

## Analyzing Key Barriers to the Success of the *Merdeka Belajar Kampus Merdeka* Program

Iskandar<sup>1</sup>, Moh Fatah Yasin<sup>2</sup>, Dada Suhaida<sup>3</sup>, Ratna Kasni Yuniendel<sup>4</sup>, Rustam<sup>5</sup>, Ferry Marlianto<sup>6</sup>

<sup>1</sup> Universitas Tadulako, Palu, Indonesia; iskandarahmad.fkipuntad@gmail.com

<sup>2</sup> Universitas Lambung Mangkurat, Banjarmasin, Indonesia; yasin7744@gmail.com

<sup>3</sup> Universitas PGRI Pontianak, Pontianak, Indonesia; civic.link@yahoo.com

<sup>4</sup> Universitas Negeri Imam Bonjol, Padang, Indonesia; ratnakasni@uinib.ac.id

<sup>5</sup> Universitas PGRI Pontianak, Pontianak, Indonesia; Rustammunif@gmail.com

<sup>6</sup> Universitas PGRI Pontianak, Pontianak, Indonesia; ferrymarlianto@yahoo.co.id

---

### ARTICLE INFO

#### Keywords:

MBKM implementation;  
Higher education challenges;  
Program success factors;  
Institutional collaboration

---

#### Article history:

Received 2023-12-20

Revised 2024-02-06

Accepted 2024-09-25

---

### ABSTRACT

This study is grounded in the premise that the full implementation of the Merdeka Belajar Kampus Merdeka (MBKM) strategy has been hindered by challenges related to insufficient human resources and inadequate infrastructure. The research aims to identify the key factors influencing the successful implementation of the MBKM program, with a focus on State Universities in West Borneo. Employing a qualitative research approach, the study gathers data primarily through in-depth interviews. The findings reveal several critical determinants affecting the program's success. These include the commitment and strategic vision of university leadership, the establishment of a dedicated unit to oversee program implementation, strong partner support and engagement, a positive attitude within the academic community towards the MBKM initiative, active and effective participation of program supervisors, proactive and innovative student involvement, contributions from academic staff in administrative roles, the availability of standardized operating procedures, and alignment between curriculum planning and program objectives.

*This is an open access article under the [CC BY-NC-SA](https://creativecommons.org/licenses/by-nc-sa/4.0/) license.*



---

### Corresponding Author:

Iskandar

Universitas Tadulako, Palu, Indonesia; iskandarahmad.fkipuntad@gmail.com

---

## 1. INTRODUCTION

The Merdeka Belajar Kampus Merdeka (MBKM) program is a component policy of Merdeka Belajar instituted by the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia. It allows students to develop their skills in line with their talents and interests by directly entering the workforce as preparation for future careers. This program is embedded within the framework of the Merdeka Belajar policy (Pendidikan, Kebudayaan, & Indonesia, 2020). During her address at the 2019 National Teacher's Day (HGN) celebration, Minister of Education and Culture (Kemendikbud) Nadiem Anwar Makarim inspired the idea of "Free Education for Learning" with her words (Sekretariat, 2019). This idea is a response to the requirements that must be met by the educational system in this period of the 4.0 revolution in industrial technology. Students are encouraged to be more prepared to work,

communicate, be innovative, and be valuable for both themselves and society through the implementation of the MBKM idea. Nadiem Makarim argues that freedom of thinking is synonymous with freedom of research. The level of intellectual freedom granted to students is determined by their teachers. Hence, the instructor assumes paramount importance in the prosperous implementation of the novel educational system. Within the framework of educational institutions, the suitable designation is Lecturer.

According to Widiyono, Irfana, & Firdausia (2021) Analysis reveals that the notion of "Merdeka Belajar," proposed by Nadiem Makarim, can be derived from several origins. Firstly, the resolution to the difficulties that educators encounter in their professional endeavors can be discovered in the concept of "Merdeka Belajar." Furthermore, this facilitates the management of the workload for teachers, therefore enabling them to effectively carry out their professional duties. This objective is achieved by providing teachers with increased independence in assessing the knowledge acquired by their students through a diverse array of evaluation techniques and instruments, so liberating them from burdensome administrative obligations and safeguarding them against various forms of intimidation, criminalization, and politicization. Furthermore, it illuminates the difficulties that educators encounter while allocating studying assignments to students in the educational setting. These obstacles encompass the complexities of integrating new students (input) and the management of teaching preparation, which include the learning process, lesson planning, and evaluation concerns such as USBN-UN (output). The acquisition of this knowledge expands our viewpoint and facilitates a deeper comprehension of these difficulties. Furthermore, it is imperative for educators, who play a crucial role in shaping the future of the nation through the provision of education, to possess the capacity to foster a more favorable learning atmosphere within the classroom. This objective can be achieved by implementing an educational policy that will ultimately yield advantages for both teachers and pupils. Furthermore, Nadiem Makarim, in his address at the HGN commemoration event, expressed the anticipation that the plan would transcend its conceptual status and become a tangible policy that would be implemented.

