

---

## Student's knowledge of the mbkm program in the culinary education study program

Prihastuti Ekawatiningsih<sup>1,\*</sup>, Endang Mulyatiningsih<sup>2</sup>, Sri Palupi<sup>3</sup>, Ambar Rizqi Firdausa<sup>4</sup>

<sup>1,2,3,4</sup> Universitas Negeri Yogyakarta, Indonesia

Email: [prihastuti@uny.ac.id](mailto:prihastuti@uny.ac.id)\*

\*Corresponding author

---

### ABSTRACT

The implementation of the MBKM Program at the level of the Study Program is expected to provide a good atmosphere for the development of student attention and talent. Students can hone their skills in learning situations that are innovative and flexible, based on student curiosity and interest. This study aims to see the students' knowledge or understanding of the MBKM Program in the Culinary Education Study Program. The research was conducted using an online survey method. The subject of this research is the MBKM Program that includes: (1) MBKM Program, (2) Student Exchange activities, (3) Teaching Assistance activities, (4) Internship activities, and (5) Entrepreneurship Practice activities. This study involved 131 student respondents in the Culinary Education Study Program. Data was collected online with an answer scale of 1-5 to describe the level of student knowledge ranging from poor to very good. The survey results show that (1) the level of understanding of students in the MBKM program, in general, is in a good category, (2) the level of knowledge of Student Exchange activities and Teaching Assistance activities is in the sufficient category, (3) the level of understanding of Internship activities and Entrepreneurship Practices is in a good category, however, students have misconceptions regarding similar activities that are also organized by the study program.

**Keywords:** MBKM, student exchange, teaching assistance, internship, entrepreneurship practice

---

#### Article history

*Received:*  
09 October 2022

*Revised:*  
11 September 2023

*Accepted:*  
22 September 2023

*Published:*  
30 October 2023

**Citation (APA Style):** Ekawatiningsih, P., Mulyatiningsih, E., Palupi, Sri., Firdausa, A. (2023). Student's knowledge of the mbkm program in the culinary education study program. *Jurnal Pendidikan Teknologi dan Kejuruan*, 29(2), 157-169. <https://doi.org/10.21831/jptk.v29i2.53744>

---

### INTRODUCTION

The transformation of job characteristics in the industrial world has prompted the Minister of Education and Culture of Indonesia to apply the Independent Learning Policy-Independent Campus/*Merdeka Belajar–Kampus Merdeka* (MBKM). This policy aims to encourage students to understand various useful knowledge for completing the world of work. *Kampus Merdeka* provides opportunities for students to sort the courses taken according to their needs. Students have the right to study outside the study program for a maximum of 1 semester and outside the university for a maximum of 2 semesters. Through the MBKM policy, the university is expected to have a remarkable ability to adapt to changing times and be able to reach international higher education standards. The MBKM policy is expected to provide a good

atmosphere for developing student attention and talent. Students can hone their skills in learning situations that are innovative, and flexible based on student curiosity and interest (Tohir, 2020). MBKM was launched by the Minister of Education and Culture in line with Ministerial Regulation No. 3 of 2020 (Kemdikbud, 2020) concerning National Higher Education Standards. In this regulation, it is explained in Article 15 that learning can be carried out inside and outside the Study Program. In addition, it is also explained in Article 18 that universities should facilitate students in fulfilling the learning process inside and outside the Study Program. The process of learning activities outside the campus can be carried out through the MBKM program.

Universitas Negeri Yogyakarta as an educational, research, and community service institution under the Ministry of Education and Culture is obliged to support the implementation of MBKM. Universitas Negeri Yogyakarta (UNY) issued Rector Regulation Number 5 concerning the MBKM Curriculum for Undergraduate and Applied Undergraduate Programs and Number 7 concerning Implementation Guidelines for UNY MBKM Implementation. The existence of these regulations is expected to support the implementation of the MBKM Program at UNY so that students obtain learning facilities outside the study program and the campus (Kemdikbud, 2020). Rector Regulation Number 5 concerning UNY MBKM Curriculum Article 2 explains that UNY's MBKM Curriculum aims to adjust the curriculum of study programs at UNY to the Ministry of Education and Culture's policy regarding MBKM. Therefore, the Study Program must adjust the curriculum so that it is in line with the MBKM policy. The MBKM curriculum is structured to be able to accommodate learning outside the study program within the university for 1 semester and outside the university for 2 semesters.

