

Promoting Success for MBKM-Curriculum through Internship Program in Higher Education

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Abstract. Under the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 the Year 2020 about National Standard of Higher Education and Guidance of Freedom to Learn-Independent Campus (MBKM Curriculum) Year 2020, a higher education institution has the responsibility to encourage students to have learning experiences outside the study program (Prodi) and outside home university for maximum 3 semesters. The learning experiences that the students got from outside the Study Program and home university must be transferred into academic recognition equal to 20 credits. To meet this demand, Universitas Negeri Semarang (UNNES) through MBKM Body in each faculty initiated a program that can be transferred into academic recognition equal to 12 credits namely MBKM UNNES PRIGEL Program or simply the PRIGEL program. MBKM UNNES PRIGEL is developed from Internship Program (PKL) having 12 credits-academic recognition. This paper examines how an internship program in higher education can support the implementation of the MBKM curriculum, especially in the Faculty of Languages and Arts (FBS), Universitas Negeri Semarang. A qualitative method was employed to conduct this study specifically using the PDCA method proposed by Deming in Swamidass (2000). Two main issues faced by the Faculty MBKM coordinator in UNNES are 1) designing the form of learning activities (BKP), 2) meeting the academic requirements and policy. Key strategies for supporting the policy and the development of the form of learning activity (BKP) are discussed in this paper.

Keywords: MBKM; Internship; PRIGEL; Higher Education Curriculum

INTRODUCTION

The emergence of Industry 4.0, or the fourth industrial revolution has fully revolutionized how the industry or labor market works. Accuracy, speed, efficiency, and quality are the main focus promoted by the Industry 4.0 society (Helmi, 2019). Consequently, there is a significant change in curriculum and education policy especially higher education whose function is to prepare the students to acquire the knowledge and skills that are subsequently needed in the labor market. In addition, the curriculum of higher education must also "produce graduates" who are skillful in science and technology to "meet the national interest and increase national competitiveness" (Purwanti, 2021). In response to this change, the Indonesian government initiated a new curriculum for higher education that is Freedom to Learn-Independent Campus (*Merdeka Belajar - Kampus Merdeka* / MBKM) which is under the three central policies, i.e., Regulation of the Minister of Education and Culture of the Republic of Indonesia (*Permendikbud*) Number 3, 5, and 7 the Year 2020. *Permendikbud* Number 3 the Year 2020 about the national standard of higher education regulates the right of students to study outside their study program. *Permendikbud*

Number 5 manages the accreditation system policy for higher education, while Number 7 regulates the policy on the opening of new study programs. In addition, the curriculum of Freedom to Learn-Independent Campus is supported by *Permendikbud* Number 4 in the Year 2020 which encourage higher education institution to become a legal corporation.

Learn-Independent Campus (MBKM) Curriculum is a curriculum designed by the Minister of Education and Culture of the Republic of Indonesia which encourages pupils to learn a variety of sciences that will be helpful when they enter the workforce (Supriati, et.al., 2022). Some points are being focused on Freedom to Learn-Independent Campus (MBKM) Curriculum. As Purwanti (2021) summarized, Freedom to Learn-Independent Campus (MBKM) Curriculum highlights the four main points. They are 1) an "automatic re-accreditation system", 2) students' learning experiences outside the study program and home university, 3) study program autonomy to "establish qualified study program", and 4) encouragement of state universities to become "legal corporations". Concerning the second point, Dirjendikti (2020) believes that learning experiences from the outside study program and

home university can support students to meet the industrial demand. Thus, Dirjendikti (2020) encourages study programs as well as universities to design activities that promote a link-and-match relationship between educational institutions and industries (DUDI). A link-and-match can be achieved through collaboration between university and industry (Sila, et.al., 2022).

To achieve the link and match, the Ministry of Education and Culture (*Kemdikbud*) designed MBKM activities through 8 main activities. They are 1) student exchange, 2) internship, 3) teaching assistance in education units, 4) research, 5) humanitarian projects, 6) entrepreneurial activities, 7) independent studies/projects, and 8) village development/ "real work lecture thematic" (Dirjendikti, 2020; Fuadi & Irdalisa, 2021).

The issuance of the MBKM curriculum leads to a positive impact as well as challenges to universities as educational institutions. Positive collaboration is a beneficial impact that encourages lecturers, students, faculty (UPPS), university/college (PT), Study Program (Prodi), as well as users (industry) to work together to create a positive new learning environment that promotes a link-and-match between university and industry. However, there are challenges in realizing the curriculum. Purwanti (2021) highlights a strong challenge which is the lack of partnership between the university and the users. This factor decreases employability for university graduates (Purwanti, 2021). Another challenge is the facilitation provided by the UPPS. Concerning this challenge, Fuadi & Irdalisa (2021) suggest some actions that might be done. Firstly, the faculty must prepare facilitation such

as faculty-level courses that students can take across study programs. Secondly, the faculty must prepare cooperation documents (MoU/SPK) with relevant partners.

