Implementation of the Independent Campus Learning Policy to Improve the Competence of Private University Graduates

Sukirno Sukirno

Universitas Islam Nusantara, Bandung, Indonesia

Email: sukirno@uninus.ac.id

Iim Wasliman

Universitas Islam Nusantara, Bandung, Indonesia

Ade Tutty R Rossa

Universitas Islam Nusantara, Bandung, Indonesia

Okke Rosmaladewi

Universitas Islam Nusantara, Bandung, Indonesia

Abstract

The role of tertiary institutions is needed in preparing superior human resources that are able to compete globally. Universities must adapt quickly in preparing students' new skills and competencies to face these new challenges. The Independent Campus Learning Policy (MBKM) namely the opening of new study programs, the higher education accreditation system, higher education legal entities and the right to study three semesters outside the study program. In order to prepare students for increasingly rapid social, cultural and technological developments, student competencies must be able to compete in this global era. Link and match not only with the world of industry and the world of work but also with the rapidly changing future. MBKM implementation using a strategic management approach. Organizing, operational planning, allocating resources, preparing and allocating budgets, managing human resources in the implementation of MBKM to improve graduate competence. The research method uses a qualitative approach and a case study research method. The research was conducted at the Mandala College of Technology and the Garut Institute of Technology. Methods of data collection by interviews, observation and documentation studies. MBKM implementation needs to be carried out with the commitment of tertiary institutions in accordance with clustering and Higher

Education Key Performance Indicators (IKU). MBKM is carried out based on internal and external environmental observations, strategic planning, monitoring and evaluation which are carried out on an ongoing basis. The MBKM implementation in the 2 (two) PTS has been carried out but the results have not been optimal as in the establishment of the MBKM program which is adjusted to the potential of the tertiary institution, the determination of the budget and the determination of procedures

Keywords

policy, competence, implementation, commitment, clustering

Introduction

Indonesia with national ideals for development requires superior, productive, innovative and creative Human Resources (HR). Higher education must play an active role in realizing these ideals. Meanwhile, the quality of our higher education is still lower when compared to other universities from other countries. According to the QS Word University Ranking (2021), there are still very few Indonesian universities that are in the top 500 in the world and until now only 3 universities have been ranked in the world's top 500. In addition, in Indonesia itself, when examined from 4,547 universities, when viewed the quality is still low, it can be seen from the accreditation is still low with the accreditation of institutions that get A and Superior is still small (Sauri, 2017).

Based on previous research used as a reference in this study, there are similarities in the objectives of implementing MBKM, namely developing students' hard skills and soft skills. Assessing opportunities for cooperation between PT, industry and government, including: Cooperation programs between the government, SOEs and the private sector. MBKM is a form of independent and flexible learning to promote an innovative, open, and student-centered learning culture at the university. Integration of curriculum into MBKM curriculum and also value conversion guidelines for students who take part in the MBKM program (Munadi, 2020). Merdeka Belajar, Kampus Merdeka: Bagaimana Mendesain Ulang Kurikulum. *Journal of Quality in Higher Education* ,2(3), 1–10

. Of course, this program is also supported by an integrated system specifically designed to support MBKM activities and ensure sustainability. Data collection methods are carried out by observation, interviews and documentation studies. The MBKM program is implemented to improve the competence of graduates and improve the quality of PT.

Differences in research that are used as references to research location and also research approaches. Some previous studies used quantitative approaches. While the research conducted by the author uses a qualitative approach and refers to strategy management. The implementation of MBKM in different loci also depends on the ability of the institution to facilitate the MBKM program to be implemented. The readiness of human resources and infrastructure

of each research locus is also part of the difference between research and previous studies.

The role of universities is needed in preparing superior human resources who are able to compete globally. Universities must adapt quickly in preparing new skills and competencies of students to face this new challenge. Through the Merdeka Belajar Kampus Merdeka (MBKM) program, students have the freedom to explore the necessary knowledge. Graduating students are expected to have competencies that are beneficial for nation building. Higher Education (HE) is accelerated as the nation's innovation center in implementing MBKM policies to achieve key performance. The youth unemployment rate in Indonesia, based on BPS data in February 2022, states that 5.83 percent of the unemployment rate is open. The impact of Covid-19 on the working-age population is 11.52 million people (5.53 percent).