Based on the policy taken by the University, the Culinary Education Study Program of UNY is ready to carry out the MBKM Program which also sought to meet the Main Performance Indicators (*Indikator Kinerja Utama*) of Higher Education, including the following activities: 1) Student Exchange, 2) Teaching Assistance, 3) Internships, and 4) Entrepreneurial Activities. Meanwhile, other MBKM activities such as research, humanitarian, independent projects, and thematic Community Service Programs are carried out under the coordination of the University. From several MBKM activities organized by the Culinary Education Study Program, it turns out that student participation in the MBKM program is still low. In 2021-2022, data from the Culinary Study Program show 21 students participated in the MBKM. When compared with the number of all students, it is less than 5% of students who participate in MBKM. This figure shows that the level of student participation in participating in the MBKM Program is still very low. If we look at the efforts to socialize the MBKM Program in the Culinary Education Study Program, some things need to be investigated as to why the student participation rate is still low.

(Sudaryanto et al., 2020), (Hendri, 2020), (Baharuddin, 2021), (Sari, 2019), (Suhartoyo et al., 2020), (Arifin & Muslim, 2020), (J. Syahfitri, 2020), (Yamin & Syahrir, 2020), (Suryaman,

2020), (Wulandari et al., 2021), (Billah, 2021), (Fuadi & Aswita, 2021), (Simatupang & Yuhertiana, 2021), (Krishnapatria, 2021a), (Krishnapatria, 2021b), (Fuadi, 2022), (Kodrat, 2021) explains the activities and provisions included in the MBKM Program criteria. Meanwhile (Kamalia & Andriansyah, 2021), (Meke et al., 2021), (Sulistiyani et al., 2021) and (Pangruruk et al., 2022) explained that student interest and perspectives on the MBKM Program show positive things and readiness who welcomed MBKM, but it has not been explained how much understanding and level of student participation in the MBKM Program is yet to be made. So far there has been no research that reviews the extent of student knowledge of the MBKM program. According to Eggi (Ginanjar, Eggi G. Bambang Darmawan., 2019), one of the factors that influence the low participation of students in learning/education programs is the lack of understanding of students. Participants' understanding or knowledge is not only related to their scientific knowledge but also includes knowledge about a program, such as the MBKM Program. The data previously presented shows that the number of students in the Culinary Study Program participating in MBKM is still very low. The hypothesis of low student participation is due to a lack of understanding of the MBKM Program. This study aims to know the extent of understanding that students have of the MBKM Program in the Culinary Education Study Program.

## **METHOD**

This study uses a survey research type to know how far the level of students' understanding of the MBKM Program organized by the Culinary Education Study Program. The results of this survey research can be used as a source of data that can be used to evaluate the MBKM program. The research was conducted at the Culinary Education Study Program, Faculty of Engineering, Universitas Negeri Yogyakarta. The research was carried out for 8 months, from February to September 2022. The subjects of this research are MBKM programs implemented by the Culinary Education Study Program, Faculty of Engineering, Universitas Negeri Yogyakarta, including student exchanges, teaching assistance, internships, research, humanitarian projects, and entrepreneurial practices. The research about the MBKM program was limited to the availability of information on the program and student participation in the program. The data sources in this survey research are Culinary Education (S1). The number of students as research samples was 131 students. Samples were collected using a stratified random sampling technique with student levels in semesters 2, 4, 6, and 8 (Mulyatiningsih, 2011). Data was collected using a student insight survey questionnaire on the MBKM program. The questionnaire written on Google Form was formulated by collecting information about the MBKM program in the guidebook which had been socialized to the Culinary Education students who were selected as research samples. Data were analyzed descriptively quantitatively using the mean value and

frequency distribution. The value of student insight in the MBKM program uses a scale of 1-5 which shows a range of values ranging from (1) "I don't know", (2) "I know, because I've heard", (3) "I know because I've read" (4) "I know, because I've done it", and (5) "I know and I told my friends". The data on the mean value of students' insights were divided into 4 categories using the standard deviation formula, namely: less, enough, good, and very good.

