

Design of The “Merdeka Belajar” Program for Students of High School Education

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ABSTRACT. Merdeka Belajar Program is a policy that aims to encourage students to master various competencies and knowledge that are important and useful when entering the world of work. This article reveals the Design Of The “Freedom to Learn” Program For Students Of High School Of Education Miftahul Midad Lumajang. In this type of qualitative research with a case study approach, the data is obtained from interviews, observation, and documentation then analyzed with the condensation stage, data display, and conclusion. The research findings show that based on the results of the study, it can be concluded that several programs implemented at Madrasah Ibtidaiyah 01 Candipuro are active literacy and numeracy programs for low-grade students, active programs visiting the library, entering class programs, extracurricular programs, exam success programs, helping adaptation technology using laptops or Android, assisting in the preparation of e-reports, as well as other administration needed by the school. Some designed programs can be implemented correctly according to the targeted objectives.

Keywords: *Design, Independent Learning, Students, High School*



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INTRODUCTION

Several previous research articles on the independent learning program, namely from Afandi and other concluded that in the effectiveness of the independent learning program, children should be given the freedom to play in their learning and will have a good impact on children's character from an early age (Afandi et al., 2022). In line with research Restu and others, The independent learning program is applied experimentally in the classroom to effectively realise that the independent learning program can be more optimal when learning activities occur (Restu et al., 2022).

Research by Marcelinus Christwardana found that education management in line with current reforms in Indonesia is an effective and efficient educational figure. Principals, educators, and parents of students play an important role in observing, supervising, and carefully assessing learning activities in these educational institutions (Christwardana et al., 2022). If this is done solidly, a positive early childhood education system will be created either in a centralised or centralised decentralised manner.

In previous research by the authors Martin Kendra, stated that in the independent learning program, not only educators and institutional staff are always required to be innovative and

creative, but school principals are also required to have creative and innovative leadership and have a good heart (Kendra et al., 2015). Revolutionaries for early childhood education institutions that they hold that can accept and carry out all kinds of changes and development of institutions through the school's vision, mission and goals.

Some of these previous studies indicate that the independent learning policy or Program is an implementation of the latest education policy for Indonesia that comes directly from the Ministry of Education and Culture in which there will be many changes to learning activities that are more modern and by the developments and interests of students in Indonesia. , the novelty dimension of the research that will be revealed is the design of the "freedom of learning" Program for students of high school education (Satiti & Falikhatus, 2022).

The Freedom to Learn Program is a new policy from the Minister of Education and Culture of Indonesia which aims to encourage students to master various competencies and knowledge that are important and useful when entering the world of work. The Merdeka Campus provides opportunities for students to have the freedom to explore their desired potential and skills through the programs designed within the Merdeka Campus (Ariani, 2022).

The independent learning program is an opportunity for higher education institutions in Indonesia, especially those with educational study programs to become pioneers of change in implementing learning for their students by the vision and mission, and the purpose of this independent learning is to develop the competence of educators in providing teaching that is relevant to students. The interests and talents of their students (Sulistyo et al., 2022). So this Program helps students to optimise their potential, interest and interest in something beneficial for their future life.

One of the campuses implementing the program from the Merdeka Campus is the Miftahul Midad College of Tarbiyah Sciences (STIT), Lumajang Regency. This program has been implemented since the beginning of 2022, involving seven students from the Islamic Elementary School teacher education study program and nine from the English Education study program. In the Teaching Campus program, STIT Miftahul Midad students are placed in three Madrasah Ibtidaiyah in the closest location to the slopes of Mount Semeru, Lumajang Regency and assist the teaching and learning process at these madrasas. The teaching campus program was launched to improve STIT Miftahul Midad students' competence and provide better educational opportunities for Madrasah Ibtidaiyah, especially those affected by the earthquake and Mount Semeru eruption (Observation, 3 Juni 2022).

Therefore, the campus teaching program exists as a way for elementary school students in Indonesia affected by the earthquake and eruption of Mount Semeru to get optimal learning opportunities in limited and critical conditions while restoring madrasa facilities in the districts closest to the slopes of Mount Meru. With this program, it is hoped to develop the creativity, leadership, and interpersonal skills of STIT Miftahul Midad students through the experience gained. The teaching campus program is carried out for three months at the Madrasah Ibtidaiyah, closest to the registered student's domicile.

