



# Implementation of the Independent Campus Learning Policy "MBKM": An Overview from the Perspectives of Students and Lecturers

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## ABSTRAK

Kebijakan Merdeka Belajar Kampus Merdeka (MBKM) merupakan inisiatif pemerintah Indonesia yang bertujuan untuk mendorong inovasi dalam pendidikan tinggi dan memberikan kebebasan kepada mahasiswa dalam menentukan mata kuliah, perguruan tinggi, dan metode pembelajaran yang sesuai dengan minat, bakat, dan kebutuhan mereka. Penelitian ini bertujuan untuk melakukan evaluasi terhadap pelaksanaan kebijakan MBKM di Universitas, serta mengeksplorasi perspektif mahasiswa dan dosen terkait implementasi kebijakan tersebut. Metode penelitian yang digunakan adalah pendekatan kualitatif dengan teknik pengumpulan data melalui wawancara mendalam dan observasi partisipatif. Responden penelitian ini terdiri dari mahasiswa sebanyak 317, yang telah mengikuti program MBKM dan dosen sebanyak 18 orang yang terlibat dalam pelaksanaan kebijakan tersebut. Analisis data dilakukan melalui tahap pengkodean dan tema yang muncul dari wawancara serta triangulasi data dengan observasi. Hasil penelitian menunjukkan bahwa implementasi kebijakan MBKM di Universitas telah memberikan dampak yang signifikan bagi mahasiswa dan dosen. Dari perspektif mahasiswa, kebijakan MBKM memberikan mereka kebebasan dalam memilih mata kuliah, mengakses sumber belajar, dan berpartisipasi dalam kegiatan ekstrakurikuler yang sesuai dengan minat dan bakat mereka. Dari perspektif dosen, kebijakan MBKM menuntut perubahan dalam pendekatan pengajaran dan pembimbingan. Secara keseluruhan, evaluasi pelaksanaan kebijakan MBKM di Universitas menunjukkan adanya manfaat yang signifikan bagi mahasiswa dan dosen. Namun, terdapat pula tantangan yang perlu diatasi, seperti manajemen waktu mahasiswa dan penyesuaian pendekatan pengajaran dosen.

## ABSTRACT

The Freedom to Learn the Independent Campus Policy (MBKM) is an Indonesian government initiative that aims to encourage innovation in higher education and give students freedom to choose courses, colleges and learning methods that suit their interests, talents and needs. This study aims to evaluate the implementation of the MBKM policy at University, as well as explore the perspectives of students and lecturers regarding the implementation of the policy. The research method used is a qualitative approach with data collection techniques through in-depth interviews and participatory observation. The respondents of this study consisted of 317 students who had participated in the MBKM program and 18 lecturers who were involved in implementing the policy. Data analysis was carried out through the coding stage and the themes that emerged from the interviews and data triangulation with observation. The results showed that the implementation of the MBKM policy at University had a significant impact on students and lecturers. From a student perspective, the MBKM policy gives them the freedom to choose courses, access learning resources, and participate in extracurricular activities according to their interests and talents. From the perspective of lecturers, the MBKM policy requires changes in teaching and mentoring approaches. Overall, the evaluation of the implementation of the MBKM policy at University shows significant benefits for students and lecturers. However, there are also challenges that need to be overcome, such as managing student time and adjusting lecturer teaching approaches.

## 1. INTRODUCTION

The importance of education in determining the future of a country cannot be ignored. Higher education plays a very important role in cultivating and empowering the Indonesian people in a sustainable manner, as well as in advancing science and technology (Chankseliani et al., 2021; Zafar et al., 2020). The primary aim of education is to shape students to adapt to new environments and to make the personal adjustments necessary to thrive in their society. The State of Indonesia has a great responsibility in developing the country through education that can be accessed by everyone, in accordance with the 1945 Constitution (Arifin, S., & Muslim, 2020; Muhandi, 2004). The state's obligation to educate its citizens is a

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fundamental basis because the state exists to improve the life of the nation, as stated in the Constitutional Court Decision Number 012/ PUU-III/2005, and reaffirmed in the Constitutional Court Decision No. 026/PUU-III/2005. This is proof that the state has carried out this mandate properly.

