


# Building Excellent Human Resources through *Merdeka Belajar* Kampus Merdeka in Era 5.0

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## ABSTRACT

Welcoming the era of Society 5.0, through the program "*Merdeka Belajar Kampus Merdeka*," universities are expected to transform the higher education system as the driving force for creating superior human resources for the nation's future. This study aims to explain the dynamics of the independent learning program activities at the independent campus across seven faculties at Bhayangkara University, Jakarta. The research adopts a post-positivist paradigm with a case study approach, involving 25 informants and five key informants. Secondary data were obtained from the *Sistem Pembelajaran Daring - Kementerian Riset, Teknologi, dan Pendidikan Tinggi* (SPADA DIKTI), which includes a compilation of data from students, lecturers, and education staff. Primary data were collected through interviews, observations, and documentation studies related to the implementation of the *Merdeka Belajar Kampus Merdeka* program. The data were analyzed descriptively using manual data analysis procedures. The results indicate that most faculties and study programs have not yet optimally explained the flow, program procedures, and complete infrastructure used in implementing the program. However, most students and lecturers acknowledge that the program is highly beneficial and critical for developing quality human resources for the future.

## 1. INTRODUCTION

The presence of the pandemic, which coincided with the presence of the era of society 5.0, became a challenge for the world of education because it had an impact on the readiness of holistic and integrative education in welcoming the era of society 5.0 (Lestari & Gunawan, 2020). Society 5.0 is defined as a concept of a human-centered and technology-based society (Nagy et al., 2020). In other words, in the era of society 5.0, all sectors compete to build human resources (HR) that have competence according to the needs of current conditions. Innovations that are so fast and complex force almost all elements of life to adapt to the new pioneering skills. Therefore, the competency gap is a crucial problem, as stated and has been noticed by the University of Michigan since 2010 through its research which states that 40 percent of students experience a decline incompetence, including the competence to socialize and empathize.

The competency gap is also a domestic problem as shown by GCI (2019), where the quality of Indonesian human resources shows a decline in competitiveness compared to other countries. In 2018, Indonesia was recorded at number 45, in 2019 it fell to number 50 (GCI, 2019). The global competitiveness index is a composite indicator of 103 indicators grouped into 12 pillars. Indonesia got a bad score on (1) the twelfth pillar related to innovation which only got a score of 37.7 out of the highest score of 100. (2) the third pillar, adoption of ICT (Information and Communication Technology) with a score of 55.4. (3) the eighth pillar, namely the labor market, only scored 57.7. Moreover, the pillar of macroeconomic stability which received the highest score of 90 as a prerequisite for sustainable economic growth has not been able to attract Indonesia's competitiveness points.

Competitiveness in an increasingly open world market is an issue and a challenge that is quite difficult. Ideally, Indonesia is expected to have the capabilities and advantages so that a country's products can penetrate the international market (BAPPENAS, 2021). HR is the most valuable global commodity today.

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Nowadays, business leaders and CEOs face obstacles in finding the right people to drive growth and profit (Dewar et al., 2020). According to Manpower Group research, global HR inequality has more than doubled in the last decade. More than half of global businesses say they lack of skills, while 36 of 44 countries also report they face greater challenges in attracting people than they did 5 years ago. Meanwhile, Indonesia lacks various skills to meet the demands of globalization. Meanwhile, to face these challenges, superior quality human resources (HR) are needed and currently, the fact is that the Indonesian workforce still has a relatively low level of education (Irandoust, 2013).

To respond to these challenges, simultaneous and sustainable breakthroughs are made in the world of education so that future generations can balance technological sophistication with human values (Alim, 2021). The values and competencies that become gaps are pinned in the "Kampus Merdeka" program launched by the Ministry of Education and Culture, Ristekdikti, which is one of the episodes of "Freedom of Learning" or Kampus Merdeka to produce a generation that is ready to face the era of society 5.0. The era of super-smart society (society 5.0) is a form of attention in anticipation of the presence of disruption due to the industrial revolution 4.0, which has an impact on uncertainty (Harayama, 2019). It is feared that the invasion could erode the values of human character that have been maintained so far, especially in the world of education. Therefore, the challenge in the world of education is to require education units and several elements of stakeholders such as the government, community organizations, and the entire community to take part in welcoming the era of society 5.0 to improve the quality of Human Resources (HR) in preparing superior human resources (Laila & Hendriyanto, 2021).

Ministry of Education and Culture of Higher Education as a state institution that has responsibility in the world of education has answered the big challenge above by making a new policy, namely launching four Independent Learning policies in the scope of higher education called "Kampus Merdeka". According to the Minister of Education, Nadiem Makarim, *Merdeka Belajar Kampus Merdeka* (MBKM) policy is the first step in a series of policies for higher education, namely a transformation in the world of education that is focused on curriculum and learning methods and work practices (Sopiansyah & Masruroh, 2021). This is done to prepare students to face changes in social, cultural, the world of work, and rapid technological advances. Student competencies need to be prepared to be more in line with the needs of the times. Link and match not only with the world of industry and the world of work but also with a rapidly changing future. Universities are required to be able to design and implement innovative learning processes so that students can achieve learning outcomes covering aspects of attitudes, knowledge, and skills optimally and always relevant (Prahani et al., 2020).

A harmonious and complete transformation through the independent campus learning program is an effort to change the culture of higher education in the past. This is a far-reaching effort for the education sector to become one of the locomotives of the economy in stimulating the movement of various types of industries, including transportation, MSMEs, culinary, property and tourism, and others. It is hoped that the transformation in education will provide learning, dramatic experiences, and signature experiences for all by building connected, intellectual adventures. It is expected that students can explore freely and independently, bring together their potential and talents independently in seeking and finding knowledge through realities and field dynamics such as ability requirements, real problems, social interaction, collaboration, self-management, performance demands, targets, and achievements. Through an independent learning program that is well designed and implemented, the hard and soft skills of students will be formed strongly (Priyono, 2021).