The scope of campus teaching activities includes learning in all subjects with a focus on learning literacy and numeracy skills, technology adaptation, and administrative assistance for Madrasah Ibtidaiyah. The STIT Miftahul Midad teaching campus program is expected to benefit students and Madrasah Ibtidaiyah with synergy and collaboration at Madrasah Ibtidaiyah to organize learning.

The purpose of implementing the STTT Miftahul Midad Teaching Campus program is to empower students, among others, to: 1) Instill empathy and social sensitivity in students towards the problems of social life surrounding them. 2) To hone thinking skills in working together across fields of knowledge and various student origins in solving the problems they face. 3) Develop insight, character and soft skills in students. 4) Encouraging and spurring national development by fostering people's motivation to participate. 5) Increase universities' and students' roles and contributions to national development (Interview, 2022).

The debriefing will be held on 16-20 March 2022 via zoom meeting. The debriefing it is explained the role of students in Implementation, offline and online learning strategies, literacy and numeracy learning concepts, understanding students' abilities in using the AKSI application, implications for assessment and learning, social adaptation and communication in the education sector, monitoring and evaluation of campus teaching batch 1 in the MBKM application, basic scientific knowledge of Covid-19 and motivation for enthusiasm and release of Campus Teaching students by the Head of the Nahdhatul Ulama Higher Education Institution, Lumajang Regency, Dr H. Masyhuri, M.SI. Students are provided with the provision to learn about the manners of life at school (Wahyuni et al., 2022). Students are also expected to have the provision of practical knowledge and skills in order to be able to carry out the program and their duties at the madrasah.

METHOD

The research uses interpretive qualitative or post-positivistic, and the data is collected with a natural background as a direct data source (Creswell & Poth, 2016). The reason for using qualitative methods is because they want to understand in depth the problem under study rather than explaining causal relationships as quantitative research does. Interpretation of the data can only be made if the depth of the facts obtained is obtained (Teddlie & Yu, 2007). This type of research is descriptive by organizing the mindset and analyzing the activities of implementing the independent learning program for STTT Miftahul Midad students in several Islamic elementary schools.

The primary data extracted in this research consists of the main issues, which include the STTT Miftahul Midad design in implementing the independent learning program for students. Data collection techniques were used to collect field data, namely observation, interviews, documentation studies and other sources such as literature, discussion results, newspapers, and so on (Byrne, 2021).

The data in this study were recorded, selected and then classified according to the existing categories. The data were analyzed using the distributional technique for natural element (Patel & Patel, 2019). Data analysis in this study used Miles and Huberman's theory, condensing data, presenting and drawing conclusions, and data validity techniques using method and source triangulation (Davison & Smith, 2018). Testing the validity of the data in qualitative research is done by testing the credibility. In this study, the credibility test was carried out by increasing persistence, and triangulation, using reference materials and member checks (Hamilton & Finley, 2020).

RESULT AND DISCUSSION

Result

Design for Implementation of the "Merdeka Belajar" Program for Students of High School Education Miftahul Midad Lumajang

Analysis of the Internal Environment of program "merdeka belajar"

The earliest step is the submission of a Permit and Letter of Assignment from STIT Miftahul Midad Deputy for Student Affairs given to the Head of the Education and Culture Office of Lumajang Regency. Application for permission by submitting a letter of assignment to carry out activities Application for permission for Campus Teaching Batch 1 was addressed to Mr Mohamad Hakiki, S.Pd., as head of Madrasah Ibtidaiyah 01 Lumajang (Observation, 3 Juni 2022).

The Application for a permit is intended to ask permission from the school to carry out Campus Teaching Class 1 activities for three months at Madrasah Ibtidaiyah 01 Candipuro Lumajang. In the deployment stage, a self-report was carried out at Madrasah Ibtidaiyah 01 Candipuro Lumajang, which was carried out jointly with 6 Teaching Campus colleagues Batch 1 on Monday, March 22 2022, which was received by Principal Mohamad Hakiki, S.Pd. and ladies and gentlemen of the teacher board of Madrasah Ibtidaiyah 01 Candipuro (Interview. Hakiki, 2022)

The Permit Letter and Assignment Letter aim to convey the aims and objectives of Class 1 Teaching Campus students while participating in this program in Elementary Schools. Observation aims to adjust the plans that will be made related to the materials, methods, media, and assessments that will be used in learning with the programs that the teacher has made.

