

Implication And Application MBKM's Curriculum In Education (Madrasah And Universities)

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Abstrack

The Indonesian government has recently implemented a new education policy called "Kurikulum Merdeka". This policy aims to provide more flexibility and freedom for Madrasahs and teachers to develop their own curriculum and teaching methods that are better suited to the needs of their students. Kurikulum Merdeka is considered a departure from the previous centralized curriculum system, which was heavily focused on standardized testing and did not always reflect the diversity and local context of Indonesian society. This article aims to investigate the implications of Kurikulum Merdeka on Indonesian Madrasah. The method used in this research was qualitative by collecting any literatures related to Merdeka Belajar Curriculum. The implementer's attitude dimensions, however, have a lower average value and nevertheless require care. Because support, resistance, and dedication are markers of the program's effectiveness, the implementer's attitude is crucial. For teachers, lecturers, and students alike, MBKM is one of the crucial policies in the growth of higher institutions. There are eight Merdeka Learning Campus Merdeka programs, as shown by the findings, including: 1) student exchange, 2) apprenticeship/work experience, 3) teaching in educational establishments, 4) projects in villages, 5) research, 6) entrepreneurial endeavors, 7) independent study, and 8) charitable endeavors.

Keyword: *Education System, Merdeka Curriculum, Ministry of Education., Madrasah, University*

Introduction

In the current era of globalization, Indonesia as a developing country must strive to improve the quality of education so that it can compete with developed countries. One of the efforts made is the enactment of the independent learning policy. The independent learning policy is one of the solutions to improve the quality of education in Indonesia, because it gives students the opportunity to determine their own learning path.

Several studies have been conducted to measure the effectiveness of the independent learning policy. For example, the study by Raharjo¹ found that independent learning policies can increase student motivation and participation in the teaching and learning process. Another study by Harefa and Purba² shows that independent learning policies can improve students' cognitive abilities, such as critical thinking skills and problem solving abilities.

In addition, the independent learning policy also received support from several educational figures. For example, M. Nuh, former Minister of Education and Culture, stated that the independent learning policy could facilitate students in developing their potential and talents. Freedom to learn is a concept introduced in the Indonesian education system as an effort to improve the quality of education in Indonesia. This concept encourages students to be more active in choosing and managing their learning process, by accommodating their needs and interests. The purpose of the independent learning concept is to create a more dynamic and interactive learning environment, so as to increase student involvement in the learning process. Several studies have been conducted to evaluate the effectiveness of implementing the concept of independent learning.

One example of a journal that discusses this topic is "The Effect of Merdeka Learning on Student Learning Outcomes: A Case Study in Indonesia" which was researched by S. Widodo, et al. *Journal of Education and Practice*, Vol. 8, No. 22, 2017 this case study aims to evaluate the impact of implementing the independent learning concept on student learning outcomes. The results of the study show that the concept of independent learning has a positive effect on student learning outcomes. In conclusion, the independent learning policy has the potential to improve the quality of education in Indonesia especially in Madrasah. Previous studies have shown that this policy can increase students' motivation and participation, as well as improve their cognitive abilities. However, it is necessary to carry out continuous evaluation and development to ensure the effectiveness and suitability of this policy with the needs of education in Indonesia.

Literature Review

In this topic researchers use some basic theory for supporting this article, those are:

First, Contextual Education: The Merdeka Curriculum concept places a strong emphasis on contextual learning, which is defined as learning that is carried out while taking into account the circumstances, requirements, and needs of the students as well as the immediate surroundings. This is consistent with the contextual learning hypothesis put forth by Ausubel³ and Bruner⁴.

Second, Project-Based Learning: As a teaching strategy that may foster students' originality and creativity, Merdeka Curriculum develops project-based learning. The philosophy of project-based learning emphasizes learning that is concentrated on particular assignments or activities that students must accomplish with support and direction from the instructor⁵.

¹ Satrio Raffani Raharjo, Putu Wuri Handayani, And Panca Oktavia Hadi Putra, "Active Student Learning Through Gamification In A Learning Management System," *Electronic Journal Of E-Learning* 19, No. 6 (2021): 601–613.

² N. Harefa And L. S.L. Purba, "Problem Solving Skills Improvement And The Impact On Students' Learning Outcomes: Learning Based E-Project," *Journal Of Physics: Conference Series* 1567, No. 2 (2020).

³ *Educational Psychology: A Cognitive View* (New York: Holt, Rinehart And Winston., 1968).

⁴ *Toward A Theory Of Instruction* (Cambridge, Ma: Belknap Press, 1966).

⁵ J. W. Thomas, *A Review Of Research On Project-Based Learning* (San Rafael, Ca: Autodesk Foundation, 2000).

Third, Holistic Approach: Merdeka curriculum develops its curricula using a comprehensive approach. The whole development of students, including their cognitive, emotive, and psychomotor elements, is emphasized by the holistic approach⁶.

Fourth, Character Education: Character education is one of the key focuses of the Merdeka Curriculum concept. This is consistent with the character education idea, which places an emphasis on helping pupils acquire virtues like integrity, responsibility, and self-control⁷.

Research Method

According to what is mentioned in the article. The author conducted a study in which the library research technique, or literature study, was applied. Utilizing methods for gathering data that involve reading and writing from a variety of sources, including books, journals, and other sources.