Based on the explanation above, it is implied that there is a goal of the independent campus program with all the problems faced by universities in building superior human resources. Therefore, the authors feel it is important to examine the dynamics of implementation faced by universities, especially at Bhayangkara Jakarta Raya University (Ubhara Jaya). The implementation of the *Merdeka Belajar Kampus Merdeka* is not a simple activity. This program is a big movement and has the goal of catching up and even jumping beyond developed countries even though at the beginning of its implementation there was a global pandemic when the infrastructure, mentality, the competence of human resources in universities at Bhayangkara Jakarta Raya University were not quite ready. Research on this theme has been carried out by several previous researchers including (Prahani et al., 2020; Siregar et al., 2020; Sopiansyah & Masruroh, 2021) but the prominent difference in this study is secondary data obtained from lecturers, staff, and students of Bhayangkara Jakarta Raya University which was obtained from the Directorate of Higher Education with a total of 6907 respondents to produce research data that can explain the understanding and dynamics of MBKM implementation in Ubhara Jaya. The challenges associated with MBKM practices require strategic and innovative approaches to ensure that Universitas Bhayangkara Jakarta can continue to grow and meet the needs of students and the demands of society. For example, establishing effective ways to evaluate and measure the outcomes of MBKM experiences and ensuring that learning gained off-campus is in line with academic objectives can be complex. Universities also face uncertainties and risks

associated with off-campus experiences, such as issues with internship providers or collaborative projects, as well as potential uncertainties in the quality of learning received by students. By conducting research, universities can identify challenges and barriers faced in implementing MBKM, such as administrative issues, lack of collaboration with industry, or curriculum mismatches. This allows for more effective solutions. Research can provide insights into how curriculum and learning methods can be improved or adapted to better support MBKM principles, as well as how to integrate off-campus experiences into the academic process. By understanding and applying research findings, universities can be more effective in implementing MBKM, improving the student learning experience, and ensuring that the program provides maximum benefits to all parties involved.

### **The Concept of Society 5.0**

The concept of Society 5.0 is a technology-based concept of society in balancing the development of economic progress and social problems with a system that integrates the virtual and physical worlds (Breque et al., 2021). The concept of Society 5.0 aims to enable people to enjoy high-quality life. Japan anticipates that its population is decreasing every year which has an impact on reducing people of productive age and automatically reducing labor and lowering productivity. This makes Japan must innovate to overcome problems in its country by utilizing technology (Granrath, 2017).

The concept of industrial revolution 5.0 is a concept that can fundamentally change the way we live, work, and relate to one another. In era 5.0, industry began to touch the virtual world, in the form of human, machine and data connectivity, all of which are already everywhere, known as the Internet of Things (IoT) (Ait Abdelouahid et al., 2019). Industry 5.0 has introduced flexible mass production technology, machines will operate independently or in coordination with humans, control the production process by synchronizing time by carrying out unification and adjustment of production. One of the unique characteristics of industry 5.0 is the application of artificial intelligence (AI) (Huang & Rust, 2018).

### **21st Century Education**

The presence of industrial revolution 5.0 has had an impact on the world of education. The era of the industrial revolution 5.0 has changed the way we think about education. Not just a change in the way of teaching, but the most important change in the perspective of the concept of education. Therefore, the emphasis on curriculum development becomes very important for now and the future (Hussin, 2018). Curriculum development is one of the elements that play a role in directing and shaping the character of students to be ready to face the 5.0 industrial revolution. Educators have a very crucial role in identifying the learning needs of students and ensuring the curriculum runs optimally. The world of education is prepared to follow the rapid development of the times so that education in Indonesia is not far behind. Educators in the society 5.0 century prioritize activities on students to have the initiative to make changes, especially for students, and continue to innovate and take sides with students. In other words, educators are expected to be able to build the soft skills and hard skills of students (Gotama, 2018). to have interpersonal skills, live together, the ability to become global-minded citizens, as well as media and information literacy skills so that they are ready to compete in the international arena.

The new system in this era emphasizes that the role of students will not be replaced by technology, because after all direct interaction in the classroom builds emotional bonds between educators and students as well as inculcating character and role models by educators in this case a teacher or lecturer (Gotama, 2018). Student-centered learning with collaborative learning, as well as being integrated with the community are something that educational institutions and students need to consider in conducting a learning process that can direct and shape the character of students in the following ways: (1) flipped classroom, (2) integrate social media, (3) Khan Academy, (4) project-based learning, (5) moodle, and (6) schoology, or other technology-based ones can be integrated into the learning process so that students are close to technology and can participate in learning and keeping pace with the 5.0 industrial revolution in technology (Bell, 2010; Bishop & Verleger, 2013; Biswas, 2018; Cole & Foster, 2008; Free, 2014; Irawan et al., 2017; Murphy et al., 2014; Setiyorini et al., 2017; Tigowati et al., 2017; Yeo, 2014).

Universities also have a basic and major role in preparing graduates to be competent and able to enter the jobs that the world needs today. The field of education must be revolutionized and oriented towards more modern learning, such as providing training for lecturers to create online learning materials sustainably (Rezky et al., 2019). In addition, government support, in this case, Dikti plays a role in providing international Massive Open Online Courses/MOOC's so that MBKM goals can be realized more quickly then in the end, the cooperation of humans and technology has an impact on a more prosperous society (Welsh & Mariana, 2013).

### **Merdeka Belajar Kampus Merdeka Program (MBKM)**

The era of society 5.0 has an impact on community needs that continue to develop and universities are expected to adapt to various changing conditions. Thus, the Minister of the Ministry of Education and Culture (Kemendikbud) changed the ministerial regulation, related to the concept of an independent campus because students need a concept of education as a change towards a better future (Laila & Hendriyanto, 2021). The application of the concept of an independent campus is an effort to improve the higher education system that is ready to face the challenges of the times (Siregar et al., 2020).

Independent campus is an advanced concept of independent learning. One of these concepts is to give students the freedom for three semesters to carry out activities to produce learning experiences and social experiences, by involving technology as a tool to complete work optimally. The right to study for three semesters outside of the study program is carried out with the following policy directions: 1) tertiary institutions are required to give students the right to voluntarily (can take or not); 2) can take credits outside of tertiary institutions for 2 semesters (equal to 40 credits); 3) In addition, students can take credits in different study programs at the same university for 1 semester (equal to 20 credits); 4) in other words, the credits that must be taken in the original study program are 5 semesters from the total semesters that must be implemented (does not apply to health study programs).

Related to Semester Credit Units (SKS) there is a change in definition or paradigm, namely: - SKS are hours of activity - All types of activities (learning in class and outside class such as internships, student exchanges, projects in villages, and so on) must be guided by a lecturer who has been determined by PT - Students can take a list of activities for the 3 semesters by selecting the available program. The 3-semester activity is carried out to prepare the best graduates from universities to become agents of change in advancing civilization. Students are not only good at theorizing but can realize the theory. The general forms of activities designed for students in the independent campus program are student exchanges, internships, teaching assistance in education units, research, humanitarian projects, entrepreneurial activities, independent projects, building villages/thematic real work lectures (KEMDIKBUDRISTEKDIKTI, 2020).

### **Student Competencies**

Education has an important role in the development of the Society 5.0 era, namely to advance the quality of human resources. In the last 20 years, there has been a shift in educational development towards ICT as one of the 21st-century education management strategies which include institutional governance and human resources (Sbderstrbrm et al., 2011) which in this century requires a comprehensive educational transformation. so that the quality of students is built capable of advancing knowledge, training, student equity, and participant achievement (Azam & Kingdon, 2014; Darling-Hammond, 2006). 21st-century educational needs, according to (Slattery, 2006) are education based on several concepts of social change, community empowerment, the liberation of mind, body, and spirit.

