

# **Implementation Analysis of the Merdeka Belajar-Kampus Merdeka (MBKM) Student Exchange in The Economic Education Department**

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## **ABSTRACT**

This study aims to analyze the effectiveness the implementation of Merdeka Belajar – Kampus Merdeka (MBKM) Student Exchange program in the Economic Education Department in terms of (1) Program planning that is prepared (2) Preparation of program implementation (3) Implementation of program implementation (4) Constraints faced in implementation program. Where the object of this research is the Economic Education Department, Faculty of Economics and Business, Jenderal Sudirman University.

The use of qualitative descriptive methods in this study aims to explore in depth how the implementation of the Student Exchange program in the Economic Education department at Jenderal Sudirman University is obtained, so that a clear picture is obtained in order to contribute input in efforts to improve future programs. The subjects in this study were managers, lecturers, and students of Economics Education. Data was collected using in-depth interview, observation and documentation techniques. The results of data collection were then analyzed using interactive model analysis techniques consisting of data collection, data reduction, data presentation, data quality testing, and drawing conclusions. The results of the study show that the department has a careful planning by compiling curriculum documents, developing SOPs for program implementation and guidebooks. The program implementation runs smoothly supported by good program planning. The obstacle faced is the low motivation of students in participating in the program.

**Keywords:** Student Exchange Program, Management, MBKM

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## **1. Introduction**

Universities is a higher education unit that is required to be able to produce competent graduates in accordance with the needs and demands of society, the business world, and the industrial world. This demand makes universities as educational units that most affected by the dynamics of developments that occur. There is no other option that can be achieved to realize these goals, except flexibility and adaptation to existing developments.

The development of science and technology in the industrial era 4.0, especially in the field of education, has the influence of learning many applications of technology in the flow of digitalization. The development of information that is so easily available in the palm of the hand opens up great opportunities for self-development as well, thereby increasing intense competition. The emergence of technology-based industries, namely start-ups, which include educational platforms, e-commerce, Fintech, even e-governance, and none other than industries managed by graduates of this university, requires an adjustment of the curriculum to be able to overcome the challenges of these existing developments.

Merdeka Belajar-Kampus Merdeka (MBKM) programs was formed to respond to the challenges of higher education regarding this mass development. Merdeka Belajar-Kampus Merdeka (MBKM) is a program issued by the Indonesian's Directorate General of Higher Education of the Ministry of Education and Culture by providing freedom for students to take courses according to their talents and interests outside the department taken and even outside the university where they study.

Merdeka Belajar-Kampus Merdeka (MBKM) also provides opportunities for students to practice directly about professional work, so that when students finish taking college they will be better prepared to work and develop their abilities and are expected to create new jobs, because they already have view of how the professional work is and how to do work on the basis of the theory and knowledge they gain during learning in the classroom.

Students are given the freedom to choose learning outside the department for 1 (one) semester or the equivalent of 20 (twenty) credits and a maximum of 2 (two) semesters or the equivalent of 40 (forty) credits in the same or different departments at the university. Different universities or outside universities in the Independent Learning Program-Independent Campus (MBKM) show a student-centered learning pattern. This makes students more creative, innovative, independent, and good at interacting socially. In line with the regulations that the characteristics of the learning process consist of interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative, and student-centered characteristics.

Universities must be adaptive to these policies by adjusting the learning curriculum, including Jenderal Soedirman University. To meet the vision and mission of Jenderal Sudirman University, namely the implementation of high-quality learning; development of community empowerment programs; and improving the quality of cooperation with partners to increase independence in community development should be an opportunity to be able to encourage the achievement of the vision that has been set. This success certainly requires readiness and alertness from the faculty and even the department in responding to the curriculum in accordance with the policies of the Merdeka Belajar-Kampus Merdeka (MBKM).

The Economics Education department, Faculty of Economics and Business, Jenderal Soedirman University has helped organize the learning process in accordance with Merdeka Belajar-Kampus Merdeka (MBKM) curriculum, namely by organizing student exchange programs and Thematic KKN of 8 (eight) forms of learning activities of Merdeka Belajar-Kampus Merdeka (MBKM) programs.