## **RESULTS AND DISCUSSION**

The results of the measurement survey on 5 components of students' knowledge, namely: general knowledge about MBKM, student exchange activities, teaching assistance activities, internship activities, and entrepreneurial practices. 1) Students' general knowledge about the MBKM program is assessed from their understanding of the program organizers, the objectives of the program, the guidelines, and the equivalent of activities that can be converted into the course load. 2) Student exchange is an activity held with several organizing partners. Students need to know that student exchange can be carried out across study programs within universities, across universities within the country namely the PERMATA (*Pertukaran Mahasiswa Tanah Air Nusantara*) program and bringing in industry practitioner lecturers into the class. 3) Teaching assistance is a form of MBKM program that provides students with the opportunity to teach at school, whether at the elementary or secondary school level. 4) The internship program provides students with experience and learning in the workplace (experiential learning). During the internship, students will gain hard skills and soft skills. 5) Entrepreneurial activities encourage the development of students' entrepreneurial interests with appropriate learning activity programs so that they can develop their businesses early with guidance (Dirjen Dikti, 2020).

The results of the survey are reported in the form of average scores which are grouped into 4 categories, namely: less (1.00-1.25); enough (1.26-2.50); good (2.51-3.75); very good (3.76-5.00). The average value of the student's general knowledge component of the MBKM program shows the average value as shown in Table 1 below (Mulyatiningsih, 2011).

Table 1. Students' Knowledge of the MBKM Program

No.	Item of Students' Knowledge about the MBKM Program	Score
1	MBKM Program Organizer	2,73
2	The purpose of the MBKM Program	3,10
3	Guide for Student Participation in the MBKM Program	3,14
4	Study load equivalence system	2,79
	Average of Students' Knowledge about the MBKM Program	2,94

It is observed in Table 1, that the average value of student's knowledge of general information on the MBKM program is 2.94 which can be classified as a "good" category. Each item in this

component has a value of more than 2.51 and less than 3.75 so it is included in the “good” category of student’s knowledge. This shows that the knowledge possessed by students is good, regarding general information on the implementation of the MBKM program.

The results of the survey on students’ knowledge of Student Exchange activities organized by the Culinary Education Study Program can be seen in Table 2.

Table 2. Students' Knowledge of Student Exchange Program

No.	Item of Students' Knowledge about Student Exchange Program	Score
1	Study Program provides the opportunity to study outside the study program inside UNY	2,48
2	Study Program provides learning opportunities outside of UNY through the PERMATA Program	2,36
3	Study Program provides an opportunity to learn from industry practitioners	2,74
4	Study Program provides/socializes guidelines for participating in student exchange activities.	2,19
5	Study Programs make academic manuals	2,42
	Average of Students' Knowledge of Student Exchange Program	2,43

Most aspects of students' knowledge in student exchange activities show an “enough” category because it ranges from 1.26 to 2.50, most students know this program because they have heard of it from friends or their lecturers. However, students have a “good” understanding of information on holding lectures with practitioners on campus. It is shown on point 3 that the score is 2,74 so it is in the “good” category.

Students' knowledge of the Teaching Assistance Program can be seen in Table 3.

Table 3. Students' Knowledge of Teaching Assistance Program

No.	Item of Students' Knowledge about Teaching Assistance Program	Score
1	There is a Guide for Teaching Assistance Activities for students	2,27
2	Terms and how to register for the Teaching Assistance Program	2,20
3	The number of credits that can be equivalent to educational courses	2,21
4	Institutions that can accept the Teaching Assistance Program	2,34
5	Teaching Assistance activity reporting system	2,19
	Average of Students' Knowledge of Teaching Assistance Program	2,24

The data in Table 3 shows the average value of each item that measures students' knowledge of the Teaching Assistance program. From these data, students' knowledge is classified as “enough” level. All items in this component are in the range of more than 1.26 and less than 2.50.