The program Merdeka Belajar Kampus Merdeka is comprised of a total of eight Key Performance Indicators (KPIs) when it is put into action (Fuadi & Aswita, 2021; Siregar, Sahirah, & Harahap, 2020). Graduates Often Obtain Respectable Employment. Graduates and other people who have completed their studies at a campus can have an impact on the results and achievements of that university. A growing number of graduates are achieving their goals of securing respectable employment, perhaps beginning their own businesses, or continuing their education. It is hoped that the campus will, as a result of this provision, not simply concentrate on delivering an instructional curriculum program that gives knowledge but will also focus on equipping its students with valuable sales skills in the market.

Students Participate in Experiential Learning Outside the Traditional Campus Environment. Within this area, the activities include labor internships, research projects, village initiatives, student exchanges, entrepreneurial efforts, and teaching engagements. All facilities on the campus are designed to facilitate the personal and academic development of students. Furthermore, apart from being passive in the classroom, students should actively participate in a wide range of learning activities and cultivate their competency skills. Academic faculty members participate in extracurricular activities outside the boundaries of the educational institution. Academic activities of lecturers transcend the boundaries of the university. Furthermore, individuals have the option to seek possibilities outside of the institution, such as gaining practical experience in industry or participating in teaching activities at other educational establishments.

Educators conduct instruction within the confines of the physical university campus. Educators encompass not only individuals who deliver lectures, but also those who actively engage in professional practice. Specifically, the recruitment of lecturers with extensive experience in a particular sector is essential to enhance the complexity of the knowledge imparted (EDARAN, n.d.; Ilhami & Syahrani, 2021; Ulum, 2020; Yanti & Syahrani, 2021). Due to their direct engagement and experience in the issue, these speakers are able to offer a more nuanced and thorough grasp of the subject matter. The lecturer's work is utilized by the community. The fifth key performance indicator (KPI) concerns the application of

scholarly work by lecturers in the community. It is anticipated that the research results will provide substantial benefits for the local community.

Study Programs Developed in Conjunction with Some of the Best Partners in the World. The educational experience will be enhanced by the university's partnership efforts with other organizations. Examples include graduate employment, student internships, and other similar opportunities. Class that emphasizes working together and taking part. A qualified group of students can be produced by the campus in conjunction with the instructors. Can get pupils involved and increase their interest in participating in the classroom learning process. Program for International Standardized Studies. Linked to worldwide accreditation, in the sense that colleges are held to the expectation that they will be able to earn in the course of classroom instruction throughout the world (Blanco-Ramírez & B. Berger, 2014; EDARAN, n.d.; Halasa, Zeng, Chappy, & Shepard, 2015; Hou, 2011; Ingvarson, Elliott, Kleinhenz, & McKenzie, 2006; Mosadeghrad, Jaafaripooyan, Yousefinezhadi, & Keykhani, 2020; Shaw, 2003; Yanti & Syahrani, 2021).

The objective of the MBKM program is to enhance the proficiency of the graduate in both technical and interpersonal abilities, therefore equipping them with the necessary readiness and relevance to contemporary needs. Additionally, the program aims to prepare graduates as prospective future leaders of the nation. These leaders should possess commendable personalities and character (Pendidikan et al., 2020; Sekretariat, 2019). As a result, the execution of the MBKM program may be effective if the program's goals have been successfully accomplished. Success can be defined as either good fortune or hard work, according to (Fuadi & Aswita, 2021; Houtman, 2020; Sherly, Dharma, & Sihombing, 2020). Therefore, success refers to the degree to which a person is successful in accomplishing anything. Capability to pass through and transcend oneself from one setback without losing interest from one to the next is essential to success. Success can be defined as the realization of a desire that we have meant to pursue. Our level of success is directly proportional to how accurately we can determine our goals, which, to clarify, are the targets that we have established.