Meanwhile, UNESCO has made 4 (four) pillars of education to meet the 21st-century, namely: 1) Learning to know 2) Learning to do 3) Learning to be (learning to actualize oneself as an independent individual with personality) 4) Learning to live together 5) Education that builds the competence of "21st-Century Learning partnership" (Priscilla & Yudhyarta, 2021). 21st-century learning requires students to have skills, knowledge, and abilities in the fields of technology, media, and information, learning skills, innovation, life skills, and competencies "21st-Century Learning partnership" refers to the 21st-century education format promoted by Hermawan (2006) namely: 1) Cyber (e-learning) where learning is carried out by optimizing the use of, 2) Open and distance learning as 21st-century learning can be done with a distance learning model, not limited and carried out by utilizing the help of information and communication technology, 3) Quantum Learning, namely applying learning methods adapted to the workings, 4) Cooperative Learning, namely learning that uses groups as an effort to foster cooperation between the Science Technology Society, namely interdisciplinary concepts that are applied to integrate problems in science, technology and society, 5) Accelerated Learning, namely developing the ability to absorb and understand information quickly so that it can improve learning abilities more effectively. The explanations related to the skills presented by the above experts are in line with several 21st-century life skills set by Nadiem Makarim with the term 6C (Creativity, Critical Thinking, Communication, Collaboration, Computational, Compassion) in the Kampus Merdeka's policy.

### **Mentoring**

For a system to run effectively, ideally there is a mentoring program that aims to accelerate the transfer of knowledge so that a goal within the organization can be achieved according to the target. Various activities can be carried out, one of which is mentoring activities. Mentoring is empowerment, mentoring activities are partnerships between mentors (providers) and mentees (who receive guidance) designed to

build mentee confidence. Another opinion states that mentoring is an interpersonal relationship in the form of care and support between someone experienced and knowledgeable with someone/group who is less experienced or who has less knowledge (Crawford et al., 2010). Mentoring is also a reciprocal and collaborative learning relationship between two or more people who have the same responsibility to help the mentee work to achieve learning goals (Zachary, 2006).

Based on the description above, it can be concluded that mentoring is a relationship based on trust in the form of care and support where one person empowers others to make clear goals. The mentoring process is important in an organization, where through mentoring there will be a process of improving employee performance, accelerating learning, empowerment, increasing motivation, and other things that have an impact on organizational efficiency and effectiveness (Jyoti & Sharma, 2015).

## Talent

Superior HR is someone who can answer challenges (Sumar'in et al., 2021). They are smart people, technology literate, astute, agile, reliable, and responsible, as well as integrity. The changing times in Era 5.0 have made the demand for superior human resources increase, but unfortunately, the growth has not been directly proportional to the availability of superior employees. So how can an individual be said to be superior? Individual excellence is when someone has good skills, knowledge, cognitive abilities and has the potential to produce something well and right (Rony, 2020). The challenge of creating superior human resources is important and necessary to meet the availability of a quality workforce (Becker & Huselid, 2006). The role of this university is indeed very important as an engine for sustainable economic development and growth in preparing human resources as well as being part of an important backbone in innovation.

Innovation is the main key for Indonesia to get out of the trap of middle-income countries so that the economy must be built based on advanced innovation. The Ministry of Education and Culture, Research and Technology is a strategic institution in designing talent programs from an early age. Various activities can be carried out including developing superior HR programs, providing stimulation and competition forums, continuing education through various scholarship supports, prestigious awards, developing integrated talent data with Basic Education Data, PD DIKTI, as well as talent services for higher education. Talent development is carried out in an integrated way with various stakeholders to provide synergistic service support (Garavan et al., 2012). The talent program design is developed from an early age, so that from the beginning HR has projections or dreams according to their potential, talents, and conditions.

The purpose of this paper is to describe the results of a survey related to the dynamics of lecturers and students in the implementation of the *Merdeka Belajar Kampus Merdeka* at Bhayangkara Jakarta Raya University from 2020 to 2021. To limit the focus of the problem, the researchers set 3 sub-foci of research 1) How students, lecturers, and staff understand the education about the MBKM program at Ubhara Jaya. 2). How to implement the MBKM program in all faculties in Ubhara Jaya 3) How to increase the competence of students and lecturers. To obtain the depth of meaning from the survey results, the authors choose a case study research method. The findings resulting from the survey results were clarified and asked representatives of 30 people consisting of students, lecturers, heads of study programs, and deans from all faculties. From the data collected until December 22, 2021, there were 6378 students, 254 lecturers, and 275 education staff who filled out the survey. It is hoped that this research can produce an effective MBKM implementation strategy so that all infrastructure, models, and systems of MBKM in Ubhara Jaya can be integrated into creating excellent students in the future. To analyze the above phenomenon, the researchers examine several literatures to help analyze problems related to the implementation of MBKM in Ubhara Jaya.

## 2. METHODS

This study analyzes and explains the dynamics of the implementation of the *Merdeka Belajar Kampus Merdeka* program that occurs at Bhayangkara Jakarta Raya University in 2020 - 2021. The researcher explains this case using a post-positivism paradigm with a case study approach. According to (Yin, 2014), a research method that chooses research questions with how or why. Researchers combined the research design of the Yin and Stake's case studies (Stake, 1995; Yin, 2012). In analyzing the problem, literature related to curriculum, MBKM, Student Competence, 21st-Century Education, and Mentoring were selected. Researchers conducted observations for 1 year while collecting and examining documents related to MBKM guidance from DIKTI and Bhayangkara Jakarta Raya University. To get more comprehensive results, researchers used survey data designed by DIKTI. Respondents who took part in the survey consisted of 6378 students, 254 lecturers, 275 education staffs. Survey data becomes secondary data that is comprehensive enough to become basic data to dig deeper and prepare structured questions to help

researchers get data in the field. To obtain comprehensive data results, a Focus Group Discussion (FGD) was conducted in all faculties involving heads of study programs, deans and vice deans, students, and educators. The design of the case study research method for *Merdeka Belajar Kampus Merdeka* (MBKM) at universities can follow systematic steps to gain in-depth insights into its implementation and impacts. Researchers establish various case study approach processes with the following stages: 1.) Determining Research Objectives, 2.) Determining Research Design, 3.) Determining and exploring Cases, 4.) Data Collection (Source: through Interview, Observation and Documents), 5.) conducting Analysis: Identifying key themes from interviews and observations to understand experiences and views on MBKM (thus meeting the validity and reliability of the research). Data, 6.) determining Main Findings.