Public policy refers to a series of regulations made for the benefit of all citizens. Public policy includes rules set for the public interest. This involves government actions and intentions in determining steps and choosing goals and alternatives in policy making. According to previous study public policy can be explained as whatever governments choose to do or not to do (Mintrom, 2019). This shows that government policy is entirely based on discretion. Dye's use of the term public policy is to ascertain what government actually does, why it does it, and the factors that influence government behavior. Therefore, it is not always possible to implement policies according to the procedures and regulations set by the central government. This depends on the region and related institutions in carrying out activities that are adapted to existing field conditions, and these decisions can be implemented. Implementation of educational policy includes a series of educational activities carried out by educational institutions in implementing educational policy programs that have been established by ministries, education offices, and other related organizations (Ghany, 2018; Madani, 2019).

Policy evaluation is a research activity to collect, obtain and provide information to decision makers so that decisions taken meet certain standards. Evaluation activities are carried out systematically and regularly to determine the strengths, benefits and obstacles of an activity. The program is everything that someone tries in the hope that it will produce results or the influence of will. Knowing the quality of program success requires an assessment or evaluation that compares achievement with special standards that have been previously set. Evaluation of a program is a series of activities carried out to measure the success of the program (Suebsing & Nuangchalerm, 2021; Vargo et al., 2003). Ministry of Education and Culture, has proposed a strategy known as "Freedom Learning" (or "free campus") as a response to the challenges faced in national education. This concept basically gives independence to students in pursuing their degree. This Education Concept is one of the innovations in the field of Education (Ellis et al., 2020; Rahmatih et al., 2020), especially in terms of learning, with the aim of providing high quality learning to students and improving Human Resources in Indonesia.

The implementation of the Independent Campus Learning Policy (MBKM) at State Universities has been carried out since 2020, in accordance with the Minister of Education and Culture regulations number 3, 4, 5, 6, and 7 of 2020. These regulations regulate education standardization, accreditation of study programs, acceptance of new students at State Universities, as well as permits for the establishment, change, and dissolution of tertiary institutions (Sopiansyah et al., 2022; Sukmawati, Syam et al., 2023). The implementation of the concept of an independent campus as an independent learning place is an important step to place students at the center of the educational process, which is very important in the advancement of science. The self-learning environment policy on campus supports promising developments in cultivating originality, creativity, ability, personality and individual needs (Jin et al., 2022; Ngu et al., 2021). The three main initiatives of the independent campus are independent learning, namely student exchanges, on-campus teaching, internships, and certified independent studies, contribute to the achievement of these goals. Also support this finding, indicating that MBKM is an effective tool in preparing students for life after college. However, tertiary institutions still face challenges in managing subject adjustments according to the MBKM curriculum, and need to increase the number of teaching staff and facilities that support the MBKM policy.

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Musamus University, as one of the state universities in Indonesia, has adopted this MBKM policy. This policy gives freedom to students to choose courses, take part in internship programs, conduct research,

and participate in extracurricular activities that are relevant to their interests and goals. This is expected to strengthen the skills, knowledge and competence of students and improve the quality of education at Musamus University. Musamus University has implemented this policy through a number of activities including sending students to various State Campuses throughout Indonesia for student exchanges, Outclass activities (apprenticeships, entrepreneurial projects), making thorough preparations, such as arranging exchanges, implementation of learning policies Implementation Merdeka learning independent campus. Musamus University realizes the potential of the MBKM policy to function as a platform to improve the quality of education for its students by incorporating field realities and dynamics such as skills, problems, social interaction, collaboration, self-management, performance guidance, targets and achievements. There are several factors, such as study programs/faculty challenges that need to be adjusted so that the MBKM policy can be fully implemented in the education system.

Courses from the adopted MBKM curriculum are being adapted, furthermore students and many lecturers at USAmus University need training in order to adapt to MBKM policies. Musamus University realizes the potential of the MBKM policy to function as a platform to improve the quality of education for its students by incorporating field realities and dynamics such as skills, problems, social interaction, collaboration, self-management, performance guidance, targets and achievements. There are several factors, such as study programs/faculty challenges that need to be adjusted so that the MBKM policy can be fully implemented in the education system (Arifin, S., & Muslim, 2020; Yamin & Syahrir, 2020). Courses from the adopted MBKM curriculum are being adapted, furthermore students and many lecturers at Musamus University need training in order to adapt to MBKM policies. Musamus University realizes the potential of the MBKM policy to function as a platform to improve the quality of education for its students by incorporating field realities and dynamics such as skills, problems, social interaction, collaboration, self-management, performance guidance, targets and achievements.

