era. In the 3-semester period, learning activities that can be carried out by students include:

1. Student Exchange

The student exchange program is carried out with a credit system. Student exchanges can be carried out both by fellow domestic and foreign universities. The benefit that can be taken from the student exchange program is to form a student attitude that appreciates the diversity of cultures, religions, social, opinions, and others.

2. Work Practices/Internships

This program is held because of the background of the lack of work experience of graduates from higher education, causing them to be less prepared to work in the professional / industrial world. This program is carried out for 1-2 semesters which are carried out directly in the workplace. Activities carried out for 6 months or more are equivalent to 20 credits which are expressed in the form of competencies in the form of hard skills and soft skills. This activity is generally held in collaboration with companies, government / private institutions, organizations, and intuition. It is expected that from this program, college graduates are better prepared to face the world of work.

3. Teaching Assistance in Education Units

This program uses elementary, junior high, and high schools as teaching practices. This program was held because of the low quality of education in Indonesia, especially at the elementary and junior high school levels. Many benefits can be taken from this program such as improving the equitable quality of education, helping to fill vacancies or teacher limitations, and increasing competence in the teaching process at school.

4. Research

The research program provides opportunities for students who have an interest in becoming researchers. The involvement of students in conducting research will build critical thinking so that they will explore, understand, and be able to do research methods better.

5. Humanitarian Projects

Natural disasters such as earthquakes, volcanic eruptions, tsunamis, and others often occur in several places and countries. This program makes students become volunteers who help in humanitarian and development projects. With this program, students are trained in social sensitivity and uphold a sense of humanity.

6. Entrepreneurial Activities

This program aims to support and develop students' interest in entrepreneurship. Students will be given provisions and knowledge about entrepreneurship. Another goal is that students can develop their business interests early and guided, develop their products and innovations, and can apply the knowledge, skills, and experience they have gained before in the future.

7. Independent Study/Project

Students will be given the opportunity to conduct research or make a product and innovation according to their interests, from the results of the research or product will be developed through a community service program.

8. Village Building / Thematic Real Work Lecture (KKNT)

The KKNT program is a form of education in which students are given the experience to live in the community (generally villages). Students are also asked to identify potential, handle problems, develop the potential of an area, and formulate solutions to problems faced by the community. After this activity is completed, students will be asked to make a final report. This program runs for about 6-12 months (Fuadi, 2022).

Education Quality Improvement

Quality in the Big Indonesian Dictionary (KBBI) is defined as a measure of whether something is good or bad, quality, level, or degree. By definition, quality can be interpreted as a comprehensive description and characteristics of goods or services that demonstrate their ability to satisfy expected needs (Siswopranoto, 2022). According to the Department of National Education (Depsiknas) in (Kusnandi, 2017) the definition of quality in education includes 3 things, namely input, process, and output. Input is everything that is available for the continuity of the process. The meaning of "something" here is in the form of

resources which include human resources (teachers, principals, students, etc.) while other resources can be in the form of equipment, materials, money, etc. In addition, software in the form of human resources is also needed. In addition, software is also needed in the form of school organizational structures, tasks, plans, programs, etc. The process in education can be understood as an effort to transform inputs into expected outputs. In schools, the process referred to here is in the form of decision-making processes, institutional management, teaching and learning processes, monitoring and evaluation. As for the last output, this is not only understood as school graduates, but is interpreted as school performance, school achievement, which is measured by the school's performance.

Quality must be managed to meet the demands of society. The quality of education in the school context is influenced by many interconnected things such as planning, implementation and supervision. From the process, there will be results released. Quality results when an educator can produce students who have excellence in academics and extracurriculars who graduate from a certain level. Academic excellence can be expressed by grades, while extracurricular excellence is expressed by the various skills acquired by students while participating in the program.