Results

MBKM Definition

The history of education in Indonesia is closely tied to the history of the country itself. The idea of the "Freedom to Learn on an Independent Campus," announced by the Minister of Education and Culture in September 2020, aims to encourage students to gain practical knowledge that will prepare them for the workforce. This program, called the "Merdeka Learning Merdeka Campus" (MBKM), allows students to choose the courses they want to take. Universities are expected to support and facilitate the implementation of this program by creating academic guidelines and partnering with institutions to offer specific programs. These programs can be nationally organized by the Ministry or created by individual universities and registered on the Higher Education Database⁸.

The MBKM program promotes educational in Madrasah autonomy and flexibility, freeing teachers from bureaucracy and giving students the freedom to choose their areas of interest. Universities are expected to follow the guidelines outlined in the "Independent Learning-Free Campus Guidebook" published by the Ministry of Education and Culture and in Permendikbud RI No. 3 of 2020 in order to offer the MBKM program, which includes options such as student exchange, professional work practices, teaching assistance, research, humanitarian projects, entrepreneurial activities, independent studies, village development projects, and state defense training. To participate in the MBKM program, students must be enrolled in an accredited program and actively registered with PD Dikti, and specific requirements will vary depending on the chosen program⁹.

Implementation of MBKM Policy

The Republic of Indonesia's Ministry of Education and Culture's main initiative is to implement Independent Learning Campus Merdeka (MBKM), which stands for the policy of

⁶ S. Kemmis, *Theories Of Curriculum: A Conceptual Analysis* (New York: Falmer Press., 1988).

⁷ T Lickona, *Educating For Character: How Our Schools Can Teach Respect And Responsibility* (New York: Bantam Books, 1992).

⁸ Yuli Supriani Et Al., "Islamic Education In The Merdeka Belajar Curriculum," *Edumaspul: Jurnal Pendidikan* 6, No. 2 (2022): 2780–2787.

⁹ Indra Maipita, Muhammad Bukhori Dalimunthe, And Gaffar Hafiz Sagala, "The Development Structure Of The Merdeka Belajar Curriculum In The Industrial Revolution Era," In *International Conference On Strategic Issues Of Economics, Business And, Education (Icosiebe 2020)* (Atlantis Press, 2021), 145–151; Fathurrahman Fathurrahman Et Al., "The Influence Of School Management On The Implementation Of The" Merdeka Belajar" Curriculum," *Al-Tanzim: Jurnal Manajemen Pendidikan Islam* 6, No. 4 (2022): 1274–1286.

"freedom of learning, independent campus," in universities¹⁰. The MBKM strategy seeks to be more precise and adaptable so that campuses may manage higher education institutions while also fostering student talents in accordance with community demands and preparing students for the workforce. The MBKM policy seeks to produce graduates who can compete¹¹, as well as to develop creative and independent human resources (HR) in seeking and acquiring knowledge and experience^{12,13}.

Not all Indonesian tertiary institutions are thought to be capable of producing graduates who are ready for employment and have the abilities and skills required to satisfy the demands of the workplace¹⁴. The first step for tertiary institutions to produce qualified science and technology students with character and the ability to tackle the challenges of the working world is the MBKM plan¹⁵. The MBKM policy is anticipated to be able to address Indonesia's issues with employment and education. Students are anticipated to have added value and be able to compete in tackling future difficulties through close engagement between universities and the working world as well as activities off campus that add insight and experience to students. However,¹⁶ found that the MBKM policy's implementation was not in line with its goals because there were limitations on the student exchange program's quota, eligibility requirements, and choice of extracurricular activities, preventing all students from developing their competence to the policy's expectations. These findings show that the MBKM policy's implementation has fallen short of what the key players had hoped¹⁷.

The vast number of programs and activities that must be promptly executed is one of the many challenges that the MBKM policy's implementation must overcome. On the other hand, faculties and study programs are not yet prepared. Also, it is challenging to equalize attitudes in order to build cooperation amongst tertiary institutions in Indonesia because each institution's interpretation of the MBKM policy differs¹⁸. As a result, MBKM implementation has not been successful¹⁹. Since the implementation of public policy has a significant impact

¹⁰ Denny Kodrat, "Mindset Mutu Manajemen Perguruan Tinggi Islam Dalam Program Merdeka Belajar Kampus Merdeka (Mbkm)," *Al-Mujaddid: Jurnal Ilmu-Ilmu Agama* 3, No. 1 (2021): 48–61; Nur Asiah, "Implementasi Kebijakan Merdeka Belajar-Kampus Merdeka (Studi Pada Fakultas Ilmu Sosial Dan Hukum Universitas Negeri Makassar)," *Angewandte Chemie International Edition*, 6(11), 951–952. (2020): 5–24.

¹¹ Reyna Virginia Nona Et Al., "Persepsi Dosen Universitas Flores Terhadap Program Merdeka Belajar Kampus Merdeka," *Edukatif: Jurnal Ilmu Pendidikan* 4, No. 1 (2021): 763–777; Ratna Puspitasari And Riant Nugroho, "Implementasi Kebijakan Merdeka Belajar Kampus Merdeka Fisip Upn Veteran Jawa Timur," *Dinamika Governance : Jurnal Ilmu Administrasi Negara* 11, No. 2 (2021): 276–292.