### Informants

The determination of informants and key informants was carried out by purposive sampling and a sampling quota of 30 people. Purposive sampling is a sampling technique by determining certain criteria (Babbie, 2007). The purpose of purposive sampling is to produce a representative sample of the population. Another thing with quota sampling is sampling from the target population where the total sample has the same distribution of characteristics from all the characteristics studied (Rony, 2017). Informants are selected and determined by the number of researchers for certain reasons. Researchers chose informants because they were directly involved in MBKM activities and each group of informants could represent in providing the data needed by researchers. Informants were divided into 4 groups (Rony, 2017) group 1 was students who had already taken MBKM, group 2 was students who had not followed MBKM. The third group is lecturers who have a working period of more than 6 years. The fourth group is the head of the study program involved in curriculum development. For key informants, 4 deans and 1 head of a quality assurance agency were selected, where they were involved in developing the MBKM curriculum and policy guidelines. In other words, the informants are selected according to the criteria and standards that have been before set.

### Data Collection and Processing

Bhayangkara Jakarta Raya University (Ubhara Jaya) as a private higher education institution in Jakarta under the guidance of the Brata Bakti Foundation was established based on the Decree of the Directorate General of Higher Education number 074/D/O/1995 dated September 8, 1995, having its address at Jl. Harsono RM No. 67, RT. 7/RW. 4, Ragunan, Sunday Market, South Jakarta. It has 7 faculties and 12 study programs with 9075 students, 329 lecturers, and teaching 285 staffs (Resntra Ubhara Jaya, 2021). The interview location for informants and key informants is on campus II Jalan Raya Perjuangan, North Bekasi.

Interview guidelines were prepared to direct the informants to be active in discussion (McLafferty, 2004), and general to specific questions were made (Kingry et al., 1990). Three core questions are designed to find out these problems, adapted to the sub-focus of the research as follows: 1) How do students, lecturers, and education staff understand the MBKM program at Ubhara Jaya 2). How to implement the MBKM program in all faculties in Ubhara Jaya 3) How to increase the competence of students and lecturers. During the interview recorded with informed consent. The observation experience for 3 months was recorded in detail.

Researchers conducted data analysis completely using manual data analysis procedures. In other words, this stage explains that this activity is fully carried out by researchers by analyzing all data from various sources to find linkages with data that have been obtained from interviews, observations, field notes, and documents or institutional data as outlined in the transcript. In the completed transcript, data reduction was carried out, namely by sorting out the answers needed. Furthermore, categorizing the results of the entire research process according to the themes represented (phrases, sentences, or paragraphs), the units are grouped into codes (Creswell & Clark, 2011) followed by looking for relationships that emerge from the data and then poured into a memo (Rony, 2017).

### Data Validation

Researchers tested the validity of the data to ensure that all the data obtained were valid. The validity of this study was carried out by triangulating sources, data, time by conducting focus group discussions with informants and key informants as well as conducting discussions with several education experts (Bungin, 2011). To ensure the validity of the interviews, the results were recorded through a voice recorder with the consent of the informants. To gain insight and results from an in-depth discussion of the research results, the researchers selected relevant literature by paying attention to research methods and results from previous studies. In addition, the researchers discussed with lecturers and students who had attended at least 2 MBKM programs to gain insight into research findings.

### 3. RESULTS AND DISCUSSIONS

To produce accurate findings, the authors draw survey data obtained from the Directorate of Higher Education, all respondents consisting of students, lecturers, and education staff. From the data collected until December 22, 2021, there were 6378 students, 254 lecturers, and 275 education staff. In addition, the authors conducted interviews with key informants and selected informants to obtain varied and valid data. The results of the analysis from the study of documentation, interviews, and observations resulted in the following analysis:

#### How is the understanding of MBKM program information for students, lecturers, and education staff at Bhayangkara Jakarta Raya University?

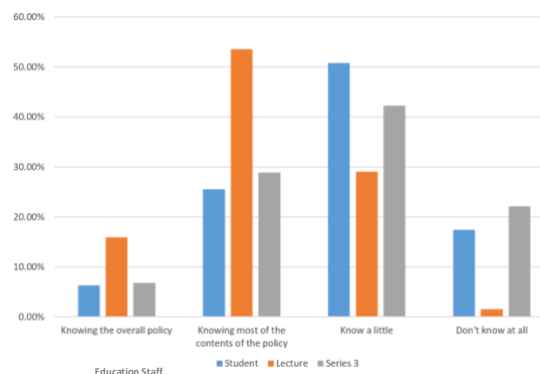


Figure 1. Understanding of MBKM

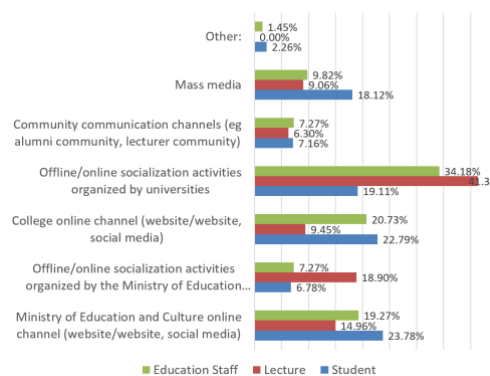


Figure 2. Information Resources

In order to obtain some accurate information regarding the obstacles faced in implementing *Merdeka Belajar Kampus Merdeka* (MBKM), both related to technical and policy and human resource competencies, it begins by revealing facts and data obtained from students, lecturers and education staff. Observation and interview data were complemented by survey results which managed to collect as many as 6378 students explaining that 402 students fully understood the MBKM program. The group that fully understands this is the group where students have attended at least 1 of the 8 MBKM programs. They are active students. When they first heard about MBKM, this active group wanted to try every MBKM activity that was offered. They enthusiastically welcomed the MBKM program, especially among the programs according to their interests and passions and could increase their competence and accelerate their graduation (Curran et al., 2015). There are 1627 students who know most of the contents of the MBKM policy. This group of students is quite active on campus, but lacks curiosity about campus activities. This group is a group that actively interacts with their friends so that they hear from the experiences of their friends and the campus about MBKM but they are not interested and feel confused about choosing one program that they can join. Meanwhile, as many as 3239 other students only knew the name MBKM but did not understand the program in detail. This group is students who have jobs or many other activities off campus. And it's really unfortunate that 1110 students from 9075 students haven't been informed and don't know about MBKM. Other data that confirms that information on the usefulness of MBKM has not been

conveyed effectively is from survey data showing 2656 students are ready to be part of MBKM and on the other hand there are 2373 students who are not ready, and 240 people who are not interested.

Various conditions related to the understanding of the MBKM program occurred with the lecturers. There are 329 lecturers in Ubhara Jaya. Although most of the lecturers, namely 138 people, understood the contents of the MBKM policy and only 41 people claimed to know the overall policy. They are lecturers as well as structural members who are involved in managing the administration of MBKM activities and helping to complete MBKM policies at both faculties and universities. On the other hand, 75 lecturers only know a small part of the program and there are still 4 lecturers who do not know anything about MBKM. Meanwhile, what happened to the education staff amounting to 285 people, a total of 24 people who knew the policy as a whole and 102 people understood most of the contents of the policy. A total of 144 education staff get information and understanding when handling letters and preparing student needs in the MBKM program, besides that they get information from leadership meetings which are held routinely every Wednesday on campus.