Following up Fuadi's & Irdalisa's (2021) suggestion, the Faculty of Languages and Arts (FBS), Universitas Negeri Semarang (UNNES) through MBKM Body (*Gugus MBKM*) tries its best to facilitate the students to have real practical working experience through MBKM UNNES PRIGEL. MBKM UNNES PRIGEL or simply PRIGEL is a program that is developed from the internship program which is done at the faculty level. PRIGEL is administered under the circular letter of the UNNES Vice Rector of Academic Affairs Number B/4660/UN37/KM/2022 (Thohiriyah, 2022). At the faculty level, MBKM Body provides guidelines and policies for PRIGEL implementation. However, there are two main problems with implementing PRIGEL. First, there is not yet a design for the form of learning activities (BKP) and the second problem is dealing with the academic requirements and policy. This paper then discusses some key strategies done by the MBKM Body at the faculty level for supporting the policy and the development of the form of learning activity (BKP) and academic requirements for the students joining PRIGEL.

METHODS

The method used in this study is the PDCA (Plan-Do-Check-Action) method introduced by Dr. W. Edwards Deming and commonly called the Deming Cycle (Swamidass, 2000).

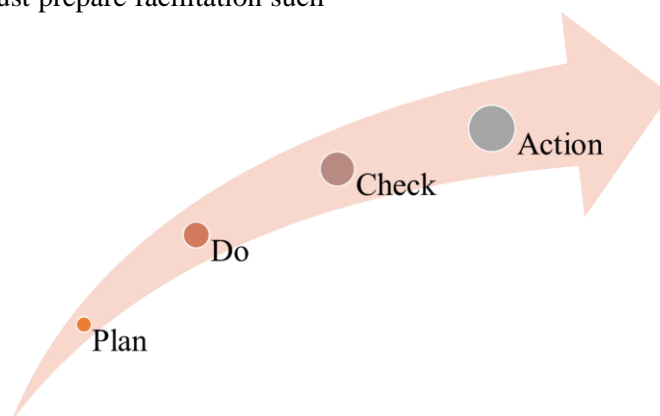


Figure 1. PDCA proposed by Deming.

Nasution (2001) describes the stages in the Deming cycle, namely: a) Plan, compile and plan details and establish good process standards; b) Do, implement the plans that have been prepared

at the planning stage and implemented gradually, in addition to making improvements as best as possible so that the planned targets are achieved; c) Check, is to check the results of improvements

with predetermined targets. If the target has been achieved, then the process stage can be continued at the next stage, namely the Action stage. Meanwhile, if the process does not meet the desired target, the process is repeated at the planning stage to re-plan the activities that must be carried out to achieve the specified target; and d) Action, the activity of making adjustments to a process that is needed based on the results of the analysis that has been carried out in the previous stages. This adjustment is made to prevent the recurrence of the problem to be resolved. And bring up the problem of what else will be done after the fix of the problem in the previous problem is resolved. Data sources in research are divided into primary and secondary data sources. The primary data source is respondents from the FBS MBKM team and the secondary data source is a literature study in the form of books, journals, and notes that discuss related matters. Data collection techniques are carried out through interviews, filling out simple questionnaires, and documentation. Milles and Huberman (1994) stated that qualitative research is carried out interactively and continuously so that the data analysis techniques carried out in this study are: a) data collection; b) presentation of data; c) data reduction; and d) drawing conclusions and verification.

RESULTS AND DISCUSSION

a. The strategy of MBKM body to support and develop BKP PRIGEL

For designing the BKP, the MBKM body follows the strategy of the PDCA (Plan-Do-Check-Action) method introduced by Dr. W. Edwards Deming. Each procedure is elaborated on below:

1. Plan

In the planning or plan stage, the MBKM Body carries out a partnership initiation plan with relevant agencies or institutions and creates procedures for the Form of Learning Activities (BKP). The initiation is done through two main activities that is providing a scheme for partnership and registering the partnership in MBKM System (SIM MBKM).

a. Designing the form of learning activities (BKP)

The form of learning activities (BKP) for the PRIGEL program must be well-documented administratively. The administrative document needs to be managed to ensure that the MBKM activities done by the students are worth-

recognized for 12 credits. The BKP document consists of some parts. they are description, purpose, target, program committee, partner, learning outcomes, timeline, learning activity program, activity report, scoring, and registration system. Each part is explained as follows:

- A description must describe the PRIGEL activity mentioning the specific partner and a concise job description that is in line with the graduate learning outcome of the study program.
- A purpose must tell the clear purpose of the program which would like to be achieved by having a PRIGEL internship in the partner institution.
- A target program encompasses target participants or actors of the program
- committee and mentions the organizing party for the program. In this case, the faculty is in charge of the program as the PRIGEL internship is held at the faculty level.
- Partner describes the partner institution which involves in the program.
- Learning outcomes elaborate on the outcomes that would like to be achieved from the program. The outcomes must be in line with the Graduate Learning outcome and Course Learning Outcome of the study program that the students enroll in. The learning outcomes include attitudes, knowledge, specific skills, and general skills that must be acquired by the students.
- The timeline shows the time for the program starting from the timeline of the initial stage which is applying for the program to the final stage which is examination and scoring.
- The learning activity program showcases the sub-competencies that the students must acquire by joining the program, learning materials that elaborate activities would like to be conducted during the program, time allotment, method, and assessment.
- Activity reports describe the form of a report that must be submitted once the program is finished.
- Assessment and scoring describe the system of scoring to assess the students for their PRIGEL performance.
- The registration system explains the steps or procedures that must be followed by the students to enroll in the program.

b. Collaboratively initiating partnership

The initiation of the MBKM PRIGEL begins with the initiation of partners. The MBKM

PRIGEL partner initiation scheme is described in 2 schemes. Subsequently, the scheme was developed so that it can be continued for the implementation of the PRIGEL program. The initiation program development procedure is carried out in synergy and collaboration with all elements including students and study programs. Here is the partnership initiation program

development process:

1. Partnership initiation proposed by students

In the program development process, students play an active role in finding MBKM PRIGEL partners independently. The flow in the process of finding partners and their follow-up is described in the following figure:

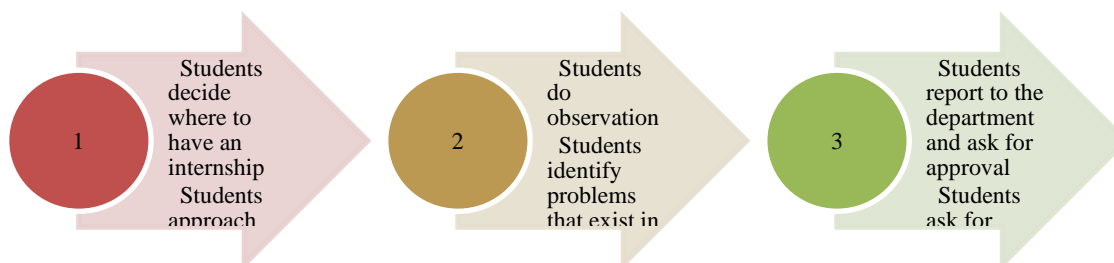


Figure 2. Process of approaching partner institutions and their follow-up

Figure 2 above illustrates the process of initiating a partnership proposed by the students. The first procedure performed by students is: 1) students determine potential partners together with the PRIGEL team and after determining partners, students make contact with potential partners, 2) after contacting potential partners, students bring an observation letter and come to prospective partner agencies to conduct initial observations. In initial observations, students identify problems that exist in prospective partner agencies and offer solutions according to the background of the study program which are then used as project programs during the PRIGEL program later at partner institutions, 3) after obtaining approval from prospective partners to carry out the PRIGEL program in prospective partner institutions, students report to the Study Program Coordinator (Korprodi) and the PRIGEL coordinator to ask for consideration whether the proposal for the prospective partner and the PRIGEL project are approved by considering the job description and its relevance to the study program curriculum. If the process has been carried out and the students have received approval from *Korprodi* and PRIGEL coordinator at the faculty level, then the student can prepare and design Form of Learning Activities (BKP) for their PRIGEL program.

2. Partnership initiation proposed by MBK Body and Study Program

The second strategy for partnership is proposing potential partners via the MBKM body

and study program. This partnership is categorized as an institutional partnership scheme. MBKM Body and Study Program work collaboratively to propose potential partner institutions for PRIGEL internship.

2. Do

In the Do stages, the program is developed both administratively and practically. Administrative development is carried out through the MBKM System (SIM) done by MBKM Coordinator. MBKM Coordinator is a member of the MBKM Body at the Faculty level. The following are some activities done by the MBKM Body.

1. Administering the partnership in MBKM System (SIM MBKM) and assisting students to register at MBKM System

In the initiation of the PRIGEL program, the partnership is the key. The partnerships must be registered to the MBKM System (SIM). The registration process is done by the MBKM Coordinator and/or MBKM operator in each study program in the faculty. The registration of partnerships brings implications for the system. The students can choose the type of partnership scheme before proceeding to the next process of registering themselves into the MBKM system for joining the PRIGEL internship. In MBKM System, there are two options for partnership provided. The following is an illustration of the type of partnership that students can choose from the MBKM System:

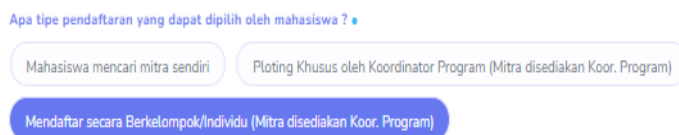


Figure 3. Partnership-based registration

Based on the illustration in Figure 1 above, there are 3 types of registration options provided by the system, namely: 1) students looking for their partners, 2) special plotting by the program coordinator (partners are provided by the program coordinator), and 3) in groups/individuals (partners are provided by the program coordinator). by the program coordinator). Following are the bullet points for each scheme:

a. Students looking for their partners

In this scheme, students are allowed to find PRGEL partners themselves. In looking for partners, students consider the suitability of the type of job description that will be provided by partners during PRGEL implementation. In addition, partners must also be approved by the Study Program (Prodi).