Observations included observing the school environment and how teachers and students carried out the teaching and learning process. Observations were carried out in the first week of the assignment at Madrasah Ibtidaiyah 01 Candipuro. The method we used for student observation was by conducting interviews with the implementation of learning during the evacuation period from the Mount Semeru eruption, achieving each student's competence, skills and attitudes. Because students are still learning online, we need to observe students directly.

The results of field observations show that Madrasah Ibtidaiyah 1 Candipuro Lumajang, in the learning process, applies blended learning, where students enter offline 2x a week, and the rest of the day is done online. If there is urgent learning, meetings will usually be held offline. The system is that students will enter offline to take assignments and receive learning materials online by learning videos, whatsapp, or thematic books (Observation, 3 Juni 2022).

The teacher will coordinate using the whatsapp group. However, not all students have personal smartphones but use their parents' smartphones, so learning is less effective, and WhatsApp is only used to provide instructions or information about learning. In this aspect of learning, it was also found that there were still students who needed to be more fluent in reading, namely grades 1 and 2. Even though many learning media were available at school, they needed to be used correctly.

1. Implementation in the Learning Program "Merdeka Belajar"

In carrying out teaching activities every day, the effective hours of learning are counted here, starting until March 29, 2022, in coordination with the class teacher. The implementation of this teaching starts at 09.00 - 11.00 WIB, or the implementation adjusts the student's lesson schedule. Student learning was carried out during the evacuation period using a shift system (alternately). This is because the number of students at Madrasah Ibtidaiyah 01 Candipuro is less than 37, so they are combined into three classes, namely grade 2, grade 3 and grade 4, and grade 5. Each class

enters alternately according to a predetermined day. In teaching at school, we prioritize providing learning that can improve the good attitudes and character of students (Ilham. Interview, 2022).

The teaching is carried out to increase the numeracy and literacy of students at Madrasah Ibtidaiyah 01 Candipuro, including the following:

a. Literacy habit in the first hour

The first hour is an activity to support students' literacy and numeracy improvement, carried out before the activity begins. The implementation is teaching literacy and numeracy activities every day, where the learning material is adjusted to students' level of understanding. This section is a particular guidance program for students lagging in numeracy and literacy. This guidance hour is scheduled weekly for 2-3 hours (Observation, 12 Juni 2022).

b. Utilization of learning media in the madrasah environment and and scientific approach

Learning is also carried out using facilities around the madrasah environment. The learning activities are carried out by showing interactive learning videos to support learning material other than these books. Online learning activities are also carried out through the WAG (Whatsapp Group). The learning media used are multiplication boards, alphabet puzzle boards, interactive videos, theme books, word boards and other learning media in the classroom and the school environment (Hakiki, Interview. 2022).

The use of diagnostic assessment aims to help with difficulties or overcome obstacles that students face when participating in learning activities in a field of study or the entire learning program. Aspects are taken from the learning outcomes obtained by students, their life background, and all aspects related to learning activities.

Implementation time in the eighth week of assignment of the first Batch Teaching Campus program. In learning that is done, trying to learn centred on students with various learning methods such as demonstrations, question and answer, and group discussions (Nam et al., 2019).

c. Mastery of Technology in School Administrative Governance and Teachers

It needed to be carried out correctly in assisting the technology adaptation process because there were several obstacles, such as a meeting or another event. In learning amid this pandemic, it is necessary to use technology as a method and media for online and offline learning. In the online learning process at Madrasah Ibtidaiyah 01 Candipuro, the use of technology uses WhatsApp Group (Hakiki, Interview. 2022)..

In offline/face-to-face learning, the technology uses devices, laptops and projectors. We also apply technology adaptation to teachers at schools, such as helping teachers with difficulties in operating laptops, MS Word, MS Exel, printers, Google form applications, Google Meet and using gadgets for school needs. On several occasions, we have also assisted with technology adaptation for grade 4 and 6 teachers in Lumajang District to explore and utilize the Google form feature, which can be utilized in learning according to requests from the Candipuro Regional Coordinator (Observation, 16 Juni 2022).

Based on information from the Head STAI Midad Lumajang that activities that have been carried out on activities to assist with technological adaptation, the thing that can be analyzed is where teachers and students can accept and adapt in the process of identifying and adapting to technology. Such as optimizing WAG technology (Whatsapp Group) to facilitate the learning process and other activities during the Covid-19 period. Apart from that, the things carried out with the teachers were exchanging ideas and providing information on MS Word, MS Exel, printers, the Google form application, Google Meet and gadgets for school purposes.