The results of the survey on students' knowledge of MBKM Internship activities are presented in Table 4 below:

Table 4. Students' Knowledge of Internship Program

No.	Item of Students' Knowledge about Internship Program	Score
1	There is an Internship Guide for students	2,82
2	Terms and how to register for the Internship program	2,67
3	The number of credits on internship activities that can be equivalent to courses	2,47
4	Institutions that can accept Internships	2,95
5	Internship activity reporting system	2,51
	Average of Students' Knowledge about Internship Program	2,68

The data from the survey of students' knowledge of the Internship program are mostly in the "good" category which ranges between 2.51 to 3.75, although there is one item that is included in the "enough" category which is no.3 namely the number of credits that can be equivalent. However, it means that most of the student's knowledge of this component is in the "good" category.

Table 5 below shows the results of a survey on students' knowledge of the Entrepreneurship Practice program:

Table 5. Students' Knowledge about Entrepreneurship Practice Program

No.	Item of Students' Knowledge about Entrepreneurship Practice Program	Score
1	There is an Entrepreneurial Practice Guide for students	2,51
2	Terms and how to register for the Entrepreneurship Practice program	2,67
3	Number of credits in Entrepreneurship Practice activities that can be equivalent to courses	2,60
4	Reporting on Entrepreneurship Practices	2,74
	Average of Students' Knowledge of Entrepreneurship Practice Program	2,63

The data above shows that students are in the "good" category. Scores ranged from 2.51 to 3.75 across all items in this component. This shows that students know well about the Entrepreneurship Practice Program.

The results of the study indicate the average value of student's knowledge of MBKM programs organized by the Culinary Education Study Program as a whole is presented in Table 6.

Table 6. Students' Knowledge on MBKM Program organized by the Culinary Education Study Program

No.	Item of Students' Knowledge on MBKM Program organized by the Culinary Education Study Program	Score
1	General knowledge about MBKM Program	2,94
2	Knowledge of the Student Exchange Program	2,42
3	Knowledge of the Teaching Assistance Program	2,24
4	Knowledge of the Internship program	2,68
5	Knowledge of the Entrepreneurial Practice program	2,63
	Average of Students' Knowledge about Student Knowledge on MBKM Program organized by the Culinary Education Study Program	2,58

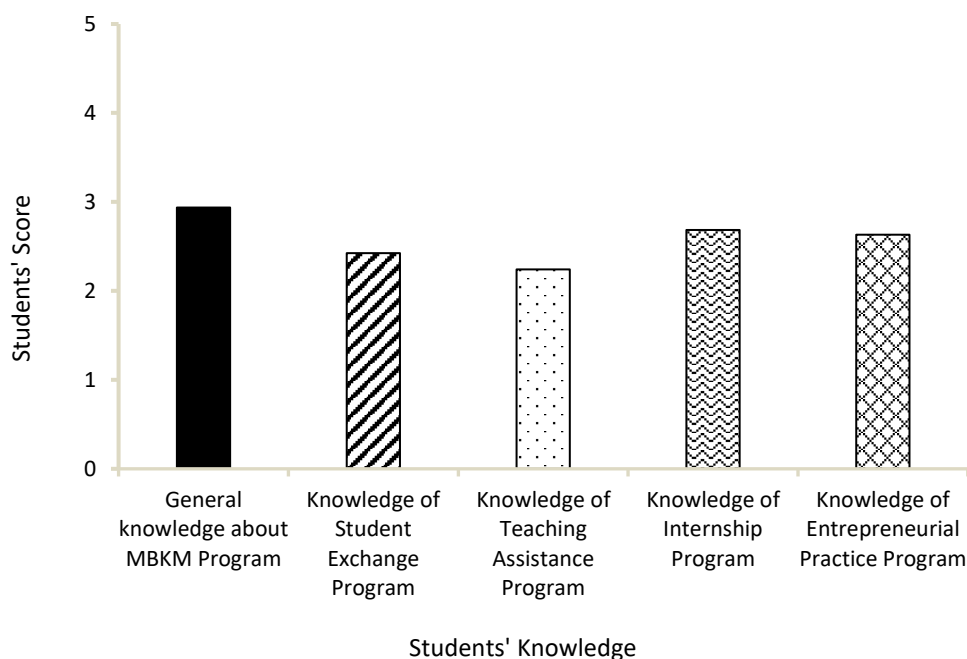


Figure 1. Students' Knowledge of the MBKM Program

Based on the data in Table 6 and Figure 1, it shows that of the 5 components of knowledge, students have “good” abilities in general knowledge about MBKM, internship activities, and entrepreneurial practice programs. From the results of a qualitative analysis based on respondents' comments, it was found that students already understood enough about the MBKM program.