b. Custom plotting by program coordinator (partner provided by the program coordinator)

Special plotting by the program coordinator is an option where students are grouped by the program coordinator on the recommendation and approval of the Study Program coordinator (KorProdi). In this scheme, students do not look for PRIGEL partners themselves, but partners

are provided by the program coordinator. In other words, the initiation of partner cooperation is carried out by the program coordinator. The PRIGEL program coordinator is the MBKM cluster in each faculty.

c. Enroll in groups/Individuals (Partners provided by the program coordinator)

In this type of scheme, the third scheme is the same as scheme 2 related to partnerships where partners are provided by the program coordinator. In other words, students do not look for partners on their own because the initiation process of partner collaboration is carried out by the program coordinator. What distinguishes it from scheme 2 is that students can register independently in the system (without being plotted by the program coordinator) either individually or in groups.

In the case of partnerships, the program coordinator inputs the partner database before finally the partner option appears in the system and is chosen by the student. In the MBKM system, partner options are on the UNNES MBM BKP Partner menu. The menu is shown in the following figure:

Figure 4. Data entry of PRIGEL's partner institution

At the data entry stage, the PRIGEL program coordinator performs data entry related to partner data including data on unit type, partner name, partner description, email, telephone,

address, postal code, unique code (if any), and country. If all data has been inputted, the system will provide partner details. Detail display details as follows:

Figure 5. Illustration of partner detail data that has been inputted into the BKP MBKM UNNES PRIGEL system

The picture above is a detailed illustration of Liputan6.Com partner data that has been input into the system by the PRIGEL Program Coordinator.

2. Developing MBKM PRIGEL

The next "do" is developing MBKM PRIGEL. The procedures done by the MBKM Body at the Faculty level in developing the MBKM PRIGEL are elaborated as follows:

1. Designing Form of Learning Activities (BKP)

In preparing the Forms of Learning Activities (BKP) for MBKM PRIGEL, the procedures that must be carried out by students are:

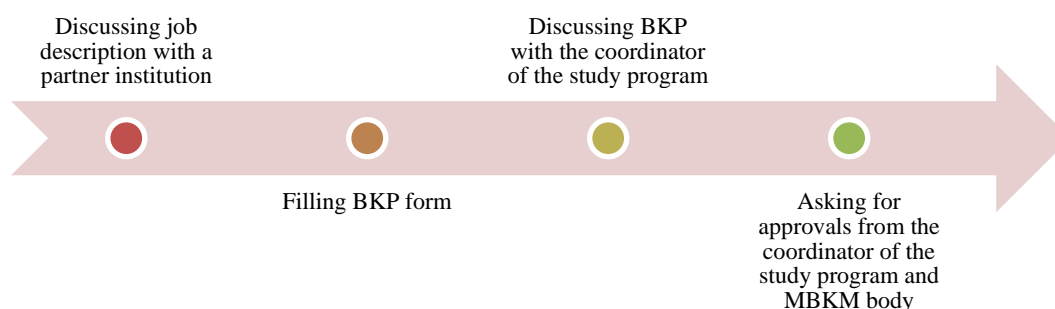


Figure 5. Process of composing BKP

Figure 5 shows the process of making PRGEL MBKM BKP. In preparing the BKP, students must discuss with partners related job descriptions and assignments during the PRIGEL program. Based on the discussion of job descriptions, students together with the PRIGEL program coordinator filled out Learning Outcomes on the BKP form. All BKP fields must be complete. After obtaining approval for the draft, students submit the BKP to the program coordinator for further processing in the UNNES MBKM system.

a) Study Program

The Study Program has an important role in the development of the PRIGEL MBKM program. The roles of study programs are as follows:

- Provide understanding to the guardian lecturer related to the PRGEL MBKM program that is in the student curriculum so that the guardian lecturer can direct students when they want to make a selection of courses

(MK) that will be recognized for MBKM PRIGEL.

- Consider the contents of the BKP draft made by students and whether it is in accordance with the Learning Outcomes (CP) in the study program curriculum
- Schematic of the assignment (plotting) of supervisors in the Study Program for the MBKM PRIGEL
- Coordinate with the MBKM PRIGEL coordinator in the study program for BKP data entry and direct students to register in the MBKM system

b) Program Coordinator MBKM PRIGEL

The following is the workflow of the MBKM program coordinator at MBKM UNNES PRIGEL where the program coordinator is the chairman and member of the MBKM cluster in each faculty who is the representative of the study program. In carrying out his work, the program coordinator is assisted by MBKM operators in each study program.