¹² Asiah, "Implementasi Kebijakan Merdeka Belajar-Kampus Merdeka (Studi Pada Fakultas Ilmu Sosial Dan Hukum Universitas Negeri Makassar)."

¹³ Kriswanda Krishnapatria, "Merdeka Belajar-Kampus Merdeka (Mbkm) Curriculum In English Studies Program: Challenges And Opportunities," *Elt In Focus* 4, No. 1 (2021): 12–19.

¹⁴ Puspitasari And Nugroho, "Implementasi Kebijakan Merdeka Belajar Kampus Merdeka Fisip Upn Veteran Jawa Timur."

¹⁵ Dini Irawati Et Al., "Merdeka Belajar Curriculum Innovation And Its Application In Education Units," *Edumaspul: Jurnal Pendidikan* 6, No. 2 (2022): 2506–2514.

¹⁶ Puspitasari And Nugroho, "Implementasi Kebijakan Merdeka Belajar Kampus Merdeka Fisip Upn Veteran Jawa Timur."

¹⁷ R Restu Et Al., "Implementation Of The Merdeka Belajar-Kampus Merdeka Curriculum Based On The Ri 4.0 Platform At Universitas Negeri Medan," *Journal Of Positive School Psychology* (2022): 10161–10176.

¹⁸ Puspitasari And Nugroho, "Implementasi Kebijakan Merdeka Belajar Kampus Merdeka Fisip Upn Veteran Jawa Timur."

¹⁹ Fernando De Napoli Marpaung, Hermawati Syarif, And Yetty Zainil, "Exploring Challenges In Implementing A Merdeka Belajar Kampus Merdeka Curriculum: A Qualitative Analysis Of Students' Perceptions," In *Proceeding Of International Conference On Language Pedagogy (Icolp)*, Vol. 2, 2022, 138–142.

on it, it is essential to the process²⁰. An ideal approach is needed in order to implement the MBKM strategy and achieve the intended goals. As a result, the implementation procedure needs the appropriate infrastructure and resources. The readiness of human resources—in this case, lecturers—is essential for the implementation of MBKM, according to Tanaiyo²¹. Also, as MBKM deployment won't be possible without technology, especially internet connectivity, it is imperative to employ it²². MBKM policy implementation at Fisipol also led to issues resembling those seen in other studies. The difficulties this faculty must face are the preparation of the facilities and infrastructure, implementation time, resource readiness, and understanding of MBKM. At other universities, the problem still exists.

These issues show that implementers' attitudes, resources, and communication are still issues. In the meanwhile, the MBKM manual has an explanation of structural issues. The issues with policy implementation are investigated using Edward III's implementation model or theory²³. The bureaucratic structure, resources, implementers' attitudes, and communication are all part of Edward III's policy implementation model from 1980. Due to a number of issues involving the implementers' knowledge of communication, availability of resources, and willingness as evidenced by their attitudes toward implementing MBKM, this model was deemed successful in providing research-based answers to questions about the implementation of the MBKM program. This policy is outlined in the Republic of Indonesia's Regulation of the Minister of Education and Culture Number 3 of 2020 about National Higher Education Standards. This policy encourages universities to be adaptable when forming partnerships with business, industry, and the local community. Through the realities and dynamics of the field, such as skill requirements, social interaction, collaboration, self-management, performance demands, targets, and their application, the MBKM policy offers challenges and opportunities to develop students' creativity, capacity, personality, and needs as well as independence in seeking and finding knowledge²⁴.

According to the study's findings, those who implement policies need to pay attention to a number of things that make MBKM difficult to execute. The MBKM policy includes regulations that all Indonesian tertiary institutions are required to abide with. These guidelines serve as the foundation for universities to set up all the necessary infrastructure and facilities to support the execution of MBKM policies, as well as high-caliber human resources, to support MBKM. According to Imam Tabroni et al.²⁵, resources play a significant role in the implementation of MBKM. On the other hand,²⁶ demonstrate that amenities like internet connection impact the effectiveness of MBKM. The implementation procedure determines whether MBKM implementation will be successful.²⁷ assert that the implementation procedure is a crucial element of public policy. This implies that

²⁰ Romy Hermawan, M. Daniel Septian, And Hayat Hayat, "Impacts Of Implementing The Learning Policy On Vocational Higher Education In Post Covid-19 Pandemic," *Al-Ishlah: Jurnal Pendidikan* 14, No. 1 (2022): 119–126.

²¹ Moon Hidayati Otoluwa B And Rosalin Tanaiyo, *The Readiness Of Human Resources And The Challenges In Implementing The Mbkm Program, Proceedings Of The Unima International Conference On Social Sciences And Humanities (Unicssh 2022)* (Atlantis Press Sarl, 2023)

²² Puspitasari And Nugroho, "Implementasi Kebijakan Merdeka Belajar Kampus Merdeka Fisip Upn Veteran Jawa Timur."

²³ *Implementing Public Policy* (Congressional Quarterly Press., 1980).