Consists of unemployment due to COVID-19 (0.96 million people), Non-Labor Force due to COVID-19 (0.55 million people), temporarily unemployed due to COVID-19 (0.58 million people), and working population who experienced reduced working hours due to COVID-19 (9.44 million people). The total Indonesian labor force in February 2022 reached 144.01 million people. Anugrah (2021).

This number is also the highest in the last three years. The total labor force consists of the accumulated number of working-age population 15 years and over who have been actively employed or temporarily unemployed, and the number of working-age population who are currently unemployed.The world megatrend in 2045 includes several things including world demography, global urbanization, technological advances, competition for natural resources and climate change including 17 items of sustainable development goals.

The effect of the industrial revolution 4.0 itself in Indonesia has an effect on the loss of 23 million jobs replaced by automation by 2030. But it also opened 27-46 million new jobs. For this reason, universities need to prepare the skills and competencies of their graduates. In order to prepare students for increasingly rapid social, cultural and technological developments, student competencies must be able to compete in this global era. Link and match not only with industry and the world of work but also with a rapidly changing future. Higher Education (HE) is required to be able to design and implement innovative learning processes so that students can achieve learning outcomes.

Based on previous research used as a reference in this study, there are similarities in the objectives of implementing MBKM, namely developing students' hard skills and soft skills. Assessing opportunities for cooperation between HE, industry and government, including: Cooperation programs between the government, SOEs and the private sector. MBKM is a form of independent and flexible learning to promote an innovative, open, and student-centered learning culture at the university. Integration of curriculum into MBKM curriculum and also value conversion guidelines for students who take part in the MBKM program. Of

course, this program is also supported by an integrated system specifically designed to support MBKM activities and ensure sustainability. Data collection methods are carried out by observation, interviews and documentation studies. The MBKM program is implemented to improve the competence of graduates and improve the quality of HE.

Differences in research that are used as references to research loci and also research approaches. Some previous studies used quantitative approaches. While the research conducted by the author uses a qualitative approach and refers to strategy management. The implementation of MBKM in different loci also depends on the ability of the institution to facilitate the MBKM program to be implemented. The readiness of human resources and infrastructure of each research locus is also part of the difference between research and previous studies.

Universities or institutions as environmental inputs must be optimally involved in improving student competence in the implementation of MBKM to improve student competence and will also increase accreditation in universities. Building valid systems and data as well as alternative solutions to the problem requires further research.

The problems that occur in the two private universities are due to the lack of oHEimal empowerment of student raw input, instrumental input empowerment which includes the MBKM program, facilities and infrastructure, human resources (lecturers and education staff), costs, and curriculum. Not oHEimal involvement of environmental inputs consisting of universities, government, community and DUDI. The implementation of MBKM will increase the competence of graduates so as to improve the quality of higher education accreditation by increasing quality university graduates. Implementation of MBKM for the achievement of Key Performance Indicators (KPI) in Higher Education.

The implementation of MBKM as a means of anticipating the increasingly rapid development of the times. Students can become agents of change so that they are able to compete on a global scale. Learning autonomy prepares graduates of private universities to improve the competence of graduates. The general objective of this research is to obtain an overview and analyze the implementation of MBKM and build an MBKM system at HES to improve the competence of graduates; and the specific purpose of this research are to get information or an overview and analyze about: 1) Observation of the MBKM implementation environment to improve the competence of graduates. 2) Strategic planning of MBKM implementation to improve the competence of graduates. 3) Strategic implementation of MBKM to improve the competence of graduates. 4) Evaluation and control of MBKM implementation to improve the competence of graduates. 5) Problems faced in the implementation of MBKM to improve the competence of graduates. 6) Solutions to problems encountered in the implementation of MBKM to improve the competence of graduates.