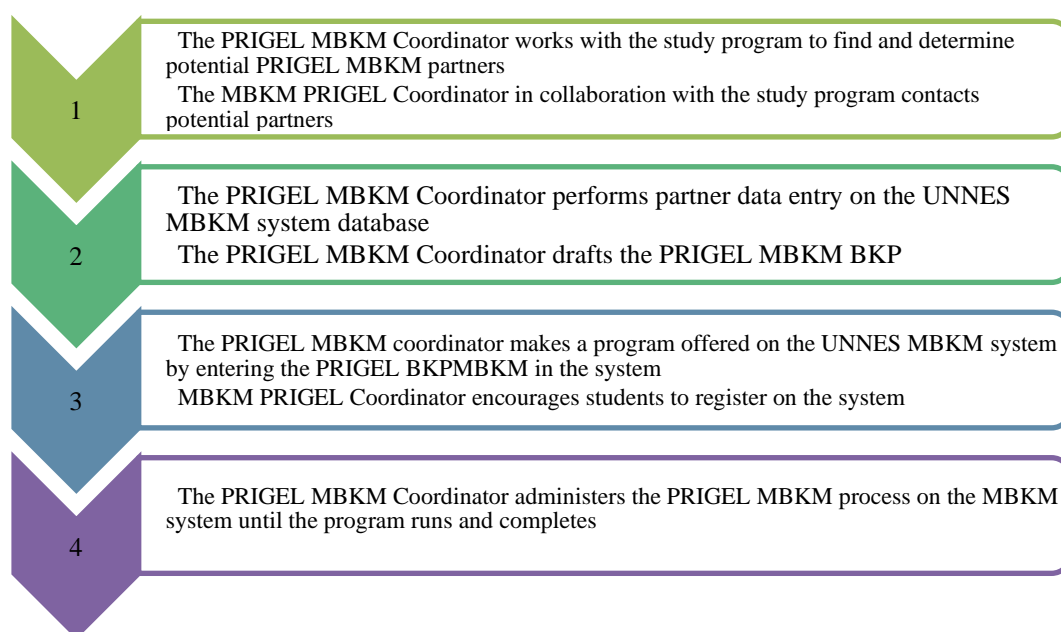


Figure 6. MBKM PRIGEL program coordinator workflow

2) Meeting the academic requirements and policy: The role of the MBKM Body at FBS in supporting administrative policies and practices

The MBKM body at the Faculty of Languages and Arts (FBS) plays a role in helping the implementation of the MBKM UNNES PRIGEL program. The tasks and roles of the body are as follows:

a. MBKM system administration facilitation

In carrying out their duties in developing the MBKM UNNES PRIGEL program, the MBKM body at the faculty level is assisted by MBKM operators in each/each study program to facilitate the administration of the MBKM system related to the implementation of the MBKM PRIGEL program. The following are points in the MBKM system carried out by program coordinators and operators:

- Perform partnership data entry
 - Make an internship offer card by inputting the BKP that has been designed by the student team in collaboration with the PRIGEL study program and MBKM program coordinator into the BKP menu in the UNNES MBKM system
 - Administering the student registration process
 - Set student travel status
 - Approve recognition based on the recognition plotting of Courses by students which has been approved by the guardian lecturer and the study program
 - Input the name of the field supervisor on the system appointed by the study program to guide PRIGEL students
- b. Facilitation of administrative documents at the study program level**
- Among the documents prepared by the MBKM body at the faculty level are the following:
- Letter of application to the dean of the faculty to issue a letter of assignment for field assistants (PL) who are mentors for students at partner institutions as the basis for issuing PPK for disbursement of honorarium for field assistants (PL) assigned by partner institutions to guide students during MBKM PRIGEL at partner institutions.
 - Prepare attachment documents for disbursement of PL honorarium consisting of tax number (NPWP) and a copy of the PL savings account book
 - Prepare a draft letter of application for the issuance of a letter of assignment for supervisors
 - Prepare a draft application letter for the issuance of a letter of assignment for supervisors for the deployment, monitoring, and withdrawal of the PRIGEL MBKM program
- c. Program socialization to prospective students participating in the MBKM PRIGEL and prospective field supervisors (DPL)**
- a) Socialization of the PRIGEL program for supervisors is carried out by each representative of the MBKM body in each non-educational study program at FBS. For the English Literature study program, Thohiriyah conducted the socialization on September 9 at 15.30 via an online application, Zoom Cloud Meeting. The following is the documentation of the implementation of PRIGEL MBKM socialization for supervisors:

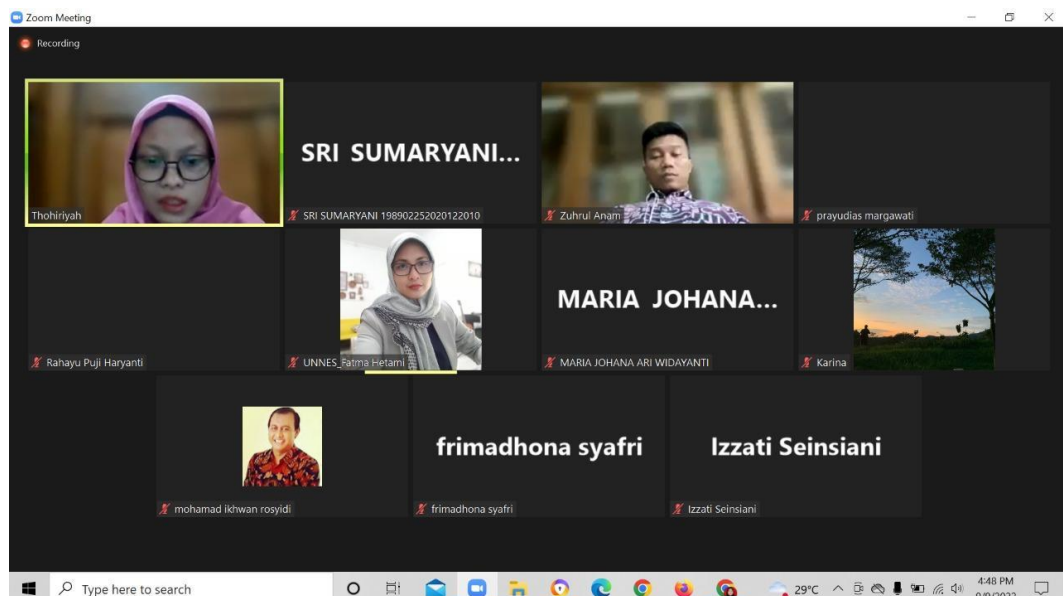


Figure 7. Program socialization for internship supervisor

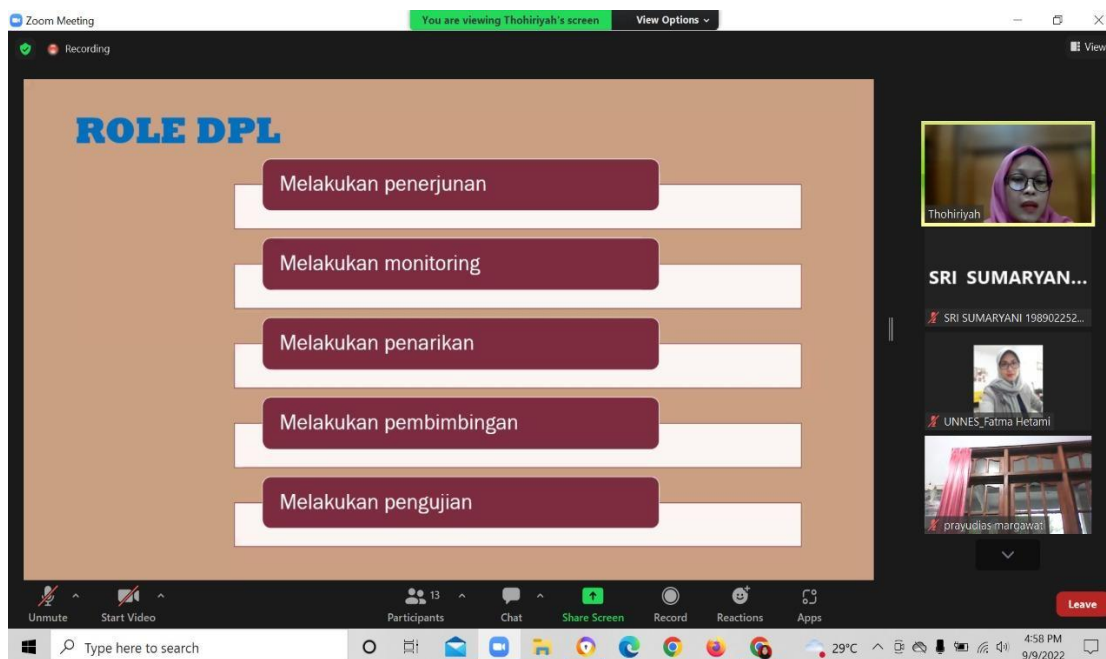


Figure 8. Material delivery for internship supervisor

b) Socialization for the students in FBS

The socialization of the PRIGEL MBKM program for students at FBS was carried out 2 times, namely online and offline. The online socialization was carried out via Zoom Cloud Meeting on July 22, 2022, and offline socialization was carried out at the Dean's Roundabout, FBS on September 19, 2022.

3. Check

The check stage is carried out by checking procedures for requirements such as BKP, internship acceptance documents from partner

agencies for students, and system readiness. All required documents are then uploaded to the system as archives and prerequisites for the implementation of PRIGEL. The next check is actively monitoring. Checks are carried out on the suitability of the proposed BKP with programs run by students in the field. This check can be done by field supervisors (DPL) and the FBS MBKM Cluster Team by opening the logbook filled in by students every day. A logbook must be filled in for monitoring and recognition prerequisites in the MBKM system. Here's an overview of the logbook.