Previous research on the Evaluation of the Implementation of the Independent Campus Learning Policy (MBKM) at Musamus University revealed a significant gap in the perspectives of students and lecturers. In a review of student perspectives, it was found that most students felt that the MBKM implementation was less effective and did not meet their expectations (Hastuti et al., 2022). Several students complained about the lack of support and guidance from lecturers, evaluation policies that were less transparent, and limited resources that affected the quality of learning. In addition, students also highlighted the need for improved facilities and infrastructure that support independent campus learning. On the other hand, the lecturer's perspective reveals some differences in the assessment of MBKM implementation. Several lecturers reported that they had attempted to provide adequate support and guidance to students. However, there are also lecturers who feel unprepared in facing changes in learning approaches, as well as highlighting the additional workload caused by the implementation of MBKM. In addition, several lecturers expressed the need for professional training and development to optimize the implementation of the MBKM policy. Thus, the gap in the perspectives of students and lecturers indicates the need for more comprehensive steps in implementing the MBKM policy at Musamus University. There needs to be closer dialogue and collaboration between students and lecturers, as well as efforts to increase relevant support, training and resources. This will help minimize gaps and create a more effective and meaningful independent campus learning environment for all parties involved.

It is important to evaluate the implementation of the MBKM policy at Musamus University in order to fully understand its effectiveness and impact. This evaluation needs to be carried out from the perspective of students and lecturers to gain a comprehensive understanding of how this policy is implemented and implemented within the university environment. Evaluation of the implementation of the MBKM policy from a student perspective will explore their views on the benefits, challenges, and satisfaction they get from the freedom to learn provided by this policy. Aspects such as the selection of courses, internship and research opportunities, as well as the influence of the MBKM policy on the development of students' skills and interests will be explored in this research. Besides that, involving a lecturer's perspective in this evaluation will provide insight into the preparation, implementation, and benefits derived from the MBKM policy. This study will evaluate the role of lecturers in supporting and guiding students in carrying out the MBKM program, as well as identifying policies and practices that are successful and need to be improved in implementing MBKM policies at Musamus University.

## 2. METHODS

This study uses a qualitative approach which allows researchers to understand and explore the perspectives of students and lecturers in depth regarding the implementation of the Freedom to Learn Campus Merdeka (MBKM) policy at Musamus University (Morgan, 2022; Strauss & Corbin, 1998). The qualitative approach allows for a comprehensive analysis of the experiences, views and perceptions of the

respondents. This method involves randomly selecting a sample from the population, where every member of the population has an equal chance of being selected. For example, using a list of students and lecturers enrolled in the MBKM program, the sample can be selected randomly using a simple random method. The number of samples taken were 14 students and the number of lecturers was 18 lecturers.

Selected lecturers will come from various faculties involved in the implementation of the MBKM data collection policy using In-depth Interviews. Researchers will conduct in-depth interviews with students and lecturers who are involved in implementing the MBKM policy at Musamus University. Interviews will be used to find out more about their experiences, perceptions and views on the MBKM policy. The interview will be recorded and transcribed for further analysis. Participatory observation is also carried out. Researchers will conduct participatory observations in the campus environment to see the implementation of the MBKM policy in a real context. Observations will assist researchers in understanding the interactions between students and lecturers, as well as the dynamics that occur in the implementation of this policy. Respondents to this study consisted of students and lecturers at Musamus University who were involved in implementing the MBKM policy. Selected students will cover different courses and semester levels to gain diverse perspectives.