RESEARCH METHOD

Research on MBKM policies to improve the competence of university graduates uses a qualitative approach. This is in line with the opinion of Sukmadinata (2010: 72), that qualitative research is a study aimed at describing and analyzing phenomena, events, social activities, attitudes, beliefs, perceptions, thoughts of individuals and groups. This qualitative research is aimed at understanding social phenomena from the perspective of participants. Participants are people who are invited to be interviewed, observed, asked to provide data, opinions, thoughts, and perceptions.

Through this qualitative approach, researchers observe people in a university environment, interacting with research subjects, namely lecturers, government, community and universities. Research seeks to understand the language and interpretation of universities, see real phenomena in the research environment by understanding and giving meaning to the series of events seen in reality. Qualitative research subjectivity goes further than quantitative research or surveys, because it uses very different methods of gathering information, especially individuals, in using in-depth interviews in focus groups. The nature of this type of research is that open research and exploration ends up being conducted in a relative number of small groups of people interviewed in depth.

Results and Discussion

Observation of the MBKM Implementation Environment to Improve Graduated Competence

Based on environmental observations both internal and external, strategies that can be done include:

a. SO (Strengths - Opportunities) Strategy: 1) Improve the quality of education delivery through the use of integrated online-based SI. 2) Development of graduate competencies through achievement improvement and competency certification.

b. WO Strategy (Weaknesses - Opportunities): 1) Improve the quality and quantity of new student recruitment through promotion and tightening the entrance screening process of HE. 2) Improve the quality of human resources of educators through further studies, competency certification, academic position improvement and involvement in various scientific forums at regional, national and international levels.

c. ST Strategy (Strength - Threat): 1). Improve good governance by applying the principle of continuous quality improvement. 2) Increase solutive contribution to problems faced by society, industry and government through the application of the results of science and technology development. 3) Development of graduate competencies through achievement improvement and competency certification.

d.   WT Strategy (Weakness-Threat); 1) Improve the quality and quantity of cooperation activities and develop synergistic partnership patterns with various parties. (Muslikh, 2020).

Strategic planning of MBKM implementation to improve graduate competence

Strategic planning will produce outputs i.e. strategic goals, strategic initiatives and targets. Strategic planning of MBKM implementation to improve the competence of graduates by analyzing the internal and external environment. From the results of the analysis, it was found that it was strategic to implement MBKM with the aim of improving the competence of graduates.

Identify the strengths and weaknesses of each study program both in terms of programs and human resources. The competence of graduates according to the description of KKNI at level 6 which is equivalent to the S1 Bachelor level. Aspects of competence include work ability, mastery of knowledge, managerial ability, attitudes and values. Dealing with attitudes and values in line with six value systems (Sanusi, 2016). Identifying advantages and weaknesses to map out strategies to be carried out for the implementation of MBKM so that the program is carried out in accordance with its objectives.

The MBKM policy is expected to be able to answer education and employment problems in Indonesia (Puspitasari, 2021). Through close interaction between universities and the world of work, and the existence of off-campus activities that broaden students' horizons and knowledge and experience, it is hoped that students will have added value and be able to compete in facing future challenges.

Improvement of the student-centered learning process (Student Centered Learning). Approach the learning process with the subject of student learning. This will make learning subjects more active, independent, and able to apply and understand learning material according to their respective abilities. Student Centered Learning (SCL), students have the flexibility to develop all their potential (creation, taste and charity), explore the fields/knowledge they are interested in, build knowledge and then achieve their competencies through an active, interactive, collaborative, cooperative, contextual and independent learning process. The role of lecturers as facilitators in student-centered learning (SCL) is effective in having the following characteristics:

First, recognize and appreciate the uniqueness of each student by accommodating students' thoughts, learning styles, level of development, abilities, talents, self-perception, and students' academic and non-academic needs. Second, understanding that learning is a constructivist process, therefore it must be convinced that students are asked to learn something relevant and meaningful to themselves. In addition, it also tries to develop a learning experience where students can actively create and build their own knowledge and relate what they already know to the experience gained. Third, create a positive

learning climate by providing opportunities for students to talk to them personally, understand students as well as possible, create a comfortable environment, stimulate and provide support to students, recognize / appreciate students. Fourth, start learning with the basic assumption that all students with their own conditions.