In 2021 the economic education department will collaborate with several universities including Negeri Semarang University (UNNES), Sebelas Maret University (UNS), and Negeri Jakarta University (UNJ) in a student exchange program. A total of 7 students took part in student exchanges at UNNES and 7 students at UNS. At the beginning of the launch of the program, students still felt unsure and confused about the rules of student exchange so that only a few students took the program.

Inadequate preparation, the absence of a pilot department in Jenderal Soedirman University environment became an obstacle at the beginning the implementation of the activity. In an effort to develop and revamp the curriculum that has been implemented by the Economic Education Study department, Faculty of Economics and Business, Jenderal Soedirman

University, Merdeka Belajar-Kampus Merdeka (MBKM) Student Exchange Program need the accompaniment of enthusiasm and *input* based on the problems that occur.

## **2. Literature Review**

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

Merdeka Belajar-Kampus Merdeka is one of the policies of the Minister of Education and Culture which gives the Right for student to study for three semesters outside their department. The implementation of the Merdeka Belajar-Kampus Merdeka (MBKM) is an effort to carry out the mandate of various regulations/legal foundations of higher education as a form of improving the quality of learning and higher education graduates. The objective of the Merdeka Learning - Merdeka Campus policy, the program "right to study for three semesters outside their department" is to improve the competence of graduates, both *soft skills* and *hard skills*, so that they are more prepared and relevant to the times and have superior competitiveness.

The implementation of Merdeka Belajar-Kampus Merdeka (MBKM) involves several parties including Universities, Faculties, Department, Students and Partners. Following are the roles of each party according to the guidelines:

- The role of higher education institutions is to facilitate students' rights (can be taken or not) to: Students can take credits outside of tertiary institutions for a maximum of 2 semesters or the equivalent of 40 credits; Students can take credits in different departments at the same university for 1 semester or the equivalent of 20 credits. Develop academic policies/guidelines to facilitate learning activities outside their department. As well as making cooperation documents (MoU/SPK) with partners.
- The role of the Faculty is to prepare a list of faculties-level courses that students can take across departments and prepare a collaboration document (MoU/SPK) with relevant partners.
- The role of the Department is to compile or adjust the curriculum to the implementation model of an independent campus, to facilitate students who will take cross-study learning within Higher Education, to offer courses that can be taken by students outside the department and outside the University along with their requirements, conduct the equivalence of courses with activities learning outside the department and outside the tertiary institution. If there are courses/credits that have not been fulfilled from learning activities outside the department and outside the tertiary institution, alternative online courses are prepared.
- The role of the student is to plan with the Academic Advisor about the course/program that will be taken outside the department, register for activities outside the department, complete the requirements for activities outside the department, including taking part in the selection if any, participating in an activity program outside the department in accordance with the provisions of the academic guidelines provided. there is.
- The partner's role is to create a cooperation document (MoU/SPK) with universities/faculty/departments and carry out program activities outside the department in accordance with the provisions contained in the cooperation document (MoU/SPK).

The forms of learning activities that can be carried out within department and outside department include student exchanges, internships/work practices, teaching assistance on educational units, research/research, humanitarian projects, entrepreneurial activities,

independent studies/projects, and village development/Thematic Community Service Programs.

## *2.2 Student Exchange*

Student exchanges are held to form student attitudes that respect the diversity of cultures, views, religions, and beliefs, as well as other people's original opinions or findings; and work together and have social sensitivity and concern for society and the environment. The objectives of student exchange include: 1) Studying across universities (domestic and overseas), living together with family at the destination campus, students' insight into Bhineka Tunggal Ika (Unity in Diversity) will develop, and will strengthen cross-cultural and ethnic brotherhood. 2) Building student friendships between regions, ethnicities, cultures, and religions, thereby increasing the spirit of national unity and integrity. 3) Organizing the transfer of knowledge to cover educational disparities between domestic universities, as well as the condition of higher education in the country and abroad.

The forms of student exchange activities are:

- Student Exchange between departments at the same Higher Education Forms of learning that can be taken by students to support the fulfilment of learning outcomes, both those already contained in the curriculum structure of departments and curriculum development to enrich graduate learning outcomes which can be in the form of elective courses.
- Student Exchange in the same departments at different Universities Forms of learning that can be taken by students to enrich the experience and scientific context obtained at other universities that have specific characteristics or learning support vehicles to optimize CPL.
- Student Exchange between Departments at different Higher Education Forms of learning that can be taken by students at different universities to support the fulfilment of learning outcomes, both those already contained in the curriculum structure of departments, as well as curriculum development to enrich graduate learning outcomes.