Data analysis with interview transcripts which will be coded to identify themes, concepts, and patterns that emerge from the perspectives of students and lecturers regarding the implementation of the MBKM policy. Coding is done systematically to facilitate in-depth analysis. The coded data will be analyzed thematically to identify general patterns, differences and similarities in the views and experiences of students and lecturers regarding the implementation of the MBKM policy. Emerging themes will be explained and analyzed in the research context. To strengthen the validity and reliability of the research, interview data will be paired with participatory observation data. This will enable the researcher to compare and validate the findings from the two data sources. and the similarity of views and experiences of students and lecturers regarding the implementation of the MBKM policy. Emerging themes will be explained and analyzed in the research context. To strengthen the validity and reliability of the research, interview data will be paired with participatory observation data. This will enable the researcher to compare and validate the findings from the two data sources. and the similarity of views and experiences of students and lecturers regarding the implementation of the MBKM policy. Emerging themes will be explained and analyzed in the research context. To strengthen the validity and reliability of the research, interview data will be paired with participatory observation data. This will enable the researcher to compare and validate the findings from the two data sources.

### **3. RESULT AND DISCUSSION**

#### **Results**

Recap of Musamus University students as many as 317 students. From the results of the questionnaire, it can be concluded that students already know most of the contents of the Merdeka Learning-Independence Campus policy (MBKM). As many as 196 students or around 62% of Musamus University students received information about the MBKM policy from offline/online socialization activities organized by the Tertiary Education Institution. Students agree that Musamus University has previous programs that are in accordance with the form of MBKM activities, including internships/work practices, student exchanges, teaching assistance in educational units, and building villages or Community Service Programs (KKN). The program most chosen by students in the context of learning activities outside the study program is apprenticeship/work practice. 295 students or around 93% of students agree that learning activities outside the campus will provide additional competencies such as skills in solving complex real problems, skills in analysis, professional ethics. As many as 298 students or around 94% of students also agreed that studying in other study programs would broaden perspectives and provide additional competencies needed.

As many as 18 lecturers or around 95% of the lecturers had been KKN field supervisors or supervisors for student entrepreneurial activities or internship supervisors or student exchange supervisors before the MBKM Program existed. As many as 16 lecturers or around 84% of lecturers have assisted Study Programs in compiling CPL or calculating/equalizing credits. As many as 17 lecturers or around 89% of the lecturers have studied the Merdeka Learning-Independence Campus guidebook. As many as 15 lecturers or around 79% of the lecturers have participated in the socialization of driving lecturers either directly or through the Directorate General of Higher Education's YouTube. As many as 18 lecturers or around 95% of lecturers are always willing to become supervising lecturers in MBKM activities.

Most of the Musamus University lecturers stated that there was a good increase in the MBKM program having an impact on student learning processes, the implementation of the MBKM program provided an increase in hard-skills and soft-skills for students, and the implementation of the MBKM

program played a role in increasing the capacity of lecturers. MBKM implementation is very useful for the purpose of fulfilling Graduate Learning Outcomes. Musamus University lecturers highly recommend the MBKM program for students to follow. The main obstacle for the Sibling Study Program in granting the right to adjust the curriculum and giving students the right to study 3 (three) semesters outside the study program is the Adjustment of Academic Information Systems. Criticisms and suggestions from lecturers include that this policy is expected to be sustainable, it must continue to be socialized to lecturers who want to be involved, the administration of the reporting system is further improved, it is easy to obtain information regarding MBKM, and adequate funding.

Considering that this is a new policy, there are things that are not well understood, especially regarding technical issues and funding, etc. then it would be nice to provide a more detailed guide from upstream to downstream. If possible, there should be an information notification system via HP when there is important information regarding government programs, and can be directly connected to the URL where the information is available. The need for collaboration with various user parties, namely partners in schools and industry. The number of credits in MBKM should not be more than 60% of the total student's obligation to take credits at PT.

## Discussion

An overview from the perspective of evaluating the implementation of the Free Campus Independent Learning Policy at Musamus University includes an assessment of the implementation of the policy, the resulting impact, the challenges faced, and the efforts made to improve its implementation. The implementation of the Free Learning Policy will cover the extent to which Musamus University has implemented the Free Learning Freedom Campus policy. The evaluation will involve understanding the objectives, principles and approaches underlying the policy, as well as the steps taken by the university in implementing them (Mazzucato et al., 2020; Sabatier, 2019). The implementation of the Freedom to Learn policy at Musamus University involves several steps and initiatives that need to be taken.