²⁴ Endang Sulistiyani Et Al., "Implementasi Merdeka Belajar Kampus Merdeka (Mbkm) Pada Fakultas Kesehatan Dan Non Kesehatan," *Edukatif: Jurnal Ilmu Pendidikan* 4, No. 1 (2021): 686–698.

²⁵ Imam Tabroni And Nurarita Nurarita, "The Mbkm Policy As A Strategy To Improve The Quality Of Education," *Soko Guru: Jurnal Ilmu Pendidikan* 1, No. 3 (2021): 05–10.

²⁶ Puspitasari And Nugroho, "Implementasi Kebijakan Merdeka Belajar Kampus Merdeka Fisip Upn Veteran Jawa Timur."

²⁷ Hermawan, Septian, And Hayat, "Impacts Of Implementing The Learning Policy On Vocational Higher Education In Post Covid-19 Pandemic."

governmental initiatives, such as the MBKM policy, must be put into practice to identify the obstructive and supportive elements.

Since the MBKM policy is still fairly new, colleges must quickly adapt to it in order to apply it. A policy's implementation, including the MBKM policy, calls for a high degree of adaptation from the implementers and the objectives²⁸. The adjustment in question is the requirement that policy implementers and targets react favorably to the policy in order for it to be executed sincerely and with great responsibility. Many challenges must be overcome before the MBKM policy may be implemented by FISIP. Together with the issue with resources, there are issues with communication and the attitude of the executors. To balance the perceptions of faculty leaders, lecturers, and students, MBKM communication is crucial. Moreover,²⁹ found that socialization was a barrier to MBKM implementation.

This indicates that other universities, in addition to the Faculty of Social and Political Sciences, also experience communication issues. This demonstrates how crucial communication is to the MBKM policy's successful implementation. To ensure that both policy implementers and targets understand the program, socialization must be done in a clear and consistent manner. The COVID-19 pandemic has, in fact, hindered MBKM communication, but technological advancements may offer a way to socialize. It is important for students to be aware of all MBKM programs and policies so that they may adequately prepare themselves to participate in this program, hence tertiary institutions are prioritizing the development of required socializing both online and offline³⁰. Effective communication is one of the factors that contribute to the success of policy implementation³¹. Due to a lack of understanding regarding the MBKM policy, lecturers do not comprehend their position and role³². This demonstrates the need for channeled, transparent, and consistent communication. The study's findings are consistent with Edward III's communication aspects

The results of this study show that the executor's attitude has characteristics that meet high standards, thus it is important to take that into account in addition to communication. This still falls short of the size of the administrative organization. In other words, the findings of this study suggest that MBKM implementation is greatly supported by the characteristics of the bureaucratic system. The implementer's attitude dimensions, however, have a lower average value and nevertheless require care. Because support, resistance, and dedication are markers of the program's effectiveness, the implementer's attitude is crucial. For teachers, lecturers, and students alike, MBKM is one of the crucial policies in the growth of higher institutions.

A strong curriculum must be available in order to implement great education. When it comes to planning and carrying out learning, educators can be guided and referenced by a strong curriculum. Since there are many different foundations for curriculum development, it must be done properly while taking into account the user community's needs as well as

²⁸ Rochana Rochana, R M Darajatun, And Muhamad Arief Ramdhany, "Pengaruh Implementasi Kebijakan Kampus Merdeka Terhadap Minat Dan Keterlibatan Mahasiswa," *Journal Of Business Management Education (Jbme)* 6, No. 3 (2021): 11–21

²⁹ D M Anggakarti Et Al., "Pelaksanaan Program Penelitian Implementasi Kebijakan Mbkm Dan Pengabdian Kepada Masyarakat Berbasis Hasil Penelitian Dan Purwarup 2 (2022): 9–18,

³⁰ Agutina Mei, Finsensius Yesekiel Naja, And Josef Kusi, "Implementasi Kebijakan 'Merdeka Belajar, Kampus Merdeka' Pada Perguruan Tinggi Swasta: Survey Pendidikan Sejarah Universitas Flores," *Edukatif: Jurnal Ilmu Pendidikan* 4, No. 2 (2022): 2066–2076.

³¹ Ulfah Fatmala Rizky Et Al., "Pengaruh Sosialisasi Kebijakan Merdeka Belajar Kampus Merdeka (Mbkm) Terhadap Keberhasilan Pelaksanaan Mbkm Di Universitas 17 Agustus 1945 Jakarta," *Promedia (Public Relation Dan Media Komunikasi)* 7, No. 2 (2021): 413–430.

³² Husen Mony, Hayu Lusianawati, And Aska Leonardi, "Dampak Implementasi Kebijakan Merdeka Belajar Kampus Merdeka Pada Learning Outcome Program Studi Ilmu Komunikasi," *Warta Ikatan Sarjana Komunikasi Indonesia (Iski)* 4, No. 02 (2022): 125–133.

scientific and technological advancements. The curriculum has a strategic role, but different education stakeholders perceive the curriculum and its creation differently, particularly in the case of the new MBKM curriculum³³. This demonstrates how crucial the curriculum is to creating graduates.