Even so, the Student Exchange Program still showed scores in the “enough” category. This shows that the knowledge of students is still not much. By checking the data with the study program administrators, a student exchange program has been carried out both inside the university and outside the university through the PERMATA Program.

Student exchange activities carried out outside the study program within the university include courses in Foreign Languages, Accounting, and Marketing. This activity is expected to provide

an experience for students studying in a new environment and friends from different study programs. However, in practice, the MBKM participants from the Culinary Education Study Program were made into one class, and the learning activity was carried out online. According to (Fajriyah et al., n.d.) MBKM student exchange activities can provide a different environment and atmosphere, there is a need for interaction with new people such as lecturers and friends from other programs. Students of the Culinary Education Study Program who participate in student exchanges in Foreign Language, Accounting, and Marketing courses have not had the experience of learning in a new environment. Students do not have the opportunity to make new friends in the courses they take and learn using online methods. Students still feel the same environment and learning methods as the courses in the Study Program, so they do not realize that these courses are student exchanges within the university. This was shown from the qualitative data that most of the participants who took the course answered that they did not know there was a student exchange program at the university, even though they had already attended one.

Student Exchange Program through PERMATA is carried out by Study Programs in collaboration with fellow LPTKs (Institutions for Education for Education Personnel) throughout Indonesia. In general, the courses offered by other LPTKs are relatively the same as those in the Culinary Education Study Program. There are only 2 students who joined this program. Respondents stated that they still did not understand the PERMATA Program so there was no desire to participate in that Program.

In addition to the Student Exchange, another activity that received a sufficient score was the Teaching Assistance Program. The socialization of Teaching Assistance held by the Culinary Education Study Program is almost the same time as students who will carry out or take Teaching Practice courses that are regularly held. Students try to find out by reading various sources and guides. However, similar to Internship Teaching Assistance Program also cannot attract students' interest. Student participation is very low. Based on the results of interviews with the management of the Culinary Education Study Program, only 2 people participated in Teaching Assistantship. Based on (Dirjen Dikti, 2020) Teaching Assistance programs are aimed at Elementary and Junior High Schools throughout Indonesia. In addition, student competence is more on vocational culinary skills. Added to this is the Teaching Practice Program that has been carried out regularly at Vocational High Schools in the Culinary Program. Based on the results of interviews with the Study Program management, so far, the job opportunities for Culinary Education graduates have mostly come from Vocational High Schools. In daily learning, especially in the Micro Teaching course, students are asked to focus on teaching at the Vocational High School level. Judging from the number of cooperation documents, the Culinary Education Study Program collaborates more with the Vocational High Schools. This is the background that Students are more interested in doing teaching practices at the Culinary Vocational High School which are specific to the teaching



competencies that students gain by taking Educational Practice courses which are carried out regularly.

Although the level of students' knowledge of the two activities above (Student Exchange and Teaching Assistant) is in the sufficient category, other activities, Internships, and Entrepreneurship Practices, show that student knowledge is in a “good” category.

At the time the socialization was held about internships and entrepreneurial practices, it coincided with students who would take Industrial Practice Courses. This makes students try to find more information related to MBKM Internships and Entrepreneurship Practices. However, after checking with the Study Program Management, only 2 students participated in the MBKM Internship. This is a problem that needs special attention because students show “good” knowledge. The Internship Program in the Culinary Education Study Program consists of Regular Internships and MBKM Internships. The Regular Internship Program is held by the faculty regularly every year, while the MBKM Internship is held by the Ministry, so the time for registration is uncertain. In addition, Regular Internships work with partners from industry, while the MBKM Internship opens internship opportunities in industry, government agencies, non-profit organizations, and others (Dirjen Dikti, 2020). Based on information from the Study Program Management, most students take part in the Regular Internship Program because they register on the internship page at the faculty and are implemented 100% in the culinary industry such as hotels, restaurants, catering, and bakeries. This is different from the answers of students who have undergone an internship which revealed that they took part in an MBKM internship. There were only 2 students who took part in the MBKM Internship. This shows that there is a misconception in students' understanding of the internship program in the Culinary Education Study Program.