Several steps have been taken in implementing the policy, namely compiling guidelines and policies. Musamus University has developed guidelines and policies governing the implementation of Free Learning. These guidelines cover aspects such as curriculum flexibility choice of courses, various assessments, professional development of lecturers, and student support (Aishath et al., 2021; Guangul et al., 2020; Jonker et al., 2020). This guideline was prepared by involving various related parties, including lecturers, students, and university administration. Musamus University has provided adequate infrastructure and technology to support the implementation of the Freedom to Learn policy. This includes learning facilities, access to learning resources, and online learning platforms (Abuhassna et al., 2020; Alam, 2022). Musamus University has provided lecturers and students with adequate access to the necessary educational technology. The implementation of the Freedom to Learn policy requires support in the form of training and professional development for lecturers and teaching staff. The university has provided relevant training, including in the use of educational technology, innovative teaching methods, curriculum design, and various ratings. This training helps lecturers improve their skills and adapt to changes in learning approaches (Chou et al., 2019; Regmi & Jones, 2020).

The implementation of Merdeka Belajar encourages the merging of different disciplines. Musamus University has facilitated collaboration between disciplines by holding programs and activities involving lecturers from various fields. For example, interdisciplinary workshops or seminars can be held to encourage exchange of knowledge and experience between lecturers (Al-Husseini et al., 2021; Visser-Amundson & Anna, 2022). Another concrete step that has been taken by Musamus University is to build partnerships with industry and local communities to enrich student learning experiences. Such partnerships take the form of internships, collaborative projects, or cooperation in curriculum development that is relevant to industry needs. This helps students develop skills relevant to the world of work and broaden their professional network. Musamus University has also periodically evaluated the implementation of the Freedom to Learn policy. This evaluation involves gathering feedback from lecturers, students, and other relevant stakeholders to understand the impact and success of implementation.

Evaluation of the impact of the Freedom to Learn policy on Musamus University students can include several important factors, such as the quality of education, curriculum flexibility, accessibility of higher education, choice of study program, and improvement of students' skills and knowledge (Castro, 2019; Derakhshan et al., 2019). Evaluation must pay attention to the increase or decrease in the quality of education resulting from the implementation of the Freedom to Learn policy. The evaluation also needs to consider whether there have been any improvements in the teaching and assessment methods used. Merdeka Belajar aims to give students more freedom in choosing courses and managing their study schedule. Evaluation needs to evaluate the extent to which curriculum flexibility has benefited Musamus

University students. Merdeka Learning gives students more choices in choosing study programs that suit their interests and talents (Höffler et al., 2019; Juliani & Pasaribu, 2021).

The impact on lecturers and teaching staff in implementing the Freedom to Learn Campus Freedom policy at Musamus University can vary. The Freedom to Learn Policy encourages variety in teaching and learning methods (Guru & Al-Hilal, 2022; Hartshorne et al., 2020). Lecturers and educators may experience changes in their teaching approaches, including the use of technology, project-based learning, and a more student-centred approach. This impact can affect pedagogical skills and requires adaptation and self-development for lecturers and teaching staff. Changes in teaching and learning methods are one of the impacts that may occur in the implementation of the Freedom to Learn Campus Merdeka policy at Musamus University (Akhmedov & Shuhkrat, 2020; Gafforovna, 2020).

The Freedom to Learn Policy encourages a student-centered learning approach. Lecturers can adopt methods that involve active student participation, such as group discussions, team-based projects, or problem-based learning. The aim is to facilitate student involvement in the learning process and encourage critical thinking and creativity. The implementation of the Freedom to Learn policy can encourage the use of educational technology in teaching (Benlahcene et al., 2020; Bond et al., 2019). Lecturers can take advantage of online learning platforms, learning videos, or mobile applications to convey material, facilitate interaction between lecturers and students, and provide feedback effectively. One of the principles of Merdeka Belajar is flexibility in the curriculum (Jonker et al., 2020; Kristóf, 2020). Lecturers can introduce a more diverse choice of courses, combine relevant disciplines, or facilitate taking courses outside the main study program. This provides opportunities for students to explore their interests, broaden their horizons, and customize their learning experience.