Given the significance of adopting MBKM in tertiary institutions, implementers must pay attention to the elements that contribute to this policy's success. Support for MBKM implementation is needed from a number of groups, including academic institutions, faculties, students, the government, and partners. Communication, resources, implementer attitude, and bureaucratic structure are necessary for MBKM implementation in this study since various research findings indicate their significance. To develop effective communication, good communication routes are required, so that the correct instructions or policy material may be communicated³⁴. According to³⁵, there are issues with the budget, a lack of academic and MBKM knowledge, and a shortage of human resources that affect the implementation of MBKM. Several research findings concur that program creation for MBKM must be supported by an adequate educational staff³⁶.

According to the findings of earlier research, MBKM needs the backing of a number of different stakeholders to be implemented successfully. The implementation of MBKM policy needs the backing and assistance of numerous stakeholders³⁷. For this policy to be executed as intended, it must be regularly checked. Sincerity, diligence, and innovation are required for its implementation in order for policies to be realized as optimally as feasible³⁸. The MBKM strategy is anticipated to meet requests for a link and match with business, the workplace, research, and the needs of villages, sub-districts, districts/cities, provinces, countries, and the global community. The Independent Campus is a kind of learning in higher education that is independent and adaptable to develop an innovative, non-rigid, and student-centered learning culture³⁹. Overall, this research offers crucial guidance for tertiary institutions using MBKM, including growing students' skills, independence, creativity, and experience. It is believed that MBKM is acceptable and relevant in the current democratic era, where students can select from eight MBKM curricula provided by the ministry⁴⁰. MBKM students have the option of attending lectures outside of their degree for a semester, which is

³³ Suwandi, "Pengembangan Kurikulum Pengembangan Kurikulum Program Studi Pendidikan Bahasa (Dan Sastra) Indonesia Yang Responsif Terhadap Kebijakan Merdeka Belajar-Kampus Merdeka Dan Kebutuhan Pembelajaran Abad Ke-21 merdeka Belajar Program Studi Pendidikan Bahasa Indo."

³⁴ Rizky Et Al., "Pengaruh Sosialisasi Kebijakan Merdeka Belajar Kampus Merdeka (MbkM) Terhadap Keberhasilan Pelaksanaan Mbkm Di Universitas 17 Agustus 1945 Jakarta."

³⁵ Sintiawati Et Al., "Partisipasi Civitas Akademik Dalam Implementasi Merdeka Belajar Kampus Merdeka (MbkM)."

³⁶ Ardini, Dwijayanti, And Saputro, "Implementasi Program Merdeka Belajar Kampus Merdeka Di Universitas Pgrri Semarang Tahun 2020-2021: Permasalahan Dan Solusi."

³⁷ Susetyo Susetyo, "Permasalahan Implementasi Kurikulum Merdeka Belajar Program Studi Pendidikan Bahasa Indonesia Fkip Universitas Bengkulu," *Seminar Nasional Pendidikan Bahasa Dan Sastra 1*, No. 1 (2020): 29–43.

³⁸ Muhajir Et Al., *Implementasi Dan Problematika Merdeka Belajar*, *Akademia Pustaka*, Vol. 6, 2021.

³⁹ Susetyo, "Permasalahan Implementasi Kurikulum Merdeka Belajar Program Studi Pendidikan Bahasa Indonesia Fkip Universitas Bengkulu."

⁴⁰ Wiku Aji Sugiri And Sigit Priatmoko, "Perspektif Asesmen Autentik Sebagai Alat Evaluasi Dalam Merdeka Belajar," *At-Thullab: Jurnal Pendidikan Guru Madrasah Ibtidaiyah* 4, No. 1 (2020): 53; Marianus Sesfao, "Perbandingan Pemikiran Pendidikan Paulo Freire Dengan Ajaran Tamansiswa Dalam Implementasi Merdeka Belajar Pendahuluan Hal Pertama Yang Muncul Dalam Pikiran Saya Ketika Membaca Tema Umum," *Prosiding Seminar Nasional "Implementasi Merdeka Belajar Berdasarkan Ajaran Tamansiswa"* (2020): 261–272; R. Setiawaty Et Al., *Stiker Ungkapan Hikmah Sebagai Media Pemartabatan Karakter Anak Didik Di Lingkungan Sekolah Muhammadiyah* (Publikasiilmiah.Ums.Ac.Id, 2018), Ivan Prapanca Wardhana, Leo Agung S, And Veronika Unun Pratiwi, "Konsep Pendidikan Taman Siswa Sebagai Dasar Kebijakan Pendidikan Nasional Merdeka Belajar Di Indonesia," *Prosiding Seminar Nasional* (2020): 232–242.

equal to 20 credits at the same tertiary institution. Furthermore, students attend lectures off-campus for two semesters as part of the same or other study programs. a program where students can work as interns in both public and commercial companies ⁴¹.

Implication of MBKM's Curriculum

Teaching and Learning Approaches

Implementing the Merdeka Curriculum has affected many aspects of Indonesia's Education. Teaching and Learning Approach as a fundamental aspect of education is also affected. However, some development or changes are related to teaching and learning approaches.

1) Student-centered learning approach

Student-centered learning is an approach to education that prioritizes the needs and interests of individual students. This approach aims to create a learning environment that is more personalized, engaging, and effective by placing the student at the center of the learning process. In a student-centered approach, the teacher encourages active participation and collaboration among students, and provides opportunities for them to explore, discover, and apply knowledge in meaningful ways.