In improving quality in education, there are several theories of implementation and quality improvement put forward by experts. In the book School Quality Improvement Management (Tuala, 2018:44) there are at least several expert opinions regarding quality improvement and assurance, including:

1. Dr. William Edward Deming's Theory (PDCA Cycle Theory)

PDCA cycle theory stands for Plan, Do, Check, and Act. This theory is called a cycle because it has a relationship that is bound between each other and is continuous, which means that this cycle starts from the Plan and will return to the Plan cycle. Based on this concept, Deming (Tuala, 2018) argues that quality improvement is based on three basic assumptions. First, the PDCA cycle is a systematic and continuous step where the start is to improve the process that causes failure factors followed by efforts to find the causes of failure. When the cause has been found, changes are made for the improvement to be achieved. Second, it requires consistency in

goals, commitment, cooperation, and democracy in quality improvement. Third, visionary, professional, and responsible leadership, having sympathy and empathy for the achievement of work productivity.

The failure of quality improvement in education according to Deming (Tuala, 2018) is caused by two factors. The first factor is general in nature, consisting of weak curriculum design, unqualified buildings, poor working environment, inappropriate systems and procedures, poor working environment, inappropriate systems and procedures, haphazard work schedules, insufficient resources, and inadequate staff development. While the second factor is called special factors and consists of members' lack of skills and knowledge, lack of motivation, communication failure, or problems related to the availability of educational facilities and infrastructure.

2. Dr. Joseph M. Juran's Trilogy of Quality Theory

The theory proposed by Juran is the quality trilogy. The trilogy is Quality Planning where a provider of goods or services identifies customers and provides what customers want to satisfy customers and maintain their loyalty. second is Quality Control where the product is thoroughly checked and evaluated, compared to the desired needs of customers. Finally, quality improvement is a process where the appropriate mechanism is maintained so that quality can be achieved sustainably. With good quality planning, it will be very beneficial for the industrial world in determining and making strategic steps to make strategic steps so that consumers are satisfied.

Juran divides quality into 2 types, namely strategic quality in the form of the quality of a product at the managerial level such as policies and systems that apply. Technical quality is the quality of products at the technical operational level such as goods or service designs provided to consumers.

3. Feigenbaum Quality Theory/full customer satisfaction

According to Feigenbum, quality is customer satisfaction, a product is considered quality if it can provide full satisfaction to consumers and in accordance with consumer expectations. There are three important points put forward by Fegenbaum regarding quality, 1) Quality must be defined in terms of customer satisfaction, 2) Quality is multidimensional and must be defined comprehensively, 3) Quality must be dynamic because customer needs and expectations will continue to change.

4. Garvin and Davis' Quality Theory

Quality in the view of Garvin and Davis is a dynamic condition related to several things such as products, labor, processes, and tasks and the environment that meet or exceed customer expectations. Quality changes in a product must be aligned with improvements or changes in labor skills, production processes and tasks as well as changes in the company's environment so that the product can meet and exceed consumer expectations.

From some of the theories above, each has a different perspective in defining quality. However, the conclusion that can be drawn from the above opinion is that improving quality is inseparable from the managerial side as well as improving and changing existing resources and how to achieve customer satisfaction with the products provided. Educational institutions in achieving or improving quality must be able to develop cooperation between the elements that exist in the process of achieving quality. The implementation of quality education must be in accordance with the National Education Standards which consist of; implementation of quality content standards, implementation of quality process standards, implementation of graduate competency standards, implementation of quality standards for teaching and education personnel, implementation of quality management standards, implementation of quality standards for infrastructure, implementation of quality financing standards and implementation of quality assessment standards.

In the world of education, efforts to produce quality must pay attention to 4 basic things, among others:

1. Creating a win-win solution situation, where leaders and members create mutually beneficial conditions in achieving the quality of products and services produced by the institution.
2. Foster motivation in everyone involved in the process of achieving quality.
3. Every leader must be oriented to the process and long-term results.
4. The implementation of integrated quality management in education needs to be carried out in a long-term process consistently and continuously.