The Freedom to Learn policy promotes a lifelong learning approach, which means that learning is not limited to the formal lecture period. Lecturers can encourage students to involve themselves in independent learning activities, such as seminars, workshops, internships, or off-campus learning experiences. Lecturers can also direct students to be involved in online learning communities or self-development programs. This change in teaching and learning methods aims to provide students with a more active, relevant and sustainable learning experience (Moore, 2020; Wallace et al., 2021). However, it is important to remember that implementation of this policy will involve careful planning, development of an appropriate curriculum, and adequate infrastructure support. Trained and competent human resources are also needed to support this change.

Implementation of the Freedom to Learn policy often involves changes in the curriculum to facilitate flexibility in the selection of courses and study programs. Lecturers and educators may need to develop new knowledge and skills in designing curricula that are responsive to student needs, integrate course options, and manage diverse program offerings (Hodson, 2020; Numonjonov, 2020). Lecturers and teaching staff need to develop pedagogical skills that are relevant to student-centered, collaborative, and innovative learning approaches (Falloon et al., 2020; Taufan, 2022). This involves an understanding of instructional design, development of engaging learning materials, diverse assessment approaches, and the ability to facilitate effective group discussion and work. Professional training and development can help teachers and educators acquire these skills.

The Freedom to Learn Policy encourages flexibility in the curriculum, including the choice of courses, the combination of disciplines, and various assessments. Lecturers and teaching staff need to adapt to these changes and ensure that the academic program offerings reflect the principle of Freedom to Learn. This impact can involve efforts to adjust study programs and coordination between lecturers. The Freedom to Learn Policy encourages flexibility in the curriculum by providing freedom in the choice of courses, the combination of disciplines, and various assessments. The Freedom to Learn Policy allows students to have a wider choice in choosing the courses they want to take (Admiraal et al., 2021; Sadeghi, 2019). In addition to the core courses related to the main program of study, students can choose elective courses from a variety of fields that interest them. For example, a computer science student might choose a course in graphic design or artificial intelligence. These course options allow students to customize and expand their knowledge according to their personal interests and goals.

Merdeka Learning encourages the fusion of different disciplines to create a holistic learning approach. This means students can take courses from several different disciplines and integrate them into their course of study. For example, an architecture student might take courses in interior design, structural engineering, or project management. The merging of these disciplines can provide students with broader insights and a more comprehensive perspective. The Freedom to Learn Policy also encourages various assessments to measure students' understanding and abilities. In addition to written tests, other assessment methods such as project assignments, presentations, portfolios or practicums can be used. This approach provides opportunities for students to demonstrate their abilities practically and creatively, and encourages more applied and contextual learning (Dughi et al., 2023; Paz et al., 2020). With flexibility in the

curriculum, choice of courses, merging of disciplines, and various assessments, the Merdeka Learning policy provides space for students to explore their interests and potential more freely. Students can take an active role in designing their own study path and develop relevant skills and knowledge according to their career goals and interests.

One of the objectives of the Freedom to Learn policy is to improve the quality of learning. Lecturers and teaching staff are expected to play an active role in improving teaching methods, enriching lecture material, and increasing interaction with students. The impact is an increase in the quality of learning that can increase student satisfaction and their involvement in the learning process (Dhir et al., 2020; Muzammil et al., 2020). The Freedom to Learn Policy aims to improve the quality of learning at Musamus University and other higher education institutions. Universities can respond more quickly to the needs of the job market and the demands of industrial development. Curricula can be updated more dynamically to reflect the latest trends and integrate the most relevant knowledge and skills. This ensures that students gain a proper and up-to-date understanding of their discipline. Merdeka Learning promotes an active, student-centred approach to learning. In this learning environment, students are directly involved in learning activities, such as team-based projects, case studies, internships, or independent research. This approach encourages active participation, problem solving, critical thinking, and the application of knowledge in real contexts.