In learning content to improve the quality of HE graduates, things that must be met include: (1) Learning Outcomes; (2) Number of credits; (3) Minimum study time; (4) Compulsory Courses: to achieve learning outcomes with general competence; (5) Student-centered learning process; (6) Accountability of assessment; and (7) Requirement for Diploma Supplement (certificate of complement to diploma and transcript). The provision of infrastructure, efficiency and effectiveness of human resources in the implementation of MBKM policies increases the competence of graduates.

Setting rules starting from planning, implementing, evaluating the learning process. The objectives of the MBKM guidelines are: (1) Guidelines for managing the implementation of independent learning activities at the university, faculty, department/section, and/or study program levels. (2) Become a reference for those in charge and implementors of academic management in carrying out MBKM learning activities for students. (3) Provide an overview of the process flow of MBKM learning activities, both for those in charge and academic implementors. (4) Become a guide for students in carrying out MBKM learning activities so that they can complete activities on time and achieve the highest achievements in accordance with the expected goals.

Strategic implementation of MBKM to improve the competence of graduates

Organizing

Organizing carried out in the implementation of MBKM to improve the competence of graduates based on the mission and vision of HE. Various efforts are carried out gradually through various improvements to improve HE. The organizing stage consists of preparation, implementation and monitoring and evaluation. In the preparation stage for MBKM implementation by making MBKM guidelines by the curriculum development team, disseminating MBKM guidelines to all study programs and work units, identifying curriculum and learning outcomes by study programs, adjusting to SI and determining the courses offered by study programs. The next stage of implementation is the submission of KRS MBKM, approval of academic supervisors and study programs, implementation of lecture contracts and evaluation and conversion of grades. monitoring and evaluation stage by making assignment letters for lecturers and parties related to MBKM.

Documentation of the implementation of MBKM, evaluation of lectures carried out by the study program. The preparatory stage carried out by ITG by

analyzing external environmental conditions both macro and micro there are various challenges and opportunities influenced by the following aspects:

Political aspect

Various national and global political decisions that have an impact on the implementation of the Higher Education and the efforts made by ITG with adjustments to developing political issues are focused on supporting the improvement of the competitiveness of the implementation and competitiveness of the graduates it produces so that they can compete nationally and internationally. In order to be able to anticipate various changes, ITG's efforts are as follows: a) Sustainable Development Goals (SDGs) (Wartini, et. al; 2014). b) In order to support the SDGs program, ITG socializes the importance of education sustainability to the HE level so that the community has high quality human resources so that scholarship opportunities are opened for the economically disadvantaged. c) Open Competition in Employment.

ITG's efforts in producing graduates who are able to compete globally are carried out by providing competency certificates that are recognized in the world of professional work, as a step to answer various political policy developments, such as: ASEAN Economic Community Policy, Free trade, and policy on expanding the granting of licenses for foreign workers, Investment policy to the regions and other political policies directly and indirectly influence all decisions that must be determined in the implementation of the HE. Anticipating open competition with foreign HE organizers, education development cooperation is carried out with various parties who have the capacity to support global education performance (Fatmawati, 2020).

The facilities and infrastructure of the activity must be in accordance with the needs of the content and learning process. The implementer of the activity must have minimum relevant facilities and infrastructure to support learning, research and community service (CS). These facilities and infrastructure must also be able to facilitate those with special needs according to SN-DIKTI, have SI and administrative services that support the learning process, research, and CS.

Human Resource Management

To create superior human resources, the Ministry of Education and Culture encourages transformation in the field of Higher Education (HE) through eight Key Performance Indicators (KPI). What supports this main performance indicator is in terms of curriculum quality, the quality of lecturers and lecturers as well as the quality of graduates. In detail, 8 (eight) KPI are explained as follows (Ditjendikti, 2021) : (1) The first KPI is that graduates get a decent job by getting wages above UMR, entrepreneurship and can also continue their studies. Criteria for jobs with a waiting period of less than six months and salaries above UMR. Companies where you work can be private companies (national, multinational,