In more detail, the survey revealed that 1253 students received MBKM information from the Ministry of Education and Culture Channel, while 254 lecturers and 53 education staff. From another source, it was stated that information obtained through offline and online socialization organized by the Ministry of Education and Culture recorded that 357 students, 38 lecturers, and 20 education staff participated in the activity. Meanwhile, the offline and online activities held by Bhayangkara Jakarta Raya University were attended by 1007 students, 105 lecturers, and 94 education staff. Based on census data, other efforts to obtain information coming from social media in the form of the web, Instagram of universities, faculties, and their study programs, with the following details 1201 students, 48 lecturers, and 24 education staff. Another channel that provides information about MBKM from the alumni community and the lecturer community is 377 students, 16 lecturers, and 20 education staff. Meanwhile, the role of the mass media in contributing MBKM information was enjoyed by 377 students, 23 lecturers, and 27 education staffs.

From the explanation above, it is clear that although there are many forums and facilities provided from various channels in an equal and open manner, these efforts are not enough to provide an even distribution of information on the MBKM program. This can be seen in the survey results related to the understanding of MBKM policies that are still not optimal for students as targets or superior HR products in the future. Of the number of students who filled out the survey, only 402 students understood it in its entirety and 1627 students only understood it in general terms. From the results of discussions and interviews, students received balanced MBKM information from offline, online activities at the Ministry of Education and Culture as well as information from the website, media, and online universities as well as the website, media, and online of the Ministry of Education and Culture. From the results of interviews with the Dean of Bhayangkara Jakarta Raya University through the Faculty and each of their study programs, they have held at least 5 activities related to MBKM throughout 2020-2021. Since the presence of MBKM, the study program has been more active in collaborating with other study programs outside of tertiary institutions so that these activities are sufficient to help students be informed and implement the MBKM program.

Meanwhile, information facilities from the alumni community, lecturers, and offline, online socialization organized by the Ministry of Education and Culture have not been optimal as the chosen forum for students to obtain information. The spread of the benefits of MBKM is also perceived by various perceptions by students, including at the time of graduation. A total of 3054 students stated that their participation in the MBKM program did not interfere with their graduation time, they could graduate on time, but as many as 770 students had the perception that their participation in the MBKM could cause their graduation time to be longer. 1445 did not know about it. The results of the survey and interviews show that the understanding of most students is not complete, in other words, the benefits of the MBKM program have not been understood holistically. The explanation above also realizes that extra creativity is needed to carry out socialization and internalization to disseminate related to the MBKM program at Bhayangkara Jakarta Raya University (Hofstede et al., 2010). So far, the MBKM program has been running continuously as if it were seasonal. The distribution of information and the coordinate system for the MBKM program is still homework for Ubhara Jaya (Gayeski & Rowland, 2005). Moreover, there are only 41 lecturers at Ubhara Jaya who know the overall policy out of a total of 329 lecturers at Ubhara Jaya. 138 people know most of the MBKM program and the remaining 75 people know minimally and 4 people don't know at all which only How is it possible that information on the MBKM program can be spread when the lecturers themselves do not fully understand the MBKM program. Therefore, some recommendations that need to be considered in study programs in providing a complete understanding to students and lecturers are as follows: it is expected to make offline seminars for assisting students who will take part in the MBKM program, it is necessary to increase the socialization of the MBKM program to Lecturers, Students and Educators,



increasing and improving the capacity of the Academic Information System (SIA) related to MBKM activities, the establishment of a PIC (person in charge) in each MBKM program at the faculty and university levels.

### Implementation of the MBKM Program in All Faculties in Ubhara Jaya

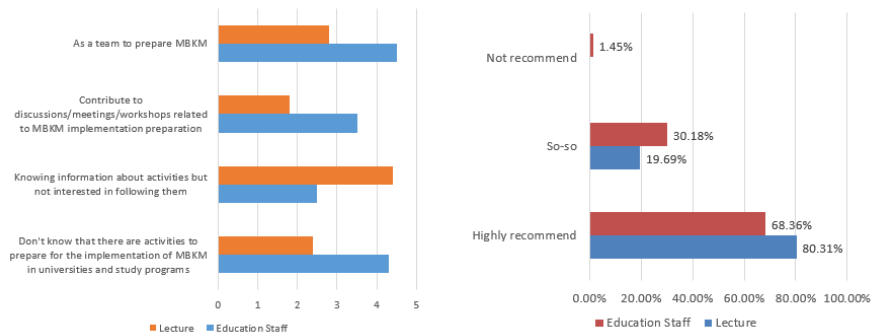


Figure 3. Involvement in Preparation Activities for Implementation and Recommendations for MBKM Activities

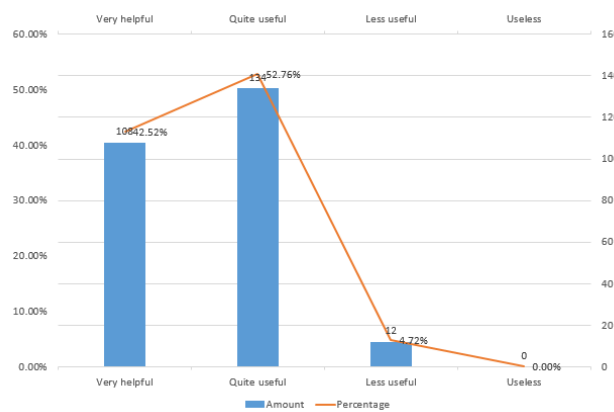


Figure 4. Learning Outcomes of Implementation MBKM

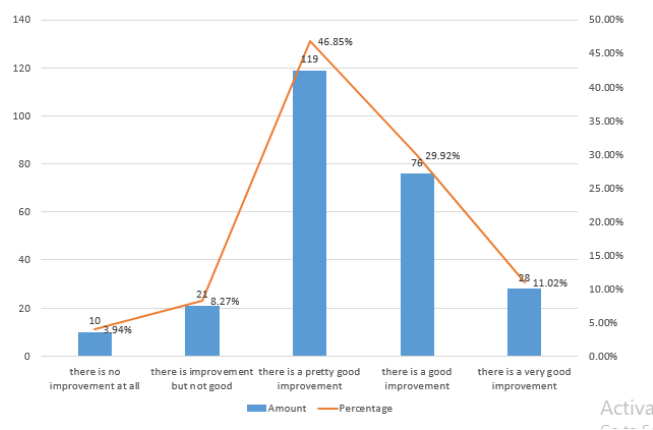


Figure 5. Enhancement Lecturer Capacity from MBKM Program

To see the extent of the implementation of MBKM in all faculties in Ubhara Jaya which consists of the Faculty of Law, Faculty of Communication Science, Faculty of Economics and Business, Faculty of Engineering, Faculty of Psychology, Faculty of Education and Faculty of Computer Science, the results of the survey data, 22 December 2021, are as follows , from survey data 3934 people admitted that the university already has guidelines, SOPs and curriculum that have been designed according to MBKM. From the survey data in Ubhara, 40 lecturers were involved as the MBKM preparation team and 139 lecturers admitted that they participated in the MBKM implementation preparation, 38 people were aware of MBKM activities but were not interested in the MBKM program, and 37 lecturers were not aware of the MBKM program. Other