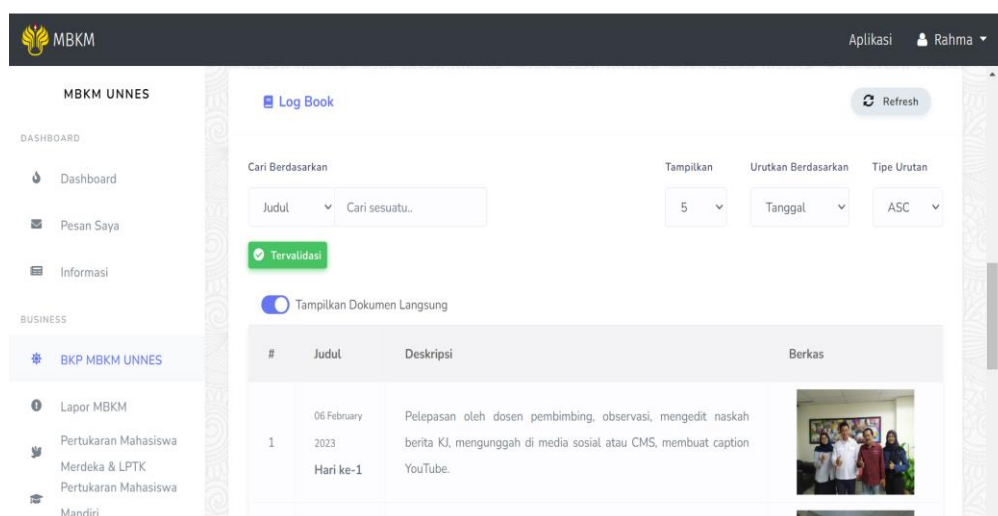


Figure 9. Log Book in the MBKM system

In addition to the logbook, there is a "Bimbingan" menu in the MBKM system that can

be used by DPL to discuss the implementation and obstacles experienced by students.

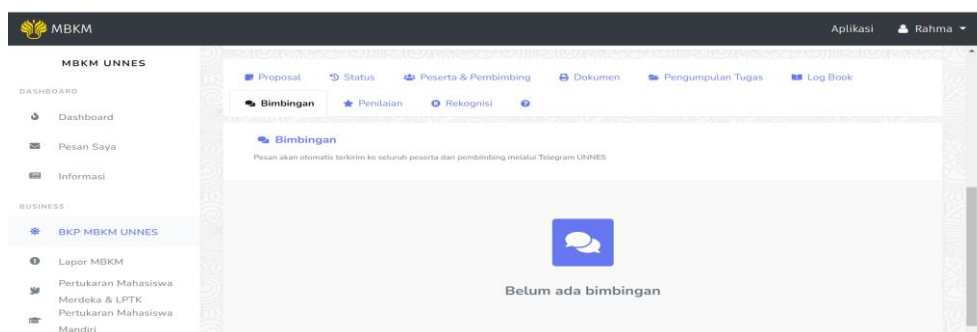


Figure 10. Bimbingan menu in the MBKM system

4. Action

The action stage is the implementation of the program including the deployment of students, monitoring, and withdrawal of students.

During the working year of the FBS MBKM Body in FBS for the 2022 period, various

activities to support the implementation of MBKM PRIGEL in the faculty have been carried out with good teamwork. The following is the number of students involved in the PRIGEL program at FBS:

Table 1. Number of student involvement in FBS in MBKM UNNES PRIGEL in 2022

Study Program / Department	Even Semester 2021/2022	Odd Semester 2022/2023
English Literature		52
English Education	1	
Indonesia Literature		54
Visual Communication Design		63
Department of Foreign Languages		9
Javanese Department		15
TOTAL	1	193

Based on the table above, student participation in the MBKM UNNES PRIGEL program at FBS was 194 students. This is because some other students have followed other MBKM flagship offered by *Kemdikbud* such as IISMA (International Students Mobility Awards), Independent Student Exchange (*Pertukaran Mahasiswa Merdeka/PMM*), Internship and Independent Study (MSIB), etc. which were recognized to PKL Courses in the previous year so that in 2022 students would no longer take the UNNES PRIGEL MBKM program.

The stage of deployment, monitoring, and student withdrawal is done by the academic supervisors. The supervisors are lecturers who belong to the study program and are assigned to supervise students conducting PRIGEL. Based on the interview of the students in the monitoring process, it was found that the job descriptions in BKP had been implemented by the students in the partner institutions during their PRIGEL program. However, some partner institutions gave job descriptions that do not have any

correlation with the student's competencies and the graduate learning outcome of the student's study program (Prodi).