start-ups, MSMEs), non-profit companies, institutions, government institutions both BUMN and BUMD. Criteria for entrepreneurship as a company founder or as a freelancer. For criteria for continuing further studies, get an acceptance letter to continue the learning process both domestically and abroad with a period of less than 12 months after graduation. (2) KPI both students get off-campus experience. Some activities to fulfill the second KPI are internships, teaching village projects, research, entrepreneurship and student exchanges. 3) KPI, the three lecturers do off-campus activities looking for industry experience or activities on other campuses. (4) KPI four practitioners teach on campus, recruiting lecturers with industry experience. (5) The fifth KPI of lecturers' work is used by the community and can be recognized internationally. The results of research and research used by the community. (6) KPI sixth international standard study program by obtaining international accreditation. (7) KPI seven classes are collaborative and participatory, with evaluation using case studies. (8) The eighth KPI study program collaborates with world-class partners both in curriculum, internships and graduate absorption.

Economic aspect

Macroeconomic conditions will have a significant impact on the implementation of education, especially for HE providers whose operational funds mostly rely on income from students, so that the development and sustainability of the HE is largely determined by the economic conditions of its students. Efforts made include: a) Scholarship Provision Program; and b) Program to Increase Funding Sources.

Policy aspects

In the policy aspect, the efforts made by ITG in Tridharma activities include the following: a) Education and teaching development policies; b) HR Capacity Building and Competency Policy; c) Research Performance Improvement Policy; and d) Community Service Performance Policy.

Social and Cultural Aspects

ITG as part of the national education system certainly has the responsibility to participate in fostering and maintaining the sociocultural aspects of mutual cooperation. Several efforts have been made including organizing cultural arts performances, social services, blood donations and developing religious activities. ITG as part of YPI *Al Musaddadiyah* has a peculiarity where the local content of religious learning has a significant portion in the learning curriculum, but on the other hand to provide religious learning opportunities for non-Muslim students. Related to character education, national nationalism, corruption prevention, poverty and inequality reduction, environmental maintenance and prevention of NAFZA abuse through anticipation of these

various problems, including through policies that mandate curriculum development at ITG. Cultural aspects that need to be the focus of ITG's attention are related to the creation of a culture and climate that is conducive to the implementation of educational activities. Culture has an important role in the management of HE because it can be used as capital to motivate and encourage the improvement of Tridharma performance of HE. Various forms of cultural exchanges between universities obtained through the cooperation process built by ITG through the following efforts: a) Strengthening the Tridharma Management Culture of HE; and b) Strengthening the Culture of Campus Life.

Science and Technology Aspects

The rapid development of science and technology which is marked by the current establishment as the era of the industrial revolution 4.0 has triggered enormous changes to the order of human life, including organizational management. These changes have encouraged all elements in the organization to be able to carry out their technology-based activities. The development of science and technology is also used by ITG to improve service quality. The programs it has implemented include: a) Academic and Administrative Services Program; and b) Online Learning Programs.

Aspects of the micro environment that will have a direct impact on the development of ITG are as follows:

Competitors

ITG's main competitor is HE which is both domiciled in Garut Regency, which is as many as 15 HE. The knowledge families offered by these competitors are mostly the scope of educational, social and health sciences. However, this condition provides a potential opportunity for ITG to target the segment of high school graduates who are interested in continuing their studies at technology-based universities. Therefore, the promotional topic highlighted by ITG, especially in PMB socialization activities in Garut Regency, is about the very open career opportunities for undergraduate graduates with engineering backgrounds (Hudjimartsu, et.al, 2022, 58-70).

Graduate Users

ITG graduate users consist of various agencies, both government and private. Until 2020, ITG has held its XIX graduation and has graduated 1,941 graduates.

This subject has no prerequisites, so it can be taken by students from other study programs, the implementation mechanism is as follows: 1) Students who have taken at least 4 semesters or 76 credits. 2) Students who intend to use the MBKM model by taking courses from other study programs in semester 5, should consult with the Academic Supervisor. 3) Students then choose courses

from other study programs when filling out the semester study plan and subsequently get approval from the Academic Supervisor. The subject must be registered in the study plan filling system. 4) The maximum credits for studying in study programs outside each study program within the scope of STT Mandala is 20 credits. The remaining unused credits can be used to take regular courses. 5) To note that the selection of specialization elective courses is courses that come from outside the specialization course, including cross-specialization or cross-study programs. 6) The grading system is structured following the rules of the course concerned.