Implementation of Merdeka Belajar Kampus Merdeka (MBKM)

MBKM gives autonomy to each university to develop, manage, and implement MBKM programs according to their vision and mission and strategic plans. However, MBKM basically includes four main policies, namely (Firman & Rahman, 2020):

1. Student exchange program
   Students can study 1-2 semesters at partner universities either at home or abroad. The courses taken will be recognized as part of the learning outcomes.
2. Internship/work practice program
   Students can take part in an internship 1-2 semesters to gain direct work experience that is relevant to their field of study.
3. Teaching assistance program in educational units
   Students can teach in schools or course institutions for 1 semester to gain teaching experience.
4. Independent research/research
   Students can conduct research under the guidance of a supervisor for 1 semester to deepen their research skills.

In implementing the MBKM policy, each university has a slightly different framework and implementation mechanism according to the conditions of each institution. The following is an example of MBKM implementation at the University of Indonesia (UI):

First, UI established an MBKM implementation team at the university level. This team is tasked with coordinating the implementation of MBKM across faculties and periodic evaluation. Second, each faculty forms an MBKM task force tasked with preparing guidelines for the implementation and evaluation of MBKM at the faculty level. Third, the MBKM program is optional for students. So students can still undergo regular lectures if they are not interested in taking MBKM. Students who are interested must submit an MBKM activity plan that is selected by the faculty MBKM task force. Fourth, students who are accepted by MBKM will remain registered as UI students even though they study at other campuses. Fifth, after completing MBKM, students must fulfill academic obligations in the form of report writing, presentations, or other equivalent forms. Sixth, the assessment of MBKM learning outcomes is carried out jointly between accompanying lecturers, partner instructors, and the MBKM task force. Finally, MBKM achievements will be listed in the transcript as a course with a certain credit

weight according to the learning outcomes.

Challenges in Implementation of MBKM

Several studies have identified a number of challenges that remain in the implementation of the MBKM policy, as follows:

1. Institutional readiness
   Research by Karuniawan et al (2021) found that many universities have not maximally prepared for the implementation of MBKM in terms of human resources, funds, and regulations. There are also many lecturers who do not understand the concept of MBKM so that socialization efforts need to be improved.

2. Student readiness
   Many students complain about the bureaucracy and complicated MBKM requirements. In addition, there is also a negative perception of the career prospects of MBKM program graduates (Aji, 2022). This condition causes student interest in taking MBKM to remain relatively low. According to Agustian et al (2022), this is exacerbated by the limited access and socialization of MBKM information to students. Universities need to increase MBKM literacy by utilizing various digital platforms so that students better understand the benefits of taking MBKM.

3. Lack of cooperation
   Many universities complain that it is difficult to find industrial and non-academic partners to run MBKM, especially internship programs and teaching assistance, on the other hand the business world does not fully understand the benefits of the MBKM program (Ramdhani, 2022). According to Mukti et al (2022), it is necessary to conduct sectoral mapping of labor needs in each industrial sector to make it easier for universities to find relevant MBKM partners. In addition, massive socialization is also needed so that the business world is motivated to become MBKM partners.

4. Evaluation of learning outcomes
   Research by Pamungkas et al (2022) found that the evaluation of MBKM learning outcomes still varies and has not been standardized between universities or study programs. This condition risks the objectivity of student learning assessment.
   According to Ramadhani et al (Ramdhani, 2022), the government needs to immediately issue standardized MBKM learning evaluation guidelines that can be adopted by all

MBKM implementing universities.

5. Lack of funding

    MBKM management requires a lot of funding related to the preparation of regulations, socialization, creation of information systems, and student mentoring. Unfortunately, the special budget for MBKM from the government is still considered limited (Ramdhani, 2022).

    According to Damayanti et al (2022), there needs to be technical regulations that guarantee funding schemes for MBKM either through the APBN, public-private partnerships, or other alternative funding schemes. This funding regulation is important so that the MBKM cost burden is not fully borne by students or parents.

Achievements and Evaluation MBKM

After almost 3 years of implementing MBKM, various achievements that show the improvement of the quality of Indonesian higher education have begun to appear. Some of the main achievements of MBKM until 2021 include (Ministry of Education and Culture):

1. The number of universities implementing MBKM has reached 911 universities out of a total of 4,737 universities in Indonesia.