In this case, Wi-Fi at Madrasah Ibtidaiyah 01 Lumajang is very helpful and supportive in optimizing teaching about laptop operations because it can be addressed by viewing tutorials on Youtube (Mas’ud, Interview. Juni 2022)

Assessment of the implementation of the “Merdeka Belajar” program

The results of this study indicate that of the activities carried out in teaching activities, things can be assessed from the various activities designed and carried out by the first batch of Teaching Campus students at Madrasah Ibtidaiyah 01 Lumajang. Activities that have been carried out include the first-hour method, technology and learning media, a scientific approach, special guidance hours, and diagnostic assessments. All activities can run well thanks to good communication between students and the school and students involved in the teaching process (Mas’ud, Interview. Juni 2022).

A good teacher is a teacher who prepares a lesson plan before he teaches. This preparation serves as a scenario and basis for carrying out the learning process to facilitate and create learning activities more focused on learning objectives. A learning implementation plan must have competency standards, essential competencies to be achieved, indicators, learning objectives, learning materials, learning models and methods, steps for learning activities, and student worksheets.

According to the research, the teacher should master the material or subject matter to be taught and continuously develop and improve his abilities. Because it is the teacher himself is a student who learns continuously. The teacher is a place to gain knowledge for students. As a teacher, the teacher must help the development of their students to understand and master knowledge (Lu, 2021). For this reason, teachers should be able to motivate students to learn constantly on various occasions.

Based on the presentation of the research results, several research findings can be formulated regarding the design of the implementation of the independent learning program implemented by the Miftahul Midad Lumajang Tarbiyah Science High School, and the research findings are presented in the following chart;

Table 1 findings of the Implementation of the Independent Learning Program for Students.

No	Research findings	Description of activities
1	Madrasah Internal Environment Analysis	Teachers in the learning process apply blended learning, where students enter offline 2x a week, and the rest of the day is done online It was found that there were still students who needed to be more fluent in reading, namely grades 1 and 2. Even though many learning media were available at school, they needed to be used properly The library as a learning resource has not been well organized and maintained; besides that, many of the books found are also irrelevant for students to read Extracurricular activities carried out by schools have not gone well because of a lack of attention and resources that can be managed and managed properly

2	Determination of the implementation of the independent learning program in learning	Teach literacy and numeracy activities every day where the learning material is adjusted to students' level of understanding The learning media used are multiplication boards, alphabet puzzle boards, interactive videos, theme books, word boards and other learning media in the classroom and the school environment The use of diagnostic assessments aims to help with difficulties or overcome obstacles that students face when participating in learning activities in a field of study or the entire learning program
3	Assessment of School Administration and Teacher Management	Administration carried out includes recording the names of students and their parents, filling in administrative needs for class teachers, using the e-report application, helping prepare student exam sheets, helping correct student assessment results, entering and processing data on student scores and other administrative activities according to the needs required by the school. Assisting technology adaptation, the thing that can be analyzed is where teachers and students can accept and adapt in the process of identifying and adapting to technology In the implementation of school administration, all school resources must be managed and utilized effectively and efficiently. In addition, because school administration is closely related to correspondence or archives, data and information must be recorded properly, accurately and presented promptly.

Discussion

Design for Implementation of the “Merdeka Belajar” Program

In the implementation of learning, the source of the book used is a thematic focus book. The use and mastery of technology in Madrasah Ibtidaiyah 1 Candipuro still needs improvement (Feng et al., 2022). This is because not all teachers can use technology that has been developed, such as making Google forms and other quiz features. Most teachers need help understanding and knowing the latest updates regarding technology that can be utilized in learning.

However, two teachers who had used learning videos as learning media applied during a pandemic like today were found. Teachers who use learning video media will usually upload it on Youtube and then share the uploaded video link with new students (Aiamy & Keshtiaray, 2012). Then students are asked to watch the video later. Meanwhile, grade 6 teachers at Madrasah Ibtidaiyah 1 Candipuro admitted that they had not yet found an effective and efficient way to carry out online-based exams, so this has become one of our focuses so that online-based exams can be carried out at Madrasah Ibtidaiyah (Kusnadi et al., 2022).

School administration in Madrasah Ibtidaiyah 1 Candipuro is good because school administration is handled directly by the teacher, who doubles as the school operator. The teacher is a civil servant and can operate technology well. School administration which still needs to be added, is in the management of libraries and extracurriculars. The library at Madrasah Ibtidaiyah 1 Candipuro needs to be better organized and maintained; besides that, many of the books found are also many that are no longer relevant for students to read at this time. Meanwhile, extracurricular activities at Madrasah Ibtidaiyah 1 Candipuro have not gone well due to a lack of attention and resources that can be appropriately managed.