Learning in study programs outside STT Mandala is carried out with collaboration between private universities in the LL-Dikti IV Region in its activities, STT Mandala coordinates in the implementation of lectures across HE. If the College Database reporting system does not support the reporting of course codes from outside the institution, then conversion efforts are carried out on similar internal courses, where the conversion directly takes values from the host institution without assessment unless there is a difference in the number of credits.

Evaluation and control in the implementation of MBKM to improve the competence of graduates

The evaluation is carried out to obtain information on what has been achieved and what students have not achieved while participating in this MBKM activity. All MBKM activities need to be monitored and evaluated for improvement of activities and implementation for the next period. The Quality Assurance Team in each study program carries out monitoring and evaluation activities for the implementation of MBKM activities. Internal monitoring and evaluation carried out at the end of the semester in the form of an evaluation carried out jointly between students, lecturers and Study Program managers by confirming the activities that have been carried out.

Control is a follow-up step starting with collecting information and data on monitoring and evaluation results regularly and comprehensively. Analyze and review the information and data that has been obtained diagnostically to formulate detailed strategies that are appropriate to fill the gaps and strengthen the potential already possessed by lecturers, students, and stakeholders who contribute to the implementation of the MBKM curriculum. In controlling the steps carried out as follows: 1) Identification of control measures in accordance with the conclusion of the results of the MBKM Program monev. 2) Implementation of Management Review Meeting (MRM) as a control measure to follow up on the findings, suggestions, and recommendations according to the results of the monitoring and evaluationimplementation of the MBKM Program. 3) Recording and recording of RTM results containing control action plans taken. 4) Taking control measures in accordance with the conclusions of the monitoring and evaluationresults of the MBKM Program. 5) Monitoring of the impact of control

measures taken. 6) Delivery of MBKM Program control reports to the leadership and all units in the institution.

Problems in the implementation of MBKM to improve the competence of graduates

Problems in the implementation of MBKM to improve the competence of graduates related to human resources, MBKM supporting infrastructure and the activeness of all academicians and also various collaborations with other institutions and DUDI. This can be described as follows: 1) Human resources who have competence and are able to ada HE quickly related to the MBKM program. 2) Readiness of information system or learning management system (LMS). 3) Availability of budget and infrastructure in all MBKM activities. 4) Cooperation with other HE both at home and abroad, and also with DUDI. 5) Lack of active participation of students to participate in MBKM activities. 6) MBKM programs and activities that must be followed too much. 7) Activities outside the study program are timed at the same time as lectures. 8) Difficulty in converting values.

Solutions to problems in the implementation of MBKM to improve the competence of graduates

Solutions to problems in the implementation of MBKM to improve the competence of graduates at ITG are as follows: 1) Preparing qualified human resources by assigning lecturers to further studies and attending trainings, seminars that can improve competence to be transferred to students so as to increase graduate competence. 2) Prepare structures and infrastructure to support programs and activities properly. 3) Balancing between theory and practice through street vendors. 4) Internship Program and regular KKN improved. 5) Encourage students to create jobs. 6) Update academic SI that is able to support MBKM activities from data collection, process to evaluation. 7) Motivate students and accommodate all MBKM programs. Development of curriculum based on KKNI and MBKM, through the preparation of curriculum structures that produce learning outcomes to improve the competence of graduates (Baharuddin, 2021). 8) The study program identifies, groups courses that have compatibility (recognition) with the MBKM program chosen by students.

Conclusion

From the interpretation and discussion of the research results, the author gets the general conclusions that an overview and analysis of the implementation of MBKM has been obtained and built an MBKM system at PHE to improve the competence of graduates; and the specific conclusions could be explained that:

1. Observation of the MBKM implementation environment to improve the competence of graduates has obtained information, overview and analysis about: 1) SO (Strengths - Opportunities) strategy by improving the quality

of education delivery through the use of integrated online-based information systems and the development of graduate competencies. 2) WO (Weaknesses-Opportunities) strategy by increasing the quality and quantity of new student recruitment. 3) ST strategy (Strength-Threaths) by improving good governance by applying the principles of continuous quality improvement. 4) WT (Weaknesses-Threat) strategy by improving the quality and quantity of cooperation activities and developing synergistic partnership patterns with various parties.