## *2.3 Program Evaluation*

Evaluation is the activity of looking for something valuable including looking for useful information in assessing the existence of a program, production, procedures, as well as alternative strategies proposed to achieve predetermined goals (Arikunto dan Suharsimi, 2004). In essence, educational evaluation is divided into learning evaluation and evaluation of educational programs. Learning evaluation includes the process of student learning outcomes, as is routinely done, both on a school scale (*formative and summative*) and national. Program evaluation is an effort to provide information so that it can be conveyed to decision making (Stufflebeam et al., 1986). There are four standards that must be met by a program evaluation (Fernandes, 1984) namely:

- Benefits, that is, the information generated through evaluation studies must be useful and practical.
- Accuracy, that is, the information collected must use adequate means from the point of validity, reliability, measurability and generalization power.
- Feasibility, that is, an evaluation study must meet feasibility standards both politically and cost-appropriately.
- Honesty, that is, a program evaluation study must be carried out honestly and meet ethical elements.

There are several types of program evaluation models that can be selected, one of which is the CIPP evaluation model (*context, input, process, product*). CIPP model evaluation is an evaluation model that assesses the program being evaluated as a system. This means that the evaluator team will analyze the program based on its components (Arikunto dan Suharsimi, 2004). The CIPP model developed by Stufflebeam is a type of evaluation model that is more comprehensive by conducting evaluations ranging from context, *input, process*, to product.

The results of the evaluation with the CIPP model can be used on 4 basic types of decision making (Stufflebeam et al., 1986), namely: (1) planning (affecting the selection of goals and objectives of activities), (2) structuring (determining optimal strategies and designing procedures in achieving goals), (3) implementation (providing tools for program implementation and improvement of existing programs), and (4) recycling (determining whether an activity needs to be continued or changed or stopped).

### **3. Research Methodology**

#### *3.1 Research Approach*

This research is a research with two approaches, namely qualitative with a qualitative type of descriptive research. Descriptive qualitative is to describe, describe, compare a data and a state and explain a situation in such a way before a conclusion is drawn (Sugiyono, 2014). In this study, a qualitative approach is used to find answers to deep questions that cannot be realized by numbers.

#### *3.2 Research Subject and Setting*

The subject of this study is the Economic Education Department in Banyumas Regency. The study was conducted for 8 months. The location of this study is Jenderal Soedirman University.

##### *3.2.1 Data Collection Techniques*

The data used is by using primary data and secondary data. The primary data in this study is in the form of data on the implementation of the Merdeka Belajar - Kampus Merdeka (MBKM) Student Exchange program and Thematic KKN obtained through direct interviews with departments, partners, and students participating in the program. Meanwhile, the secondary data in this study are data obtained from documentation. The techniques used in data collection are interview techniques, observations, documentation, books, and other sources relevant to research.

##### *3.2.2 Data Analysis Techniques*

Qualitative methods will be analyzed with interactive model analysis techniques consisting of data collection, data reduction, data presentation, data quality testing, and drawing conclusions. In addition, this study also uses technical analysis of the CIPP model (*context, input, process, product*), which is a more comprehensive or comprehensive evaluation model by conducting evaluations ranging from context, input, *process*, to product (*product*) (Stufflebeam et al., 1986).

### **4. Results**

#### *4.1 Research Implementation*

The research team started the research by conducting a *Focus Group Discussion* FGD needs analysis in this study. *Focus Group Discussion* (FGD) was attended by members of the research team and was held on May 9, 2022. The FGD discussed the research steps that will be carried out.

The Research Team then started the research process by taking data on the implementation of the Merdeka Belajar- Kampus Merdeka (MBKM) Student Exchange program and the MBKM Thematic KKN for economic education students of Jenderal Soedirman University. The Research Team held a *Focus Group Discussion* (FGD) held in the meeting room of the FEB Unsoed Integrated Lab, 5th Floor. *The Focus Group Discussion* (FGD) was held on June 26, 2022 and discussed the Merdeka Belajar- Kampus Merdeka (MBKM) Student Exchange program and the MBKM Thematic KKN for economic education students of Jenderal Soedirman University which had been carried out.