The implementation of the MBKM (Merdeka Belajar Kampus Merdeka) strategy in both public and private universities has introduced a number of advantages, disadvantages, and challenges. In particular, Indonesian private Islamic universities face significant hurdles, including establishing effective cooperation frameworks, providing practical experiences beyond traditional academic programs, and securing sufficient financial support. Additional challenges relate to partially implemented policies, outdated guidelines, mentalities resistant to change, curriculum development, collaboration, funding, academic administrative systems, human resource preparation, and the ongoing impact of the COVID-19 pandemic (Hudri & Umam, 2022; Oki, 2018; Tabroni & Nur Aisah Jamil, 2022). Furthermore, the full realization of the MBKM policy remains constrained by a lack of preparedness in human resources and infrastructure, with conventional learning methods still prevailing in independent learning initiatives.

The objective of this research is to examine the specific challenges faced by Indonesian private Islamic universities in implementing the MBKM strategy, with a focus on cooperation frameworks, practical experience opportunities, and the readiness of institutional support systems. To guide this investigation, the following research questions are posed: (1) What are the primary barriers to the successful implementation of the MBKM policy in private Islamic universities? (2) How do institutional factors, such as administrative systems, funding, and human resources, impact the implementation of the MBKM strategy? (3) What steps can be taken to better align MBKM initiatives with the practical needs and capabilities of these universities? By addressing these questions, this study aims to provide insights into how the MBKM strategy can be more effectively implemented, particularly within the context of private Islamic higher education institutions.

## 2. METHODS

The aim of this study is to assess the factors hindering the success of the Merdeka Belajar Kampus Merdeka (MBKM) program. The approach adopted is a systematic literature review, with an exhaustive

analysis of existing research, reports, and publications related to the challenges obstructing the MBKM program's success. The literature search was conducted primarily using the Scopus database to gather relevant studies on these factors. A systematic method was employed to evaluate the obstacles, involving the selection and analysis of terms such as "Merdeka Belajar," followed by a classification based on theory, methodology, and research topics.

Through an in-depth literature review, significant findings emerged regarding the evaluation of factors preventing the success of the MBKM program. One of the key insights is the considerable number of factors that block its implementation, as highlighted across various studies. The literature underscores the importance of understanding these blocking factors, emphasizing the need for further empirical research to grasp their full scope. Following the review of titles, abstracts, and keywords, seventy articles were identified as relevant to the study. From this pool, data were synthesized to identify core themes and phrases associated with the Freedom of Learning and the elements that hinder it. After a thorough review, forty articles were selected for detailed analysis.

Interestingly, fewer publications focus exclusively on the inhibiting factors compared to the broader discussions on MBKM. The study's findings reveal that the obstacles impeding the program's success are varied and multifaceted. Structured data extraction forms were developed using Excel 2019 to conduct the systematic review, following the PRISMA guidelines. These forms enabled a comprehensive review of the objectives, methodologies, outcomes, and results of each selected study. Ensuring sustainability in the review process required a rigorous data extraction method aligned with PRISMA standards, which helped maintain the reliability and credibility of the findings.

Throughout the evaluation, factors such as validity, reflexivity, relevance, and reporting quality were considered to enhance the study's overall robustness. The involvement of multiple researchers in validating and synthesizing findings further strengthened the credibility of the research outcomes. Additionally, aspects like research design, methodology, and data collection were scrutinized for appropriateness and accuracy, contributing to the study's validity. Reflexivity, in this context, refers to how the researchers and the data collection methods might influence the information obtained during the review.

### 3. FINDINGS AND DISCUSSION

The findings from this research highlight several key challenges that must be addressed to improve the implementation of the Merdeka Belajar Kampus Merdeka (MBKM) program at Indonesian private Islamic universities. One major barrier is the lack of a unified understanding among all stakeholders regarding the long-term benefits of the MBKM program. As Pratikno, Hermawan, and Arifin (2022) suggest, a mindset aligned with the core values of education is essential for successful implementation. Without this shared vision, the MBKM program cannot reach its full potential. Moreover, technical issues, such as inequitable participant selection for the MBKM program, hinder its success. Students are required to meet specific criteria and work closely with academic supervisors to select suitable programs, but the current selection process remains unevenly distributed (Krishnapatria, 2021). Many students tend to gravitate towards safer options like apprenticeships, which they perceive as providing greater benefits, particularly in the development of soft and hard skills essential for future employment (Putra, Abdani, & Istiqomah, 2023). Although a wide range of MBKM programs are available, students often lack guidance and support to explore the full spectrum of opportunities.