Not much different from the Internship program, the Entrepreneurship Practice program also shows good results, where many students knew about this program and have done it. However, after further investigation, students are only at the knowing level and have not yet implemented the program.

Table 7. The Average Score of Student's Knowledge in Each Grade

No.	Item of Students' Knowledge on MBKM Activities	Score
1	Class of 2021	2,33
2	Class of 2020	2,31
3	Class of 2019	2,86
4	Class of 2018	2,84
	Average	2,59

Based on the data in Table 7, the average level of students' knowledge is in a “good” category. Batch 2021 and 2020 students are 1<sup>st</sup> year and 2<sup>nd</sup> year students who have a “enough” category of knowledge about the MBKM Program. They realized that one of the main requirements to join MBKM was to be in the middle of the third year or have completed semester 5, so they did not seek more information about the MBKM program. In contrast to the 2019 and 2018 Batch students who are 3<sup>rd</sup> and 4<sup>th</sup> year students, they have the opportunity to join the program. Even so, there are still very few students who ultimately take part in the MBKM program, there are still misunderstandings between the regular programs that are usually held and the MBKM program, especially in the Teaching Assistance and Internship programs. In addition, even though students have sufficiently understood the Entrepreneurship Practice Program, no students have participated in the program, indicating that student interest is still lacking.

In line with the opinion (Rizky et al., 2021) that socialization activities can significantly influence the success of the MBKM Program, the Culinary Education Study Program has also conducted socialization to the MBKM program in the Study Program. The Study Program has made efforts to support the MBKM Program, but there were several obstacles encountered during socialization activities, including socialization activities carried out online. Online learning that was held during the Covid-19 Pandemic had several unfavorable impacts including unfavorable learning environment conditions, lack of comfortable devices used, internet connections that could be disrupted causing a lack of motivation to participate in learning and a lack of understanding of the material being taught (Baltà-Salvador et al., 2021). Efforts to socialize the MBKM Program held by the Culinary Education Study Program online did not arouse students' enthusiasm and curiosity. This condition resulted in students not having clear information on the MBKM Program so the level of student participation was also still low.

## **CONCLUSION**

Students' knowledge of general information about the MBKM Program is in the “good” category with a score of 2.94. Students have good insight into understanding the MBKM Program in general. Student’s knowledge about the Student Exchange Program is in the “enough” category with a score of 2.42. However, students who have participated in the MBKM Student Exchange Program have not yet realized that these activities are included in the MBKM program. Students' knowledge of Teaching Assistance activities is in the “enough” category, scoring 2.24. Students at the upper level (3<sup>rd</sup> and 4<sup>th</sup> year) choose teaching practice activities that are held regularly at the Vocational High School rather than Elementary or Junior High School. Students' knowledge of the Internship Program is in the “good” category, scoring 2.68. However, students showed misconceptions in the MBKM Internship Program which is considered the same as Regular Internship Program. Students' knowledge about Entrepreneurial Practice activities is in the good

category, scoring 2.63. Students understand the information about the Entrepreneurship Practice program, but no one is interested in joining the program yet.

With the conclusions above, there are several suggestions for the Culinary Education Study Program, namely conducting socialization activities for the MBKM Program directly. Inviting students to face-to-face meetings and delivering accessible program guides. Therefore, it is necessary to carry out further research related to the effectiveness of socialization activities on the success rate of the MBKM Program in the Culinary Study Program.

## **ACKNOWLEDGMENT**

This research was supported by the Faculty of Engineering Universitas Negeri Yogyakarta.