2. More than 77 thousand students have participated in MBKM with a breakdown of 45.5% internship programs, 20.7% student exchanges, 17.8% teaching assistance, and 16% research/research.

3. MBKM students come from various study programs, including engineering (26.7%), business (18.3%), agriculture (11%), and health (10.3%).

4. Business/industry partners involved in MBKM are 28,932 partners.

    Meanwhile, various surveys of MBKM students also show its positive impact, namely (Pramudhita et al., 2022):
1. 83.1% of respondents rated MBKM as useful for their final project/thesis topic.
2. 76.3% of respondents felt that MBKM had improved their hard skills.
3. 88.1% of respondents felt that MBKM had improved their soft skills.
4. 94.7% of respondents feel more prepared to enter the workforce after attending MBKM.

    However, a comprehensive evaluation of the effectiveness of MBKM in improving the quality of higher education still needs to be done. Some recommendations from the initial evaluation include (Nasir et al., 2022):
1. It is necessary to accelerate the preparation of national standardized MBKM learning outcomes evaluation guidelines.
2. It is necessary to optimize the research and innovation-based MBKM program to produce graduates who excel academically and solve the nation's problems.
3. A more systematic data collection of MBKM partners is needed to facilitate universities to collaborate with the business/industry world.
4. Need to strengthen technical regulations related to MBKM funding schemes from various sources, such as APBN, CSR, and institutional cooperation.

MBKM's Future Prospects

With various significant achievements that have been measured, the MBKM program should be continued and developed in order to provide benefits equally to all universities and students in Indonesia. According to Mulyatno et al (2022), some strategic steps that the government can take to develop MBKM in the future include:
1. Accelerate the process of standardizing the MBKM quality assurance system, such as the preparation of guidelines for evaluating MBKM learning outcomes nationally.
2. Conduct systematic mapping and data collection of MBKM partners to facilitate universities in establishing quality MBKM cooperation.
3. Conduct massive public campaigns on the benefits and prospects of MBKM to students and parents through various digital platforms.
4. Increase the capacity of university lecturers and education personnel in managing and evaluating the MBKM program.
5. Develop clear regulations for MBKM funding from various schemes, such as APBN, CSR, and institutional cooperation.

    With these MBKM development steps, it is expected that MBKM can make an optimal and sustainable contribution in improving the quality of Indonesian higher education in the future. MBKM is expected to be a leading policy that distinguishes Indonesia's higher education system from other countries in the region and globally.

CONCLUSION

The Merdeka Belajar Kampus

Merdeka (MBKM) program was launched by the government in 2020 as a policy to provide flexibility for students in determining the courses taken outside the study program. The aim is to improve the competence of university graduates to make them more relevant to the needs of the times. The implementation of MBKM involves cooperation between the Ministry of Education and Culture with universities and non-university partners. Students can take credits outside the campus both at home and abroad. MBKM consists of nine learning activities that students can choose according to their interests and talents.

In its implementation, the MBKM program faces several challenges. First, there is a lack of socialization regarding the technical implementation of MBKM to students and lecturers. Second, the limited resources of supervisors and infrastructure in some universities. Third, non-university partners who cooperate in the MBKM program have not been evenly distributed. Fourth, the need to adjust the study program curriculum to be more flexible in implementing MBKM. After running for 2 years, the achievements of MBKM are quite significant in providing new experiences to students. Data shows that 82% of students feel that MBKM is very useful for self-development. In addition, students' additional skills and academic achievement also increased. However, evaluation is still needed regarding the effectiveness of MBKM credit acquisition and its relevance to learning outcomes.

In the future, MBKM still has good prospects to continue to be strengthened and developed. Some efforts that can be made include expanding cooperation partners, harmonizing the MBKM curriculum with universities, and preparing special MBKM supervisors. With the commitment and support of all parties, MBKM can further improve the quality of university graduates and the competitiveness of the Indonesian nation.

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