Another issue is the alignment of academic programs with MBKM activities. As noted by Fuadi and Irdalisa (2022), structured learning activities within MBKM require continuous monitoring and evaluation to ensure they align with both curriculum goals and student needs. Currently, there is a lack of clear assessment mechanisms, especially in terms of credit transfer and value conversion for different courses. The development of instruments to recognize student achievements, such as a standardized credit system, is crucial to enhance the flexibility and effectiveness of the program (Ingtyas et al., 2022).

This study also underscores the importance of institutional readiness, including cooperation frameworks, practical experience opportunities, and support systems, in facilitating successful MBKM implementation. Addressing these challenges will require concerted efforts from university leaders, faculty, and students, along with improved partnerships with external stakeholders. By identifying and tackling these barriers, universities can better align the MBKM strategy with their practical needs and enhance its overall impact on higher education.

In the future, it will be important for the partners to re-establish a better relationship with each connected partner in order to facilitate the monitoring and evaluation of the MBKM Program (Firmansyah, Ubaidillah, & Busriyanti, 2023; Sibagariang, Sihotang, Murniarti, & Indonesia, 2021; Sihombing, Anugrahsari, Parlina, & Kusumastuti, 2021; Siregar et al., 2020). Partner such as other universities that the students will attending courses in different study programs at their own or other colleges, collaboration with other institutions, industries, or businesses necessary for students to practice or intern, as well as human resource preparation (Kusumo et al. 2022). In fact, not every activity has formal agreements with the partners. According to the partners, there is a need for additional selection to be done regarding the students who will participate in the MBKM programs. This is due to the fact that the conditions of some students do not fulfil expectations (Restu, Sriadhi, Gultom, & Ampera, 2022). Based to the results finding to the In-Depth Interview, It is widely acknowledged that implementation of MBKM program at State University West Borneo, as seen in Table 1, is currently not being implemented optimally.

**Table 1.** Factors Affecting the Effective Implementation of the Independent Learning Program Independent Campus

No	Factors
1	The university leaders' commitment and ambition in order to carry out the Merdeka Belajar Program for Self-Sufficiency Campuses.
2	The implementation of the Independent Learning Program is overseen by a separate unit.
3	Partners of the MBKM Program have pledged their full support as well as dedication.
4	The shared perspective of the entire scholarly community on the MBKM program benefits all parties concerned.
5	Active and effective supervisory role.
6	Supervisory position that is active and effective.
7	The role of other academics in the Merdeka implementation
8	There is a mention of the operational processes for administering the Independent Learning Program, which is suited for the Independent Campus.
9	Curriculum planning and implementation of the Independent Learning Campus Merdeka Program in the field.
10	The MBKM suitability Program of student interests, program placement as well as location
11	Value conversion suitability per course.
12	Government policy and resources are available.
13	IT infrastructure and facilities to assist the Merdeka Belajar Kampus Merdeka Program
14	The monitoring and evaluation procedure for the Merdeka Belajar Kampus Merdeka implementation.

Table 1 highlights the key factors that influence the successful implementation of the Merdeka Belajar Kampus Merdeka (MBKM) program. Among these, economic factors play a critical role in decision-making and strategy implementation (Nofrizal et al., 2022). Adequate government policies and financial support are essential to bolster the commitment of university leaders and foster collaboration with external partners, such as associated agencies, industries, and institutions that work alongside universities to implement the MBKM program. The establishment of a dedicated MBKM unit within universities, along with the provision of necessary facilities and equipment, further reflects the administration's commitment and long-term vision for the program's success.

There is a strong correlation between the commitment and vision of university leadership and the overall success of the MBKM initiative (Mures Walef, Nikmatulaili, Gustituati, & Marsidin, 2023). When university and faculty leaders demonstrate a clear commitment to MBKM, it positively influences the mindset of the entire academic community. This collective commitment helps ensure that instructors, students, and administrative staff are fully engaged in the program's implementation. The active participation of all stakeholders—ranging from students and lecturers to faculty and MBKM units providing both technical and administrative support—is crucial for the program's success.