Implementation assisting school administration and teachers, it is carried out properly every day at effective hours or according to conditions in the field (Kendra et al., 2015). The administration that is carried out includes recording the names of students and their parents, filling in administrative needs for class teachers, using the e-report application, helping to prepare student exam sheets, helping to correct student assessment results, entering and processing student grade data and other administrative activities according to the school's needs. Activities to assist school administration can assist administrative tasks for both schools and individual teachers very well (Purwanti, 2021).

School administration is the entire management process starting from controlling, managing and arranging various methods or efforts to implement school goals (Defrizal et al., 2022).. In the implementation of school administration, all school resources must be regulated and utilized effectively and efficiently. In addition, because school administration is closely related to correspondence or archives, data and information must be appropriately recorded, accurately and presented promptly (Rizki & Fahkrunisa, 2022).

SNP coverage consists of 8 (eight) standards, namely: (i) graduate competency standards; (ii) content standards; (iii) process standards; (iv) educational assessment standards; (v) education staff standards; (vi) standard of facilities and infrastructure; (vii) management standard; and (viii) financing standards(Syaiful et al., 2022).

Content Standards, these standards relate to the development and implementation of the curriculum. Process standards related to the learning process carried out in schools. Educational Assessment Standards are related to the assessment, analysis, and evaluation of student learning outcomes. Graduate Competency Standards are related to the achievement of standards and students' learning outcomes. Standards for Educators and Education Personnel are related to teaching staff's qualifications and competencies(Romla, 2021).

Management Standards are related to the management that must be carried out for all elements in educational institutions—education Financing Standards, which are related to the school budget. Facilities and Infrastructure Standards, these standards relate to the infrastructure contained in educational institutions (Restu et al., 2022). These eight indicators are benchmarks in implementing education, especially for school accreditation. At the time of accreditation, the school must prepare several documents showing that the institution has fulfilled every element of standardization.

According to the research, the teacher should master the material or subject matter to be taught and continuously develop and improve his abilities. Because it is the teacher himself is a student who learns continuously. The teacher is a place to gain knowledge for students. As a teacher, the teacher must help the development of their students to understand and master knowledge (Lu, 2021). For this reason, teachers should be able to motivate students to learn

constantly on various occasions. This ability is based on educational theories and must be internalized and addressed as an art.

CONCLUSION

The strategy for the independent learning program implemented by students of the Miftahul Midad Tarbiyah College of Science at Madrasah Ibtidaiyah 01 Candipuro, Lumajang Regency, was carried out with a flow of debriefing, assignment, then assignment. The students' debriefing in the Teaching Campus was carried out and accompanied by the chairman of the Nahdhatul Ulama Higher Education Institute, Lumajang Regency. The strategy for the independent learning program carried out by the Miftahul Midad Tarbiyah College of Science at Madrasah Ibtidaiyah 01 Candipuro, Lumajang Regency, is to carry out an environmental analysis first at the Madrasah Ibtidaiyah 01 Candipuro location. This needs analysis is carried out at the beginning of the assignment by observing the resources available at the school. Based on the analysis results through observations, the results were obtained as a provision for designing activity programs that are by the conditions of the Madrasah Ibtidaiyah where they are assigned.

Some of the programs implemented at Madrasah Ibtidaiyah 01 Candipuro are active literacy and numeracy programs for low-grade students, active visits to the library, class entry programs, extracurricular programs, exam success programs, assisting technology adaptation using laptops or Android, assisting in the preparation of e- report cards, as well as other administration required by the school. Some designed programs can be implemented correctly according to the targeted objectives.

Based on the results of the implementation of the Campus Teaching program activities for three months at Madrasah Ibtidaiyah 01 Candipuro, several suggestions were found which were expected to be able to improve the quality of the Teaching Campus program, as follows: 1). Miftahul Midad Tarbiyah College of Science can organize the Campus Teaching Class 2 program better and more effectively with more mature preparation, especially in terms of the administrative system for students, field supervisors, and registered schools. 2) All parties from Madrasah Ibtidaiyah 01 Candipuro, especially teaching staff, can be consistent and develop methods, media, and adaptations that are introduced in their use to carry out an exciting and effective learning process according to current conditions.

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