Merdeka Learning encourages the use of a variety of teaching methods to increase the attractiveness and effectiveness of learning. Lecturers can use educational technology, simulations, group discussions, presentations, or case studies to create more varied and interesting learning experiences for students. Diversification of teaching methods helps meet diverse learning needs and promotes active student involvement (Geng et al., 2019; Kustyarini, 2020). In the context of the Merdeka Belajar policy, it is important to provide constructive feedback and meaningful evaluations to students. Lecturers can use a variety of assessment instruments, such as formative assessment, peer assessment, or project-based assessment, to provide richer and more in-depth feedback about student progress. This approach helps students identify areas for improvement and encourages self-reflection and development. Through the implementation of the Freedom to Learn policy, universities can improve the quality of learning by focusing on relevance, activity, variety of teaching methods, and meaningful assessments.

The Evaluation and Improvement Review will include evaluation steps carried out by Musamus University to monitor and evaluate the implementation of the Freedom to Learn policy. In addition, efforts made to improve and enhance policy implementation will also be considered. Musamus University can adopt continuous evaluation measures to monitor and evaluate the implementation of the Freedom to Learn policy (Bada et al., 2020; Polzin et al., 2019; Pörtner et al., 2022). Universities can conduct regular surveys of students to get feedback on their experiences with the Merdeka Belajar policy. This survey could include questions about students' understanding of policy, their level of involvement in planning their education, and their satisfaction with curriculum flexibility. The results of these surveys can provide valuable insights for improving policy implementation.

The academic data analysis policy can analyze academic data, such as exam results, student achievement, and graduation rates, to see if there have been any significant changes since the implementation of the Merdeka Belajar policy. This analysis can assist in understanding the impact of policies on student academic performance. Universities can conduct periodic reviews of existing curricula to ensure that the Merdeka Learning policy is well integrated. This review can engage faculty, faculty, and students in identifying weaknesses or gaps in the curriculum and making necessary changes (Stoesz et al., 2019; Zhao & Watterston, 2021). Evaluation of student participation can monitor the level of student participation in extracurricular activities, internships, or research projects. This evaluation can assist in understanding the extent to which students are taking advantage of the opportunities provided by the Merdeka Learning policy to develop skills and knowledge beyond the academic curriculum.

Universities can also collaborate with stakeholders, such as students, teachers, and industry parties, are in the evaluation process. Focus group discussions, interviews or forums can be held to elicit perspectives and input from different stakeholders. These evaluation steps must be carried out periodically and continuously, so that the university can better understand the impact of the Freedom to Learn policy and make the necessary improvements to improve its implementation (Naibaho, 2021; Penuel et al., 2020). The results of this evaluation can also be used as a basis for making better strategic decisions related to the development of the Freedom to Learn policy in the future. An overview from the perspective of evaluating the implementation of the Freedom to Learn Campus Merdeka policy at Musamus University will provide a better understanding of the effectiveness and success of the policy. This evaluation will help identify strengths and weaknesses in implementation and provide recommendations for future policy improvements.

By conducting this evaluation, it is hoped that the research results can provide useful information for Musamus University in improving the implementation of the MBKM policy. In addition, the results of this study can also provide important input for higher education policy in Indonesia as a whole by providing views on the effectiveness of the MBKM policy and providing recommendations that can improve its implementation in the future. Based on the description on this background, it is necessary to carry out an evaluation related to the Implementation of the Independent campus learning policy at musamus university from the perspective of students and lecturers. There needs to be closer dialogue and collaboration between students and lecturers, increased support, training and professional development for lecturers, as well as improved facilities and infrastructure that support independent campus learning. In addition, the findings of this study also underscore the importance of transparency and active participation of all stakeholders in designing, implementing and evaluating complex educational policies such as MBKM. By addressing the existing gaps, it is hoped that the implementation of the MBKM policy can become more effective and have a significant positive impact on all parties involved in the learning process at Musamus University.

#### 4. CONCLUSION

Based on the results of research and data analysis, we can draw conclusions about students. The research findings indicated a significant gap between the two groups. Students expressed dissatisfaction with the effectiveness of MBKM implementation, lack of support and guidance from lecturers, evaluation policies that were less transparent, and limited resources that affected the quality of learning. Meanwhile, lecturers expressed differences in assessment, with some lecturers reporting efforts to provide adequate support, but there were also lecturers who experienced challenges in dealing with changes in learning approaches. In conclusion, these findings indicate the need for comprehensive steps in implementing the MBKM policy at Musamus University.

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