## **REFERENCES**

- Arifin, S., & Muslim, M. (2020). Tantangan Implementasi Kebijakan “Merdeka Belajar, Kampus Merdeka” pada Perguruan Tinggi Islam Swasta di Indonesia. *Jurnal Pendidikan Islam Al-Ilmi*, 3(1). <https://doi.org/10.32529/AI-Ilmi.V3i1.589>
- Baharuddin, M. R. (2021). Adaptasi Kurikulum Merdeka Belajar Kampus Merdeka (Fokus: Model MBKM Program Studi). *Jurnal Studi Guru dan Pembelajaran*, 4(1).
- Baltà-Salvador, R., Olmedo-Torre, N., Peña, M., & Renta-Davids, A. I. (2021). Academic and Emotional Effects of Online Learning During the Covid-19 Pandemic on Engineering Students. *Education and Information Technologies*, 26(6), 7407–7434. <https://doi.org/10.1007/S10639-021-10593-1>
- Billah, M. F. (2021). Pengembangan Kurikulum Pendidikan Tinggi Mengacu KKNi Berparadigma Integratif-Multidisipliner Model Twin Towers. *Researchgate.Net*, July.
- Dirjen Dikti. (2020). *Buku Saku Kampus Merdeka: Indonesia Jaya*.
- Fajriyah, A., Ainiyah, B. N., Nadhiroh, C., & Mawardani, T. (N.D.). *Evaluasi Keberhasilan Program Pertukaran Mahasiswa Inbound Outbound antara Prodi Administrasi Pendidikan FIA Ub Dan Manajemen Pendidikan FIP Unesa*.
- Fuadi, T. M. (2022). Konsep Merdeka Belajar-Kampus Merdeka (MBKM) : Aplikasinya dalam Pendidikan Biologi. *Prosiding Seminar Nasional Biotik*, 9(2). <https://doi.org/10.22373/Pbio.V9i2.11594>
- Fuadi, T. M., & Aswita, D. (2021). Merdeka Belajar Kampus Merdeka (MBKM): Bagaimana Penerapan dan Kedala yang dihadapi oleh Perguruan Tinggi Swasta di Aceh. *Jurnal Dedikasi Pendidikan*, 5(2) Juli 2021 : 603-614 (Fuadi & Aswita (Vol. 5, Issue 2).
- Ginanjar, Eggi G. Bambang Darmawan., S. (2019). Faktor-Faktor yang Mempengaruhi Rendahnya Partisipasi Belajar Peserta Didik SMK. *Journal of Mechanical Engineering Education*, 6(2), 206–219.