data explains that 140 lecturers are involved in helping Study Programs prepare CPL and equalization of SKS. Another effort was made by 160 lecturers to understand the MBKM program by studying the Merdeka Learning Guidebook for the Merdeka Campus and 130 lecturers taking part in the socialization of the driving lecturers either directly or following through the Directorate General of Higher Education's YouTube channel. In order for this MBKM activity to run successfully in the faculty, the university helped to make a guide for the implementation of MBKM and this was acknowledged by 114 lecturers while 71 other lecturers thought the guide was still in draft form, even 13 lecturers admitted that there was no such guide. From the survey data, it is clear that many lecturers do not know that the University has issued MBKM implementation guidelines with the letter no KEP/004/I/2021/UBJ. and study programs related to campus activities are not all conveyed properly. This phenomenon shows that the information system and coordination have not been implemented optimally. The faculty or study program needs to find other ways to provide information not only through Whatsapp but also look for alternative media uses that are more effective and easier to monitor

From the student side, 3459 people admitted that the 8 MBKM programs offered were not new. Previously there were similar programs including teaching assistance programs, work internships, student exchanges, and KKN. But as many as 1810 people said no. In other words, many students have not been informed of activities outside of formal learning held at the Ubhara Jaya faculty where 6 of these programs are the same as the MBKM program. Of the 8 MBKM programs offered by the Ministry of Education and Culture, 734 people chose the student exchange program, 2794 chose the internship/Work Practice program, 137 students chose teaching assistance, 224 chose Research, followed by 239 humanitarian projects, 490 entrepreneurs and 528 people chose the village development KKNT program.

The implementation of MBKM in all faculties of Bhayangkara University is going well, but several faculties admit that the implementation has not been effective enough because they face various obstacles. Several faculties, such as the Faculty of Communication (FIKOM), the Faculty of Engineering, said in a focus group discussion that they had prepared the infrastructure for the implementation of MBKM by providing partners, as well as guidelines and SOPs and curriculum documents which contained regulations for the implementation of MBKM. It is also supported by equipment for hybrid learning that makes hybrid lectures possible. Meanwhile, other faculties are still having problems with things that are still in the process of perfecting the making of SOPs because they take into account the difficulties in the administration of students moving from one study program to another, or even from one campus to another. The current curriculum is not by the application of the standards contained in the SN Dikti regarding the Implementation of the MBKM curriculum. There are no guidelines or standards regarding the equalization of MBKM activities into study program courses.

In addition, there are differences in assessment standards between one university and another as well as differences in conversion standards in universities. Students may not be able to freely choose courses because there must be an understanding of the introduction of courses in a particular study program. Graduate competencies become more generalist and less specific in their knowledge. The concept of an independent campus is also running less optimally because of the disparity in quality between universities. The internal information system does not support MBKM course reporting. The Kemendikbud working group teaching campuses also needs to consider removing the MBKM prerequisite points which require participants involved to be accredited at least B, because it can limit students who have the potential to not have a wider forum in improving their competence.

From the results of the discussion, the Faculty of Communication has carried out MBKM, namely research, student exchanges, and the Village Building Project which will be developed into a flagship MBKM program at the Faculty which will produce fostered villages through sustainable programs, while the Faculty of Education organizes the Permata Sakti Program, campus teaching, and assistance. teaching, internship programs, KKNT, and Student Exchange/Student Mobility which is the flagship MBKM programs, the Faculty of Economics has implemented MBKM management in the form of student exchanges, Permata Sakti Programs, Internship Programs, Independent Research, and Humanitarian Projects and Entrepreneurial Activities, Faculty of Economics and Business Ubhara Jaya scored Entrepreneurs (graduates from the management study program) and accountants or consultants (graduates from the accounting study program) who are superior, competitive, have a good personality, while the Faculty of Computer Science holds the Permata Sakti Program, RPL, independent studies, Rise, Entrepreneurial Activities, Teaching Campus. The Faculty of Law has implemented the Internship Program, Community Service Program, and Student Exchange/Student Mobility. Meanwhile, the Faculty of Engineering has held independent studies, KKNT, student exchanges, research, internships. The Faculty of Psychology conducts research and work internships and has a Special/Faculty Excellence Program in the implementation of MBKM characterized by psychological security. From the explanation above, it appears that some of the stages in the activities carried out are still partially not integrated. From the initial experience, MBKM

activities were launched. this program felt delivered in a hurry. Just announced by LLdikti, one day later the faculty must implement a new program related to MBKM, namely Permata Sakti. Faculties and study programs are required to select and send students and prepare for administration quickly. So that sometimes there is misinformation and a lack of time in coordination (Kliem, 2007). In addition, there is a schedule of activities with partners that clash with the student's class schedule, and the courses offered are not even very far from specialization. Sometimes it is felt that the competence of some personnel who take care of the MBKM program is not sufficient enough so that delays occur.

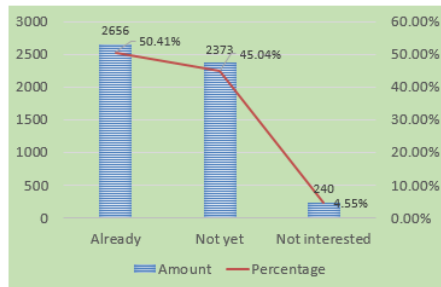
From this explanation and FGDs and interviews with students, lecturers, and educators, the implementation of MBKM opens up opportunities for collaboration, and lecturers add relationships with partners registered in the MBKM program. However, it is necessary to have an MBKM curriculum, Standard Operating Procedure (SOP), faculties and study programs are expected to make relevant regulations related to optimizing the implementation of MBKM such as making relevant conversion mechanisms and creating a student community as an effort to foster students while preparing the MBKM program, the competence of personnel who assist in the implementation of the MBKM program. MBKM needs to pay attention to the competence of collaboration and confirmation as well as comprehensive information in internal faculties and universities, both between students, lecturers and education staff, even between study programs within the faculty and the same or different universities (Rony et al., 2021). Therefore, with the awareness of all parties contributing and collaborating and a strong monitoring system the implementation of MBKM will be better (Berisha - Shaqiri, 2014).