Moreover, fostering an environment that encourages creativity and collaboration is vital (Defrizal, Redaputri, Narundana, Nurdiawansyah, & Dharmawan, 2022). Opportunities for interdisciplinary teamwork and innovative approaches to learning enable participants to fully engage with the MBKM program, helping students develop critical thinking, adaptability, and problem-solving skills. The involvement of all academic members in these collaborative efforts ensures a more cohesive and dynamic implementation of the program, aligning it with both institutional goals and student development needs.

Effective implementation of the Merdeka Belajar Kampus Merdeka (MBKM) program requires the adoption of well-defined criteria and a robust monitoring and assessment process. A key barrier to the success of the program is the misalignment between student interests, program placements, and the overall curriculum structure. The compatibility of these elements is essential for ensuring that the program meets both academic and practical objectives, yet discrepancies in these areas have been identified as obstacles to full implementation (Hanwar et al., 2023). Additionally, the alignment of institutional goals with student development remains critical. Graduates must be equipped with both soft and hard skills to ensure they are well-prepared for the demands of the modern workforce, especially in an era of rapid technological change. Enhancing these competencies is essential for shaping graduates into future leaders who are not only skilled but also possess individuality and adaptability.

One of the fundamental goals of the MBKM program is to allow students the flexibility to choose development paths in collaboration with external partners, such as industries, government bodies, and other educational institutions. This collaboration enables a more dynamic and practical learning environment, bridging the gap between theoretical knowledge and real-world application. However, the lack of structured cooperation between universities and these partners can limit the scope of opportunities available to students, making this another significant barrier to the program's success. Strengthening these partnerships is crucial for creating the hands-on experiences that students need to thrive in their future careers.

Previous research highlights that student participation in MBKM-related activities, such as internships and community projects, provides invaluable learning experiences that help prepare them for life after graduation. To maximize the effectiveness of these opportunities, universities must collaborate closely with businesses, industries, and government entities, ensuring that students gain practical experience that complements their academic studies. The implementation of the MBKM curriculum must also respond to technological advancements and be aligned with Outcome-Based Education (OBE) principles. This approach emphasizes learning outcomes that are directly connected to the relevant disciplines, ensuring that students are not only knowledgeable in their fields but are also capable of applying their skills in real-world contexts (Diyasa, Putra, Mandenni, Ariefwan, & Aryananda, 2023; Iqbal, Willis, Almigbal, Aldahmash, & Rastam, 2020).

In conclusion, addressing these key barriers—ensuring compatibility between student interests, curriculum structure, and placement, fostering strong partnerships, and aligning the MBKM program with technological and industry demands—will significantly enhance the program's success. Institutions must prioritize these areas to fully realize the potential of MBKM and better prepare students for the challenges and opportunities they will face in the evolving global landscape.

#### 4. CONCLUSION

In conclusion, universities must optimize the implementation of the Merdeka Belajar Kampus Merdeka (MBKM) program by addressing key factors that contribute to its success. These include the commitment and vision of university leadership, the establishment of dedicated units for MBKM implementation, support and active participation from program partners, and a unified mindset within the academic community. Furthermore, the program's effectiveness depends on the active involvement of supervisors, initiative and creativity from students, contributions from other academic staff, the development of standard operating procedures, and the alignment of the MBKM curriculum with student interests and practical field requirements. All of these elements are interconnected and influence one another to ensure the success of the program.

However, this research has limitations, particularly in its focus on a specific subset of private Islamic universities in Indonesia, which may limit the generalizability of the findings to other types of institutions or regions. Future research should expand to a broader range of universities, including public and non-Islamic institutions, to gain a more comprehensive understanding of the MBKM program's challenges and successes. Additionally, further investigation into the long-term outcomes of MBKM implementation across diverse academic environments would provide valuable insights for enhancing the program's effectiveness.