- Hendri, N. (2020). Merdeka Belajar; Antara Retorika dan Aplikasi. *Jurnal E-Tech, 08(01)*.
- J. Syahfitri, H. F. (2020). Konsep Kampus Merdeka Belajar di Era Revolusi Industri 4.0 Tantangan Implementasi Kebijakan “Merdeka Belajar, Kampus Merdeka” pada Perguruan Tinggi Islam Swasta di Indonesia. *Fitrah: Journal of Islamic Education, Vol. 1 No.*(P-Issn 2620-861x E-2620–8628).
- Kamalia, P. U., & Andriansyah, E. H. (2021). Independent Learning-Independent Campus (MBKM) in Students’ Perception. *Jurnal Kependidikan: Jurnal Hasil Penelitian dan Kajian Kepustakaan di Bidang Pendidikan, Pengajaran dan Pembelajaran, 7(4)*. <https://doi.org/10.33394/Jk.V7i4.4031>
- Peraturan Menteri Pendidikan dan Kebudayaan Nomor 03 Tahun 2020 Tentang Standar Nasional Perguruan Tinggi, (2020).
- Kodrat, D. (2021). Industrial Mindset of Education in Merdeka Belajar Kampus Merdeka (MBKM) Policy. *Jurnal Kajian Peradaban Islam, 4(1)*. <https://doi.org/10.47076/Jkpi.V4i1.60>
- Krishnapatria, K. (2021a). Elt in Focus. *Elt in Focus, 4(1)*.
- Krishnapatria, K. (2021b). Merdeka Belajar-Kampus Merdeka (MBKM) Curriculum in English Studies Program: Challenges and Opportunities. *Elt in Focus, 4(1)*.
- Meke, K. D. P., Astro, R. B., & Daud, M. H. (2021). Dampak Kebijakan Merdeka Belajar Kampus Merdeka (MBKM) pada Perguruan Tinggi Swasta di Indonesia. *Edukatif: Jurnal Ilmu Pendidikan, 4(1)*. <https://doi.org/10.31004/Edukatif.V4i1.1940>
- Mulyatiningsih, E. (2011). *Riset Terapan Bidang Pendidikan dan Teknik*. 183.
- Pangruruk, F. A., Siregar, B., Illya, G., Arifin, A., & Agatha, D. A. (2022). Analisis Hasil Survei Kebijakan dan Implementasi Medeka Belajar Kampus Merdeka (MBKM) di Universitas Matana. *Syntax Literate ; Jurnal Ilmiah Indonesia, 7(2)*. <https://doi.org/10.36418/Syntax-Literate.V7i2.6262>
- Rizky, U. F., Alparozzi, S., Taufan, R., Ramatillah, D. L., Rofii, A., Khoirunnisa, K., Kusuma, D., & Wijonarko, P. (2021). 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(2)*, 413–430. <https://doi.org/10.52447/Promedia.V7i2.5536>
- Sari, R. M. (2019). Analisis Kebijakan Merdeka Belajar sebagai Strategi Peningkatan Mutu Pendidikan. *Produ: Prokurasi Edukasi Jurnal Manajemen Pendidikan Islam, 1(1)*. <https://doi.org/10.15548/P-Prokurasi.V1i1.3326>
- Simatupang, E., & Yuhertiana, I. (2021). Merdeka Belajar Kampus Merdeka terhadap Perubahan Paradigma Pembelajaran pada Pendidikan Tinggi: Sebuah Tinjauan Literatur. *Jurnal Bisnis, Manajemen, dan Ekonomi, 2(2)*. <https://doi.org/10.47747/Jbme.V2i2.230>
- Sudaryanto, S., Widayati, W., & Amalia, R. (2020). Konsep Merdeka Belajar-Kampus Merdeka dan Aplikasinya dalam Pendidikan Bahasa (dan Sastra) Indonesia. *Kode: Jurnal Bahasa, 9(2)*. <https://doi.org/10.24114/Kjb.V9i2.18379>
- Suhartoyo, E., Wailissa, S. A., Jalarwati, S., Samsia, S., Wati, S., Qomariah, N., Dayanti, E.,

- Maulani, I., Mukhlis, I., Rizki Azhari, M. H., Muhammad Isa, H., & Maulana Amin, I. (2020). Pembelajaran Kontekstual dalam Mewujudkan Merdeka Belajar. *Jurnal Pembelajaran Pemberdayaan Masyarakat (Jp2m)*, 1(3). <https://doi.org/10.33474/Jp2m.V1i3.6588>
- Sulistiyani, E., Khamida, K., Soleha, U., Amalia, R., Hartatik, S., Putra, R. S., Budiarti, R. P., & Andini, A. (2021). Implementasi Merdeka Belajar Kampus Merdeka (MBKM) pada Fakultas Kesehatan dan Non Kesehatan. *Edukatif: Jurnal Ilmu Pendidikan*, 4(1). <https://doi.org/10.31004/Edukatif.V4i1.1943>
- Suryaman, M. (2020). *Orientasi Pengembangan Kurikulum Merdeka Belajar*.
- Tohir, M. (2020). *Buku Panduan Merdeka Belajar-Kampus Merdeka*. <https://doi.org/10.31219/Osf.Io/Ujnte>
- Wulandari, Y., Mahmuda, A. A., Astuti, M. D., Ariyanto, W. T., & Darmadi, D. (2021). Orientasi Pengembangan dan Penerapan Kurikulum Merdeka Belajar pada Program Studi Pendidikan Matematika. *Jurnal Review Pendidikan dan Pengajaran*, 4(2). <https://doi.org/10.31004/Jrpp.V4i2.3155>
- Yamin, M., & Syahrir, S. (2020). Pembangunan Pendidikan Merdeka Belajar (Telaah Metode Pembelajaran). *Jurnal Ilmiah Mandala Education*, 6(1). <https://doi.org/10.36312/Jime.V6i1.1121>