In other words, the key to the successful implementation of the MBKM policy in a university lies in the courage to change the mindset from a rigid content-based curriculum approach to a curriculum based on adaptive and flexible learning outcomes, preparing students to become adults who are able to be independent in line with the demands of the global community (Joshi, 2021; Prahani et al., 2020) (Prahani et al., 2020). Freedom means being free to choose alternative policies between continuing the curriculum design of existing study programs or offering new curriculum designs that provide innovation and new experiences for students. From the results of observations and interviews at Ubhara Jaya, all faculties continuously strive to create an MBKM curriculum and the mechanism for implementing MBKM activities.

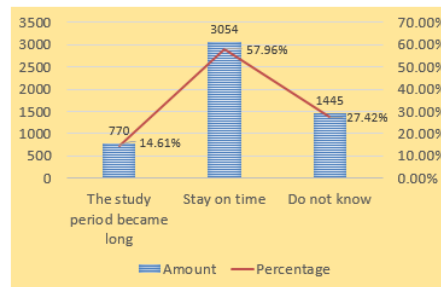
The MBKM process above is the biggest challenge faced by all faculties and study programs in Ubhara even though a formulation team has been formed and given training and targets for completing the MBKM curriculum. It is not an easy thing to complete, but all study programs at Ubhara Jaya have made efforts to complete it even though there are still revisions but hope that the new curriculum is the beginning that makes the implementation of the MBKM program easier. Faculties through study programs are challenged to develop an adaptive curriculum and be able to adapt to the increasingly rapid developments of the times without leaving the goal of producing graduates by learning outcomes. Hopefully, the MBKM program can bring change for students and lecturers in a pattern of more independent activities, but still within the framework of strengthening the competence of students.

From this fact, the faculty has varied mandatory programs, namely planned, measurable and traceable programs for both students and lecturers. Not only programs, but monitoring activities and regular reports, as well as continuous evaluation programs, are mandatory programs in the faculty so that faculties can make continuous improvement programs. Fundamental things that need to be considered regarding changes in mindset culture among lecturers at universities such as the formation of agents of change for lecturers who dare to make radical changes to mindset education and at the same time become models for modern educators (Allevato, 2020; Nilakant & Ramnarayan, 2006), lecturers who have high awareness and concern introduce the MBKM program and even lecturers make themselves volunteer mentors and coaches to encourage the presence of superior human resources in the future (Laila & Hendriyanto, 2021). The Ministry of Education and Culture needs to carry out periodic evaluations not based on the quantity of implementation, but rather on the implementation process and need to guide so that it can more quickly understand the obstacles in the field so that it can create programs for universities with more different and specific approaches (Serrat, 2017). *Kampus Merdeka* is a milestone, not an achievement. It is expected to be a long-life learning output. In the end, they have self-drive learning to make, and print students to have survival skills to learn on their own, looking for learning resources so that they find effective ways of learning for themselves (Ferlazzo, 2013). For successful information dissemination, it is necessary to have a system, culture, and leadership competence in every university, faculty, and study program to build superior human resources in Indonesia.

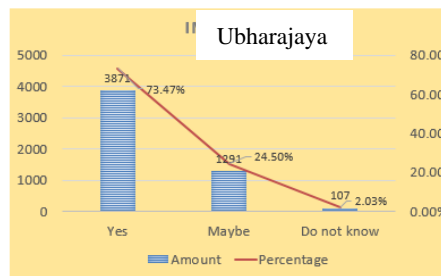
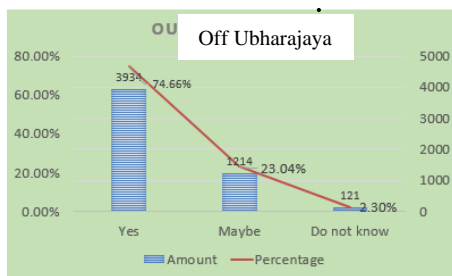
**Increasing the Competence of Students and Lecturers**



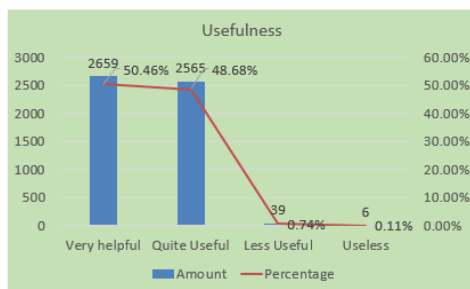
**Figure 6. Student's Interest**



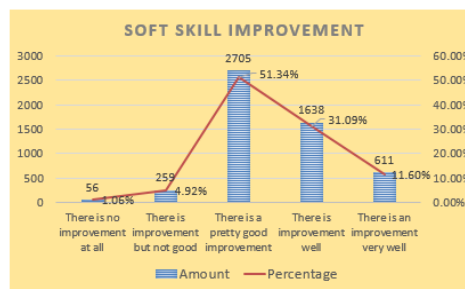
**Figure 7. MBKM Implementation to the length of study**



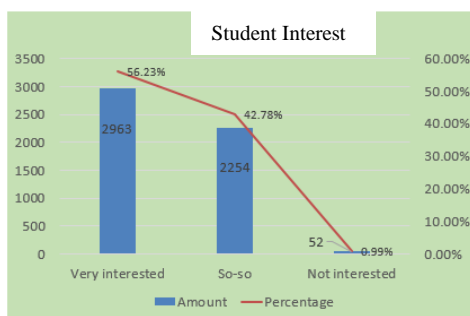
**Figure 8. Differences in Competency Improvement Results**



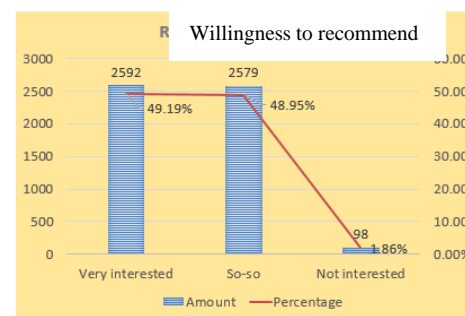
**Figure 9. The Benefit of MBKM Program**



**Figure 10. Softskill Improvement**



**Figure 11. Student Interest of MBKM Program**



**Figure 12. Willingness to Recommend**

The implementation of the *Merdeka Belajar Kampus Merdeka* (MBKM) is based on the demands of the development of knowledge, competencies, and skills of the 21st century, to the importance of changes in lecture activities. Through survey data and interview results, data are presented that explain the perceptions of lecturers and students regarding the impact of the MBKM program on increasing their competence. 30 lecturers answered that the MBKM program did not have an impact on the learning process while most of the 127 lecturers considered that the MBKM program had a good impact, 74 lecturers answered that it had a good impact and 25 people rated it very well on the learning process. In addition, the lecturers also believe that the MBKM program has a positive impact on improving students' hard and soft

skills. The data is shown in the answers of 133 lecturers who said it was quite good, 68 people said it was good while 31 lecturers rated it very well. In other words, lecturers who fully understand and mostly understand the MBKM program and will encourage students to actively participate in the program.