Based on the evaluation from the monitoring stage, the MBKM Body does adjustments related to the policy of choosing partner institutions. First, the partner institutions which are proposed independently by the students must have relevant job descriptions to the student's background knowledge. If the students do not have any relevant partner institutions, then they can be plotted into alternative partner institutions provided by the MBKM Coordinator or study program. The evaluation is also supported by the students' final report submitted to MBKM System. Once the students finish submitting the final report then they would have an examination by the supervisors and finally get academic recognition processed via MBKM System. The following figures are illustrations of the final report submitted to the MBKM system and MBKM recognition recorded by the MBKM System in FBS, UNNES.

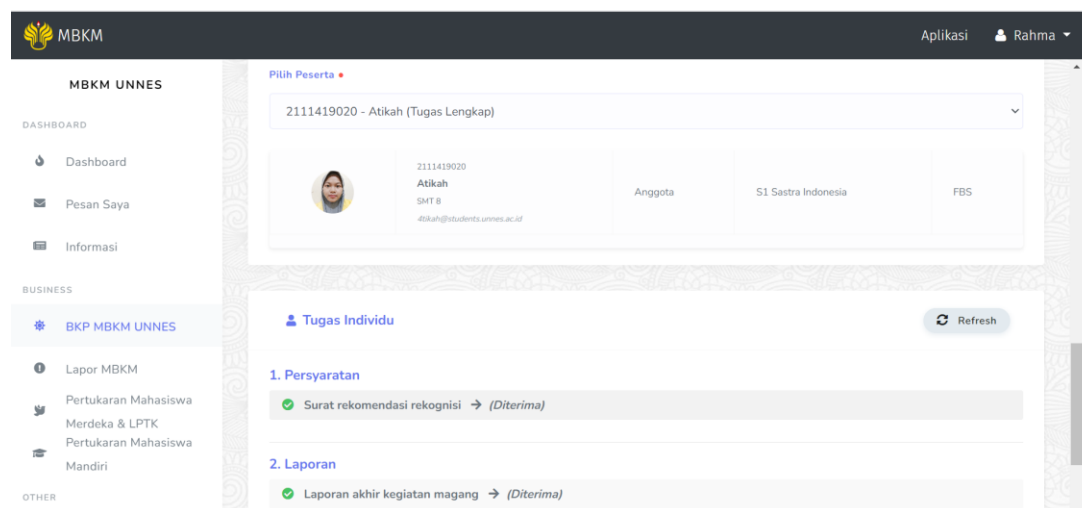


Figure 11. PRIGEL final report

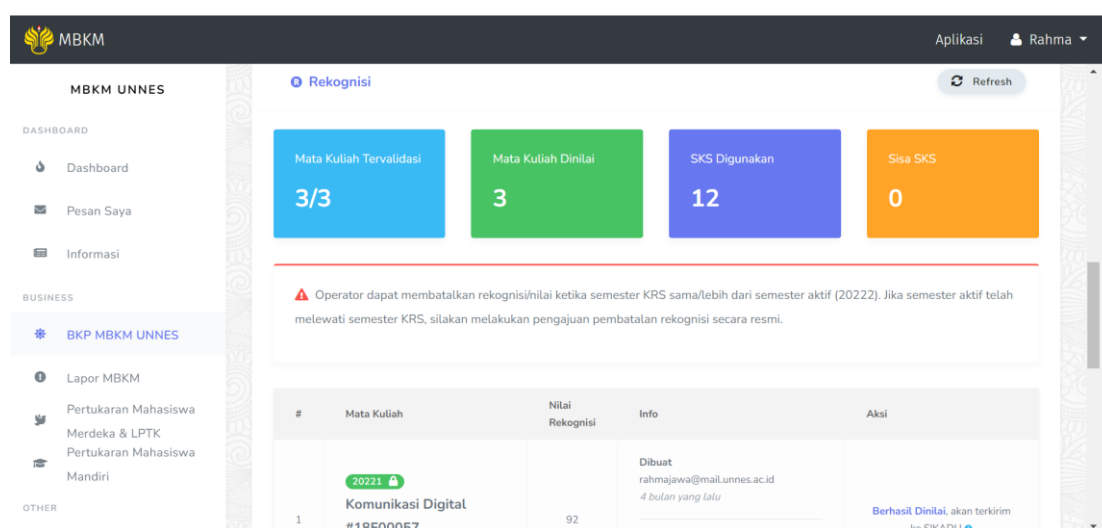


Figure 12. PRIGEL recognition

CONCLUSION

The UNNES PRIGEL MBKM program is a development of the internship program. MBKM UNNES PRIGEL was developed in order to achieve the link-and-match as it is implied by the MBKM curriculum. MBKM PRIGEL in FBS is successfully carried out and done by the students. By the end of the program, the students get 12 credits for their academic recognitions. Finally, it can be concluded that MBKM UNNES PRIGEL needs to be continued for supporting the implementation of the MBKM Curriculum. However, regular evaluation must be conducted to ensure that the partner institutions cooperatively assign the students in accordance with their competencies during the PRIGEL program so 12 credits-recognition is worth it for them.

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