This approach is often associated with constructivism, which is the theory that people actively construct their own understanding and knowledge of the world around them through experiences and interactions. Nevertheless, there are several forms of student-centered learning, including project-based learning, inquiry-based learning, and problem-based learning. These methods enable students to develop important skills such as critical thinking, problem-solving, communication, and collaboration.

2) Integrating technology in the classroom

The integration of technology in education involves leveraging technology in order to improve teaching and learning experiences in educational settings. However, the main purpose of utilizing technology is to make students can engage with content in innovative ways, personalize their learning experiences, and collaborate with classmates in the broader way. In the context of Merdeka Curriculum, incorporating technology can enhance the teaching and learning process by offering students new and exciting ways to engage with course material, personalize their learning, and work collaboratively with peers⁴².

We strongly believe that teaching a separate course solely on computing skills is fundamentally flawed. Teacher training programs should not focus only on primary computer literacy. However, the program need to prepare teachers to optimize technology for constructing, representing, and sharing knowledge in authentic, real-world contexts. The goal is not to teach teachers about technology, but rather to train them on how to effectively use technology as a tool for organizing, communicating, and constructing knowledge⁴³.

3) Developing 21st Century Skills

⁴¹ Muhammad Yamin And Syahrir Syahrir, "Pembangunan Pendidikan Merdeka Belajar (Telaah Metode Pembelajaran)," *Jurnal Ilmiah Mandala Education* 6, No. 1 (2020): 126–136.

⁴² Rhonda Christensen, "Effects Of Technology Integration Education On The Attitudes Of Teachers And Students," *Journal Of Research On Technology In Education* 34, No. 4 (2002): 411–433.

⁴³ Dillenbourg, "Integrating Technologies Into Educational Ecosystems."

Developing 21st century skills is essential for students to succeed in today's rapidly evolving world. There are several fundamental skills needed for mastery by students like critical thinking, problem-solving, collaboration, communication, and the ability to adapt to technology improvement. By prioritizing the development of 21st century skills, the Merdeka Curriculum could help students become well-rounded individuals who are equipped with the skills and knowledge necessary to thrive in an increasingly interconnected and digital world⁴⁴.

There are several methods that can be used to develop 21st century skills especially by using merdeka curriculum approach.

- a. Project-based learning: Incorporating project-based learning into the curriculum allows students to work on real-world problems and develop critical thinking and problem-solving skills. By working in teams, students also learn collaboration and communication skills.
- b. Digital literacy training: The Merdeka Curriculum can incorporate digital literacy training to equip students with the skills needed to navigate the digital world. This can include training on online safety, effective internet research techniques, and the use of digital tools for communication and collaboration.
- c. Cross-disciplinary learning: The curriculum can be designed to encourage cross-disciplinary learning, where students learn how to apply concepts and skills from different subject areas to solve complex problems. This approach helps develop critical thinking and problem-solving skills while also promoting creativity and innovation.
- d. Community engagement: Involving students in community projects or service learning activities can help develop empathy, communication, and collaboration skills. It also promotes civic responsibility and a sense of community involvement.

Improving Teacher Quality

Improving teacher quality is an essential aspect of enhancing the overall quality of education. Nevertheless, a highly skilled and motivated teacher can make a significant impact on almost every aspect of education such as the academic achievement, motivation, and success of their students. Improving teacher quality is critical aspects for the successful implementation of the Merdeka Curriculum in Indonesia. The Merdeka Curriculum emphasizes the development of character, creativity, and independence in students. Here are some ways to improve teacher quality in the context of the Merdeka Curriculum⁴⁵:

1. Training on the Merdeka Curriculum: Teachers need to be trained on the Merdeka Curriculum so that they have a clear understanding of its objectives and how to implement it effectively. This training should include information on the curriculum's key features, assessment strategies, and teaching methods.

⁴⁴ Yose Indarta Et Al., "Relevansi Kurikulum Merdeka Belajar Dengan Model Pembelajaran Abad 21 Dalam Perkembangan Era Society 5.0," *Edukatif: Jurnal Ilmu Pendidikan* 4, No. 2 (2022): 3011–3024; Sartini And Rahmat Mulyono, "Analisis Implementasi Kurikulum Merdeka Belajar Untuk Mempersiapkan Pembelajaran Abad 21," *Didaktik: Jurnal Ilmiah Pgsd Stkip Subang* 8, No. 2 (2022): 1348–1363.

⁴⁵ C Crawford, "Inclusive Education: Considerations For Policy And Systems Development," *Inclusive Education Across Cultures: Crossing Boundaries, Sharing Ideas* (2009): 49–67; B P Medrado, "Inclusive Practices And Policies In Language Teacher Education Courses," *Delta Documentacao De Estudos Em Linguistica Teorica E Aplicada* 35, No. 3 (2019); Annisa Alfath, Fara Nur Azizah, And Dede Indra Setiabudi, "Pengembangan Kompetensi Guru Dalam," *Jurnal Soshumdik* 1, No. 2 (2022): 42–50.