2. Strategic planning for the implementation of MBKM to improve the competence of graduates.

3. The strategic implementation of MBKM to improve the competence of graduates through 1) The organization of MBKM implementation. 2) Operational Planning by identifying ongoing or upcoming activities. 3) Allocation of Resources, availability of resources as the main support in supporting the smooth implementation of institutional activities. 4) Human resource management to strengthen the culture of managing the Tridharma of Higher Education

4.   Evaluation and control in the implementation of MBKM to improve the competence of graduates have obtained information, overview and analysis of the MBKM Program.

5. Problems in the implementation of MBKM to improve the competence of graduates.

BIBLIOGRAPHY

Anugrah, T. M. F. (2021). Implementasi pelaksanaan program kampus mengajar angkatan 1 terdampak pandemi covid-19. *AKSELERASI: Jurnal Ilmiah Nasional*, *3*(3), 38-47.

Baharuddin, M. R. (2021). Adaptasi kurikulum merdeka belajar kampus merdeka (Fokus: model MBKM program studi). *Jurnal Studi Guru Dan Pembelajaran*, *4*(1), 195-205.

Decree of the Directorate General of Higher Education No. 0.167/0/1991 dated 28/03/1991

Decree of the Ministry of Education and Culture of the Republic of Indonesia No. 303/E/O/2021

Ditjendikti Kemendikbudristekdikti (2021). *Buku Indikator Kinerja Perguruan Tinggi Negeri*.

Fatmawati, E. (2020). Dukungan Perpustakaan Dalam Implementasi "Kampus Merdeka Dan Merdeka Belajar". *Jurnal Pustaka Ilmiah*, *6*(2), 1076-1087.

Hudjimartsu, S. A., Prayudyanto, M. N., Permana, S., & Heryansyah, A. (2021). Peluang Dan Tantangan Implementasi Merdeka Belajar Kampus Merdeka (Mbkm) Di Fakultas Teknik Dan Sains UIKA BOGOR. *Educate: Jurnal Teknologi Pendidikan*, *7*(1), 58-70.

Munadi, H. M. (2020). Merdeka Belajar, Kampus Merdeka: Bagaimana Desain

Ulang Kurikulum Kita. *Journal of Quality in Higher Education. https://iain-surakarta. ac. id/merdeka-belajar-kampus-merdeka-bagaimana-desain-ulang-kurikulum-kita*.

Muslikh, M. (2020). Landasan filosofis dan analisis terhadap kebijakan merdeka belajar dan kampus merdeka. *Jurnal Syntax Transformation*, *1*(3), 40-46.

Puspitasari, R., & Nugroho, R. (2021). Implementasi Kebijakan Merdeka Belajar Kampus Merdeka FISIP UPN Veteran Jawa Timur. *Dinamika Governance: Jurnal Ilmu Administrasi Negara*, *11*(2).

Sauri, R. S. (2019). Strategi Peningkatan Mutu Pendidikan Melalui Implementasi Sistem Penjaminan Mutu Internal (SPMI) Di Universitas Islam Nusantara Bandung. *Media Nusantara*, *16*(1), 27-40.

(Satria, 2020). UGM Melejit ke Peringkat 250 Dunia. https://www.ugm.ac.id/id/berita/19534-ugm-melejit-ke-peringkat-250-dunia.

SK. Kopertis Region III West Java, No. 54/KHE–III/TAR-SM dated October 14, 1974. The Department of Electrical Engineering was established in 1976 and the Department of Civil Engineering was established in 1977, both of which received registered status with the Decree of the Minister of P and K, No. 022/0/1980 dated 29/01/1980 .

Wartini, S, Setiawan, D.; dan Heriyanto, N. (2014). *Enhancing the Implementation of CSR in Developing Countries to Achieve Sustainable Development: Indonesian Perspective.* Malang