#### REFERENCES

- Aspers, P., & Corte, U. (2019). What is Qualitative in Qualitative Research. *Qualitative Sociology*, 42(2), 139–160. <https://doi.org/10.1007/s11133-019-9413-7>
- Blanco-Ramírez, G., & B. Berger, J. (2014). Rankings, accreditation, and the international quest for quality: Organizing an approach to value in higher education. *Quality Assurance in Education*, 22(1), 88–104.
- Defrizal, D., Redaputri, A. P., Narundana, V. T., Nurdiawansyah, N., & Dharmawan, Y. Y. (2022). The Merdeka Belajar Kampus Merdeka Program: An Analysis of the Success Factors. *Nusantara: Jurnal Pendidikan Indonesia*, 2(1), 123–140. <https://doi.org/10.14421/njpi.2022.v2i1-8>
- Diyasa, I. G. S. M., Putra, I. N. D. P., Mandenni, N. M. I. M., Ariefwan, M. R. M., & Aryananda, R. L. (2023). Integrated Evaluation and Learning System with OBE Ecosystem and. *7st International Seminar of Research Month 2022, 2023*, 494–500.
- EDARAN, S. (n.d.). *Direktorat Jenderal Pendidikan Tinggi*.
- Firmansyah, C., Ubaidillah, U., & Busriyanti, B. (2023). Design of The “Merdeka Belajar” Program for Students of High School Education. *Munaddhomah: Jurnal Manajemen Pendidikan Islam*, 4(1), 38–48.
- Fuadi, T. M., & Aswita, D. (2021). Merdeka Belajar Kampus Merdeka (MbkM): Bagaimana Penerapan Dan Kedala Yang Dihadapi Oleh Perguruan Tinggi Swasta Di Aceh. *Merdeka Belajar Kampus Merdeka.... (Fuadi & Aswita, 5(2)*, 603–614.
- Fuadi, T. M., & Irdalisa, I. (2022). Merdeka Belajar Kampus Merdeka: Application in Education Faculty. *AL-ISHLAH: Jurnal Pendidikan*, 13(3), 2747–2756. <https://doi.org/10.35445/alishlah.v13i3.1125>
- Halasa, Y. A., Zeng, W., Chappy, E., & Shepard, D. S. (2015). Value and impact of international hospital accreditation: a case study from Jordan. *Eastern Mediterranean Health Journal*, 21(2).
- Hanwar, S., Jalinus, N., Waskito, Ambiyar, Mulianti, & Trioni, S. (2023). Validity And Practicality Of The Internship Program Evaluation Model MbkM In Politeknik Negeri Padang. *Journal of Namibian ...*, 34, 3587–3601. Retrieved from <https://www.namibian->