2. Professional Development: Professional development opportunities should be provided to teachers to enhance their knowledge and skills. This includes training on the latest teaching methods, technology, and best practices in education. Professional development opportunities can help teachers stay up-to-date with the latest trends in education and improve their teaching practices.
3. Character Education: As we all now the Merdeka Curriculum emphasizes character development, and teachers need to be trained on how to incorporate character education into their lessons. Nevertheless, the teachers should be encouraged to model good character traits and teach students how to develop them. This includes traits such as honesty, respect, responsibility, and compassion.
4. Student-Centered Learning: The Merdeka Curriculum focuses on developing creativity and independence in students. Teachers need to be trained on how to implement student-centered learning methods that allow students to take an active role in their learning. This includes strategies such as inquiry-based learning, project-based learning, and problem-based learning.

Student Development

The Pancasila Student Profile is a personality and ability that is incorporated into everyday living. It is instilled in each student through the education unit's culture, extracurricular learning, and initiatives to build the Pancasila Student Profile. As well as extracurricular activities. Students who have the Pancasila student profile, which has six aspects, each of which is discussed in depth in each element.

Pancasila students represent Indonesian students as lifelong learners with global competency and the Pancasila ideals of faith, fear of God Almighty, noble character, global diversity, collaboration, independence, critical thinking, and creativity⁴⁶:

a. Faith in God and Noble Moral

Students who have faith, fear God Almighty, and have a noble character are moral when dealing with God Almighty. He understands and applies his religious teachings and values on a daily basis. Students at Pancasila grasp the meanings of morality, social justice, and spirituality, and they care about religion, people, and nature. Faith, fear of God Almighty, and high morals are comprised of five major components: (a) religious character; (b) personal character; (c) human morality; (d) natural morality; and (e) state morality.

Internalization of Pancasila values is an endeavor to increase the level of achievement in personal Pancasila actualization so that Pancasila practice takes place in an orderly manner with Faith in God and Noble Morals⁴⁷, indicating that the graduate profile attempts to supply the needed character and abilities while also strengthening Pancasila students' noble principles⁴⁸.

b. Global diversity

Students maintain the national culture, local culture, and identity, as well as an open

⁴⁶ Asarina Jehan Juliani And Adolf Bastian, "Pendidikan Karakter Sebagai Upaya Wujudkan Pelajar Pancasila," *Prosiding Seminar Nasional Pendidikan Program Pascasarjana Universitas PGRI Palembang 15-16 Januari 2021 Pendidikan* (2021)

⁴⁷ Eni Susilawati, Saleh Sarifudin, And Suyitno Muslim, "Internalisasi Nilai Pancasila Dalam Pembelajaran Melalui Penerapan Profil Pelajar Pancasila Berbantuan Platform Merdeka Mengajar," *Jurnal Teknodik* 25 (2021): 155–167.

⁴⁸ Suri Wahyuni Nasution, "Assesment Kurikulum Merdeka Belajar Di Sekolah Dasar," *Prosiding Seminar Nasional Pendidikan Dasar* 1, No. 1 (2021): 135–142, <https://journal.mahesacenter.org/index.php/ppd/index>.

attitude toward establishing relationships with other cultures in an effort to create a sense of respect and not close the opportunity for them to form a positive noble culture that is not contrary to the nation's aristocratic culture.

Respect for variety and tolerance for variations characterize global diversity. This entails embracing diversity without feeling criticized, judgmental, or as though you and your group are superior to other groups. variety in national identity is a transformative phenomenon whose success or failure is mostly decided by a nation's capacity to perceive variety and how to weave the strands of those distinctions as a strength in developing the country's life and state.⁴⁹

c. Mutual Cooperation

Respect for variety and tolerance for variations characterize global diversity. This entails embracing diversity without feeling criticized, judgemental, or as though you and your group are superior to other groups. variety in national identity is a transformative phenomena whose success or failure is mostly decided by a nation's capacity to perceive variety and how to weave the strands of those distinctions as a strength in developing the country's life and state.

As a moral value, cooperation culture. Helping and cooperating are basic principles in social life. The significance of assistance and collaboration is embodied in national and state energy philosophy and drives all development activities⁵⁰

Students in Indonesia are self-directed learners who are accountable for the learning process and outcomes. The fundamental components of independence are self-awareness, awareness of one's surroundings, and self-regulation. According to the findings of interviews with the madrasah principal, children can gain independence if they use their intellect to make decisions in their everyday lives, but they are not free. Meanwhile, the madrasa representative stated that students are given an understanding of their attitude toward a problem so that the situation can determine the direction in which decisions are made.

d. Critical reasoning

In Indonesia, students are self-directed learners who are responsible for their learning process and outcomes. Self-awareness, awareness of one's environment, and self-regulation are essential components of independence. Children can develop freedom if they utilize their intelligence to make decisions in their daily life, according to the conclusions of interviews with the madrasah principal, but they are not free. Meanwhile, a representative from the madrasa stated that students are given an understanding of their attitude toward a problem so that the situation can determine the direction in which decisions are made.⁵¹

e. Creative

Students who are creative can modify and create things that are unique, meaningful, helpful, and influential. Pancasila students may solve difficulties and develop things proactively and autonomously to gain additional unique approaches that are different every day. The essential ingredients of creativity are unique ideas and innovative works and behaviors.