#### *4.2 Description of Research Data*

In the research conducted, data were taken from students who were involved in the process of the Independent Learning Program - Independent Campus (MBKM) Student Exchange in the Economic Education Department FEB Unsoed. The list of universities that collaborate with the FEB Unsoed economic education department in the student exchange program is as follows:

- Universitas Negeri Semarang (UNNES)
- Universitas Sebelas Maret (UNS)
- Universitas Negeri Jakarta (UNJ)

There were as many as 7 students participating in student exchanges at UNNES and 7 students at UNS.

### **5. Discussion**

#### *5.1 The preparation of the Department in the implementation of the Merdeka Belajar- Kampus Merdeka (MBKM) Student Exchange program in the Economic Education Department FEB UNSOED*

Each university (Semarang State University, Sebelas Maret University, Jakarta State University) as partners and facilitators of the MBKM Exchange student program strongly supports the implementation of this program, this can be seen from the good coordination, as well as various facilities provided to students to support the coaching process the learning and administration required of students to conduct student exchanges. The university also coordinates students to get the same facilities as other students to support learning activities.

#### *5.2 Student preparation in the implementation of the Merdeka Belajar- Kampus Merdeka (MBKM) program for Student Exchange in the Economic Education Department FEB UNSOED*

The existence of the Merdeka Belajar- Kampus Merdeka (MBKM) program for Student Exchange is expected to be able to become one of the learning processes for S1 Unsoed Economic Education students to improve soft skills that can be a provision for socializing when they graduate from university. Soft skill that can be trained through this program include negotiation skills, communication skills, leadership, the ability to work in a team, the ability to solve problems and make decisions, creative and innovative thinking techniques, a positive mental attitude and time management skills.

Students also admitted that they were greatly helped and enthusiastic about the MBKM Exchange student program because with this program they could immediately get direct experience in the field. Many things they get a lot of benefits, especially the ability to communicate to be able to adapt to the new social environment.

### *5.3 Implemented the Merdeka Belajar- Kampus Merdeka (MBKM) Student Exchange program in the Economic Education Department FEB UNSOED*

The implementation of the Merdeka Belajar- Kampus Merdeka (MBKM) Student Exchange program for economic education students of Jenderal Soedirman University has been carried out well. This can be seen from the enthusiasm and cooperation of various elements that support the running of the MBKM Exchange student program both from the University which collaborates in student exchange programs and villages as partners of the Thematic KKN and from the department. The Merdeka Belajar- Kampus Merdeka (MBKM) Student Exchange program and the MBKM Thematic KKN carried out are able to form and provide student knowledge, skills, and soft skills as a provision to face the world of work after graduating from university. In addition, university partners who collaborate with the Economic Education department are also very supportive running of this program, they provide various facilities to support the learning process and coordinate and guide students.

In general, all matters related to the implementation of the Merdeka Belajar- Kampus Merdeka (MBKM) Student Exchange program for economic education students of Jenderal Soedirman University are carried out optimally. Starting from debriefing by the department for students. Good coordination with universities partner, as well as the learning process student exchange programs. With these various things, students are expected to gain experience and be able to achieve the goal of having soft skills such as negotiation skills, communication skills, leadership, the ability to work in a team, the ability to solve problems and make decisions, creative and innovative thinking techniques, a positive mental attitude and time management skills.

## **6. Conclusion**

- The implementation of the Merdeka Belajar- Kampus Merdeka (MBKM) Student Exchange program has been carried out well
- Department also performs its duties in accordance, related to planning, debriefing and supervision of students who carry out the Merdeka Belajar- Kampus Merdeka (MBKM) Student Exchange program.
- The universities that cooperate in implementing Merdeka Belajar- Kampus Merdeka (MBKM) Student Exchange program strongly support the implementation of this

activity by providing various facilities and good coordination with department and students.

- The existence of Merdeka Belajar- Kampus Merdeka (MBKM) Student Exchange program empowerment programs is expected to be able to improve skills such as negotiation skills, communication skills, leadership, the ability to work in teams, the ability to solve problems and make decisions, creative and innovative thinking techniques, a positive mental attitude and time management skills.

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