- studies.com/index.php/JNS/article/view/1852%0Ahttps://www.namibian-studies.com/index.php/JNS/article/download/1852/1309
- Hou, A. Y.-C. (2011). Quality assurance at a distance: international accreditation in Taiwan higher education. *Higher Education*, 61, 179–191.
- Houtman. (2020). Merdeka Belajar Dalam Masyarakat 5.0. *Prosiding Seminar Nasional Pendidikan Program Pascasarjana Universitas Pgrri Palembang 10 Januari 2020*, 39–46.
- Hudri, S., & Umam, K. (2022). Konsep dan Implementasi Merdeka Belajar pada Evaluasi Pembelajaran Pendidikan Agama Islam. *Journal of Islamic Studies*, 2(1), 51–59.
- Ilhami, R., & Syahrani, S. (2021). Pendalaman materi standar isi dan standar proses kurikulum pendidikan Indonesia. *Educational Journal: General and Specific Research*, 1(1), 93–99.
- Ingthias, F. T., Ampera, D., Fariyah, F., Amal, B. K., & Purba, A. S. (2022). Implementation of Teaching Practitioners In Improving The Quality of Learning and Implementing The Curriculum Merdeka Belajar. *Jurnal Studi Guru Dan Pembelajaran*, 5(2), 157–169. <https://doi.org/10.30605/jsdp.5.2.2022.1927>
- Ingvanson, L., Elliott, A., Kleinhenz, E., & McKenzie, P. (2006). Teacher education accreditation: A review of national and international trends and practices. *Teacher Education*, 1.
- Iqbal, S., Willis, I., H. Almigbal, T., Aldahmash, A., & Rastam, S. (2020). Outcome-based education: evaluation, implementation and faculty development. *MedEdPublish*, 9(June), 121. <https://doi.org/10.15694/mep.2020.000121.1>
- Krishnapatria, K. (2021). Merdeka Belajar-Kampus Merdeka (MBKM) curriculum in English studies program: Challenges and opportunities. *ELT in Focus*, 4(1), 12–19. <https://doi.org/10.35706/eltinf.v4i1.5276>
- Mosadeghrad, A. M., Jaafaripooyan, E., Yousefinezhadi, T., & Keykhani, S. (2020). Hospital accreditation method: A comparative study. *Payesh (Health Monitor)*, 19(5), 523–540.
- Mures Walef, S., Nikmatulaili, N., Gustituati, N., & Marsidin, S. (2023). Implementation of Higher Education MBKM Program Policies. *KOLOKIUM Jurnal Pendidikan Luar Sekolah*, 11(1), 135–144. <https://doi.org/10.24036/kolokium.v11i1.597>
- Nofrizal, N., N, A., Waldelmi, I., Aznuriyandi, A., Khairani, Z., & Juju, U. (2022). Strategy Analysis of the Implementation of the MBKM Curriculum at the University. *AL-ISHLAH: Jurnal Pendidikan*, 14(4), 5853–5872. <https://doi.org/10.35445/alishlah.v14i4.1777>
- Oki, S. (2018). *Kebijakan Merdeka Belajar Dalam Pelaksanaan Pendidikan Di Masa Pandemi Covid-19*.
- Otani, T. (2017). What is qualitative research? *Yakugaku Zasshi*, Vol. 137, pp. 653–658. <https://doi.org/10.1248/yakushi.16-00224-1>
- Pendidikan, M., Kebudayaan, D. A. N., & Indonesia, R. (2020). *Peraturan Menteri Pendidikan Dan Kebudayaan Nomor 03 Tahun 2020 Tentang Standar Nasional Perguruan Tinggi*. (47).
- Pratikno, Y., Hermawan, E., & Arifin, A. L. (2022). Human Resource 'Kurikulum Merdeka' from Design to Implementation in the School: What Worked and What not in Indonesian Education. *Jurnal Iqra' : Kajian Ilmu Pendidikan*, 7(1), 326–343. <https://doi.org/10.25217/ji.v7i1.1708>
- Putra, Y. H. S., Abdani, F., & Istiqomah, D. F. (2023). Implementation Design of Merdeka Belajar Kampus Merdeka. *Proceedings of the 4th Annual International Conference on Language, Literature and Media (AICOLLIM 2022)*, 536–546. [https://doi.org/10.2991/978-2-38476-002-2\\_51](https://doi.org/10.2991/978-2-38476-002-2_51)
- Restu, R., Sriadhi, S., Gultom, S., & Ampera, D. (2022). 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(6), 10161–10176. Retrieved from <http://journalppw.com>
- Sekretariat, G. T. K. (2019). Mengenal Konsep Merdeka Belajar dan Guru Penggerak. *Direktorat Jenderal Guru Dan Tenaga Kependidikan Kementerian Pendidikan Dan Kebudayaan*.
- Shaw, C. D. (2003). Evaluating accreditation. *International Journal for Quality in Health Care*, Vol. 15, pp. 455–456. Oxford University Press.
- Sherly, S., Dharma, E., & Sihombing, H. B. (2020). Merdeka belajar: kajian literatur. *UrbanGreen Conference Proceeding Library*, 1, 183–190.

- Sibagariang, D., Sihotang, H., Murniarti, E., & Indonesia, U. K. (2021). PERAN GURU PENGGERAK DALAM PENDIDIKAN. *Dinamika Pendidikan*, 14(2).
- Sihombing, A. A., Anugrah Sari, S., Parlina, N., & Kusumastuti, Y. S. (2021). Merdeka Belajar in an Online Learning during The Covid-19 Outbreak: Concept and Implementation. *Asian Journal of University Education*, 17(4), 35–48. <https://doi.org/10.24191/ajue.v17i4.16207>
- Siregar, N., Sahirah, R., & Harahap, A. A. (2020). Konsep Kampus Merdeka Belajar di Era Revolusi Industri 4.0. *Fitrah: Journal of Islamic Education*, 1(1), 141–157.
- Tabroni, I., & Nur Aisah Jamil, N. N. (2022). Merdeka Belajar Policy as a Strategy to Improve Quality of Education. *Syaikhuna: Jurnal Pendidikan Dan Pranata Islam*, 13 (01), 1–12.
- Ulum, M. (2020). Kebijakan standar nasional pendidikan. *Syaikhuna: Jurnal Pendidikan Dan Pranata Islam*, 11(1), 105–116.
- Widiyono, A., Irfana, S., & Firdausia, K. (2021). Implementasi Merdeka Belajar Melalui Kampus Mengajar Perintis Di Sekolah Dasar. *Metodik Didaktik: Jurnal Pendidikan Ke-Sd-An*, 16(2).
- Yanti, H., & Syahrani, S. (2021). Standar bagi pendidik dalam standar nasional pendidikan indonesia. *Adiba: Journal of Education*, 1(1), 61–68.