Lecturers who fully understand and are involved in implementing the MBKM Program acknowledge that the program plays a positive role in increasing their capacity. In detail, 119 lecturers admitted that they were quite good, 76 considered them good, 28 people felt that their capacity building was very good after implementing the MBKM program. In addition, 108 lecturers said that MBKM was very useful for fulfilling graduate learning outcomes, while 134 lecturers said it was quite useful and only 12 people said it was not useful. Most of Ubhara's lecturers have benefited from the MBKM program, therefore 204 lecturers highly recommend the MBKM program and 50 people answered it was adequate. From the data of the lecturers who stated that MBKM had no benefit to the learning outcomes of graduates and increased their capacity and there was no increase in competence for students, it can be said that the lecturer belongs to the group of lecturers who do not want to know and do not seek information related to new issues that arise. develop at the University. Their knowledge is only limited to teaching, while in research and community service they are not the main actors but only serve as complements. The teaching profession for them is only part-time. For lecturers who do not have a good understanding, frankly, it can indirectly hinder the program from providing superior human resources.

The perception of increasing competence as an impact of the MBKM program for lecturers and students was strengthened by the acknowledgment of 2659 students who said that the MBKM program was very beneficial for increasing their competence. A total of 2565 students said it was quite useful and 39 people said it was not useful and 6 people said it was not useful. In other words, various programs offered through the MBKM program include opportunities for students of 2 semesters or the equivalent of 40 credits to study in the same study program at different universities or study in different study programs at different universities recognized by 3934 students can provide additional competencies, especially competencies required by the world of work in 2020, including competencies in solving complex real problems, analyzing, being creative. Meanwhile, students' responses to 1214 students said it was possible and the remaining 121 students answered that they didn't know.

The same response is related to the recognition of the increased incompetence that is obtained when students take 1 (one) semester (equal to 20 credits) taking learning outside the study program at the same university. 3871 Students whose perspective increased while the other 1291 answered maybe, 107 people answered they didn't know. Their recognition of the use of the MBKM program is felt to be a provision to face them in the world of work and provide an increase in their competence as many as 611 people said the improvement was very good, 1638 students the improvement was not good, 2705 students said the improvement was quite good, the remaining 315 said there was no improvement. However, specifically from the results of FGDs and interviews, students who stated that there was no improvement incompetence were students who were very little informed about MBKM and had never even participated in the MBKM program. Meanwhile, students who take part in MBKM feel the direct impact of competencies related to self-confidence, communication, problem-solving, creativity, compassion, especially for students who take Independent Study programs and Humanitarian Projects.

From the various answers given by most of the students, they acknowledged that the MBKM program affected their career success. It was proven that 1163 people answered very important, 1993 people said it was important, 2041 said it was quite important and only 72 people said it was not important. From the results of attitudes and answers regarding the usefulness of the MBKM program, most of the students answered that this program was by their needs and this was shown as 1154 answered very well, 3986 rated it appropriate and the remaining 129 students stated that it was not appropriate so that the implications were direct for those who felt and stated that he was very interested in participating in the program to be held by the Ministry of Education and Culture. This is shown by the survey data of 2963 very interested students, 2254 students answered normally, and 98 people were not interested. Their interest in participating in recommending the MBKM program was 2592 people and students stated the possibility of yes and no recommending as many as 2579 people while those who were not interested recommended 52 people.

The MBKM policy in Ubhara Jaya is implemented by providing opportunities for students to gain wider learning experiences and new competencies through several learning activities (Andresen et al., 2020; Gruppen et al., 2016). In addition, students are also given the freedom to participate in learning activities outside their study program in the same university with a certain credit weight. All these activities are carried out by students with the guidance of lecturers. Although the MBKM's Policy was launched as if in an atmosphere of the endless covid 19 pandemics, the benefits for students in the MKBM program are certainly very beneficial, including increasing competence and new experiences according to their needs (Efstratia, 2014). However, with the limitations of the faculties, each study program has not been optimal

in providing facilities for the eight MBKM programs, therefore the increase in the competence of students and lecturers has not been maximized.

### **Managerial Implication**

The results of this research are expected to open insight to students and encourage the preparation of graduates as future leaders of the nation with excellent and personalities. Experiential learning programs with flexible pathways are expected to facilitate students to develop their potential according to their passions and talents. For university leaders, faculties, and study programs, can gain insight into changing mindsets and academic culture according to changes in Era 5.0. Changes in mindset will encourage system changes so that learning in higher education can be realized that is autonomous and flexible to create a learning culture that is innovative, unfettered, and by student needs.

Research findings can identify areas where MBKM needs improvement, such as in the curriculum or teaching methods. Universities can use these findings to refine and adapt programs to better meet the needs of students and the workplace. Research may indicate the need to adapt the curriculum with more practical components or field experiences, as well as strengthen the integration between theory and practice. Research findings can provide a basis for revising university-level MBKM policies, including resource allocation, administrative support, and implementation strategies. Universities can use research findings to communicate the success of MBKM programs, attract prospective students, and strengthen academic reputations. Findings about industry needs can be used to tailor MBKM programs to be more relevant to job market demands. Research can identify additional training needs for faculty to deliver effective MBKM programs, such as skills in mentoring or project management. Research can demonstrate how well MBKM prepares students for the workplace and identify which aspects have the greatest impact on practical skills. Research findings can be used to compare MBKM implementation across universities and provide insights into best practices that can be adopted more widely. Research can identify risks and challenges in implementing MBKM, allowing universities to develop more effective mitigation strategies. Research can demonstrate how off-campus learning experiences can be better integrated into academic curricula to improve student learning outcomes. Research findings can be used to communicate to stakeholders about MBKM successes and challenges, and to gain further support from government, industry, and the community.

### **4. CONCLUSION**

Although there are several programs from Bhayangkara Jakarta Raya University and the Ministry of Education and Culture in the form of offline and online activities and the media that play a role in informing the MBKM program to students, lecturers, and educators, their understanding is still minimal, especially those who understand it as a whole. However, it cannot be interpreted that students and lecturers are not serious about implementing the MBKM program because they feel this program is important and can improve competence, and they are even ready to recommend, follow, and make the MBKM program a success. Problems related to the system and culture as well as human resource competencies are still things that hinder the MBKM implementation process. In MBKM activities, many guidelines from universities and between universities are needed. Guidelines in the form of regulations, decrees, manuals, implementation instructions, operational procedures, and its kind are very much needed as clear signs from universities that will implement the Merdeka Belajar Kampus Merdeka. The presence of MBKM recognized by lecturers and students will improve their competence. This awareness is an asset for universities, faculties, and study programs to provide services and motivation as well as to prepare facilities and infrastructure facilities so that students can seriously carry out the MBKM program with integrity and responsibility.

### **5. ACKNOWLEDGE**

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