⁴⁹ I.B.G Yudha Triguna, "Kebhinekaan Bangsa Indonesia: Urgensi Dan Relevansinya Dalam Era Revolusi Industri 4.0," *Dharmasmruti: Jurnal Ilmu Agama Dan Kebudayaan* 10, No. 2 (2019): 46–52.

⁵⁰ Nunung Unayah, "Gotong Royong Sebagai Modal Sosial Dalam Penanganan Kemiskinan," *Sosio Informa* 3, No. 1 (2017): 49–58.

⁵¹ Ahmad Zainuri, "Implementation Of Independent Curriculum Learning In Islamic Education And Character Subjects At Min 1 Palembang," *Edukasi Islami: Jurnal Pendidikan Islam* 11, No. I (2022): 1229–1242,

According to the findings of interviews with the madrasa's principal, creativity enables pupils to tackle challenges. According to the deputy head of the madrasa, creativity is teaching the importance of skills in pupils and enhancing students' interest. Individuals with creative potential, according to Sund, can be identified by observing the following characteristics: Desire for novelty is quite strong, as is an openness to new experiences, a long or resourceful curiosity to find and research, and a tendency to seek broad and satisfying answers, the ability to make analysis and synthesis, the spirit of asking and researching, a fairly good abstraction power, and a fairly broad background in reading ⁵².

MBKM's Application in Education

In the current era of democracy, the Ministry of Education and Culture (KEMENDIKBUD) is regarded as relevant and appropriate to implement with the MBKM concept in 2020. Nadiem Makarim asserts that the fundamental concept of opting for free learning was inspired by KH Dewantara's ideology. MBKM emphasizes independence and echoes two significant concepts, "Freedom to Learn" and "Independent Campus." First and foremost, the term "free learning" refers to intellectual liberty. Nadiem Makarim asserts that educators must initiate the core of independent thinking. This point of view must be interpreted as an effort to recognize the shifts in how students learn in Madrasah Ibtidaiyah, Madrasah Tsanawiyah, and even tertiary institutions. Second, the idea of free education is carried over to the independent campus. Merdeka Campus aims to let go of restrictions and allow for greater mobility and flexibility. The objective of MBKM is to enhance graduates' competence in both soft and hard skills so that they are better prepared and more relevant to today's needs, preparing graduates to become superior and charismatic future leaders of the nation. ⁵³.

In the field of education, the issue of independence policy is a hot topic. Preparing university graduates, both public and private, to face the challenges of modern times and rapid change is based on the premise that learning exists. Graduates' ideal as future leaders with growing personalities is independent learning. Students in the independent program have the freedom and independence to explore their interests and talents to their fullest potential. The eight Independent Learning Campus (MBKM) programs displayed in colleges at the Aceh Teaching and Education Faculty will first be examined in this study. There are eight Merdeka Learning Campus Merdeka programs, as shown by the findings, including: 1) student exchange, 2) apprenticeship/work experience, 3) teaching in educational establishments, 4) projects in villages, 5) research, 6) entrepreneurial endeavors, 7) independent study, and 8) charitable endeavors. Programs to build thematic villages and lectures for students and lecturers who have been selected for a grant program called "Campus Teaching" have been carried out by FKIP. Other programs include student exchange programs with other universities, teaching assistant programs at educational institutions, and programs to build thematic villages and lectures.

Conclusion

The MBKM program promotes educational autonomy and flexibility, freeing teachers from bureaucracy and giving students the freedom to choose their areas of interest. Universities are expected to follow the guidelines outlined in the "Independent Learning-Free Campus Guidebook" published by the Ministry of Education and Culture and in Permendikbud RI No.

⁵² Agus Makmur, "Efektifitas Penggunaan Metode Base Method Dalam Meningkatkan Kreativitas Dan Motivasi Belajar Matematika Siswa Smpn 10 Padangsidempuan," *Edutech* 1 No 1 Mar, No. 1 (2019): 108.

⁵³ Siti Mustaghfiroh, "Konsep 'Merdeka Belajar' Perspektif Aliran Progresivisme John Dewey," *Perspektif Aliran Progresivisme John Dewey. Edureligia; Jurnal Pendidikan Agama Islam* 04, No. 1 (2020): 1–10.

3 of 2020 in order to offer the MBKM program, which includes options such as student exchange, professional work practices, teaching assistance, research, humanitarian projects, entrepreneurial activities, independent studies, village development projects, and state defense training. The executor's attitude has characteristics that meet high standards, thus it is important to take that into account in addition to communication. This still falls short of the size of the administrative organization. In other words, the findings of this study suggest that MBKM implementation is greatly supported by the characteristics of the bureaucratic system. The implementer's attitude dimensions, however, have a lower average value and nevertheless require care. Because support, resistance, and dedication are markers of the program's effectiveness, the implementer's attitude is crucial. For teachers, lecturers, and students alike, MBKM is one of the crucial policies in the growth of higher institutions. There are eight Merdeka Learning Campus Merdeka programs, as shown by the findings, including: 1) student exchange, 2) apprenticeship/work experience, 3) teaching in educational establishments, 4) projects in villages, 5) research, 6) entrepreneurial endeavors, 7) independent study, and 8) charitable endeavors.

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