

The Impact of Freedom to Learn in *Kampus Merdeka* at Karyadarma University Kupang, East Nusa Tenggara

Drikben Eka Putra Nggadas

Hery Wadu

Greogorius Nenabu

Universitas Karyadarma Kupang

Aloysius Liliweri

Universitas Nusa Cendana Kupang

I Nengah Dasi Astawa

Universitas Pendidikan Nasional

E-mail: undarmakupang1405@gmail.com

Abstract: The purpose of this research is to describe the impact of freedom to learn on Kampus Merdeka at Karyadarma University, Kupang, East Nusa Tenggara, Indonesia. This research was carried out with the Survey Method. The subject of this research is the entire academic community of Karyadarma University Kupang which consists of Lecturers, Education Personnel and Students. The data collection techniques and instruments used in this research are survey techniques using online questionnaires developed by the Spada Dikti Team. The data obtained were analyzed using descriptive analysis techniques and regresi analysis. The result showed that the impact of freedom to learn on Kampus Merdeka at Karyadarma University Kupang is reflected through the implementation of the learning process, improvement of student soft and hard skills, improvement of student skills and capacity building of lecturers and education staff. The correlation of knowledge about freedom to learn in Kampus Merdeka with an increase in student soft and hard skills and an increase in student skills is in the weak category, while the correlation of knowledge about freedom to learn in Kampus Merdeka with an increase in lecturer capacity is in the high category.

Keywords: Impact, freedom to learn, *Kampus Merdeka*, Karyadarma University

The implementation of the freedom to learn policy is expected to transform the perception of the Indonesian people about the teaching and learning process that learning can be done anytime, anywhere, from anyone and knows no age or occupation restrictions. The development of science and technology provides many changes in various aspects of life. Minister of Education and Culture Nadiem Anwar Makarim re-launched the Merdeka Learning policy, entitled *Kampus Merdeka* (Nizam 2020). The Independent Study Policy in higher education institutions is known as the Merdeka Learning Campus Merdeka (Tohir, M. 2020). Merdeka has the essence that students will have the freedom to think either individually or in groups, so that in the future they can give birth to students who are superior, critical, creative, collaborative, innovative, and participating. It is hoped that with the freedom to learn program there will be an

increase in the involvement of students in learning (Siregar et al., 2020).

Freedom to lean program for the *Kampus Merdeka* has been established by the government through the Ministry of Education, Culture, Research and Technology through the Regulation of the Minister of Education, Culture, Research and Technology Number 3 of 2020 concerning National Education Standards (Kemendikbud, 2020). However, the implementation of the freedom to learn policy needs to be evaluated on the extent of understanding, implementation, and impact on the community, especially lecturers, education staff, and students so that they can answer the challenges of research results that show that the freedom to learn policy is not measurable and causes various interpretations, lack of support from resources. human and non-human resources, as well as low inter-institutional coordination (Sarnoto, Sastradiharja, Mansur, Hikmah, & Rahmawati,

2022). In addition, the implementation of the freedom to learn policy on *Kampus Merdeka* has not been felt optimally by students because it is still being carried out online (Elihami & Melbourne, 2022; Kamalia & Andriansyah, 2021) and there are still misinterpretations related to the policy of freedom to learn in *Kampus Merdeka* so that there are obstacles in implementing the independent policy of learning *Kampus Merdeka* and requires a lot of budget in collaborating with the industrial world while not all universities or colleges are well-established in terms of budget (Purike, 2021). However, Karyadarma University Kupang as one of the Higher Education Institutions located on the home page of the Republic of Indonesia-RDTL is also a Frontier, Outermost, and Disadvantaged (3T) area, called to oversee, implement, and realize the Freedom to learn Campus policy.

Karyadarma University Kupang at the University level, facilitates the right for students (can be taken or not) to be able to take credits outside of tertiary institutions for a maximum of 2 semesters or equivalent to 40 credits and can take credits in different study programs at the same university as many as 1 semester or equivalent to 20 credits. At the faculty level, Undarma Kupang prepares a list of courses that students can take across study programs and prepares cooperation documents (MoU/MoA) with relevant partners. Meanwhile, the study program (study program) compiles or adapts a curriculum with *Kampus Merdeka* implementation model, facilitates students who will take cross-study learning within universities, offers courses that can be taken by students outside of the study program at and outside the university along with the requirements, and conduct the equivalence of the Course with learning activities outside the study program and outside the tertiary institution. In addition, Undarma Kupang students carry out the freedom to learn on *Kampus Merdeka* by planning with their academic supervisor to identify courses/programs that will be taken outside the study program, registering for activity programs outside the study program, completing the requirements for activities outside the study program, including participating in the selection if exists, and participates in activity programs outside the study program in accordance with the provisions of existing academic guidelines.

Through experiential learning programs with flexible paths, it is hoped that they will be able to facilitate students to develop their potential according to their passions and talents (Sudaryanto

et al. 2020). That is why universities are expected to be able to innovate in each of their student-centered learning processes in order to support the achievement of quality graduates who are ready to face the changing times (Siregar, Sahirah, & Harahap, 2020). In addition, it is also necessary to develop student soft skills related to adaptation to the new environment and the world of work later. *Merdeka learns Kampus Merdeka* strive to answer the main challenges related to link and match between educational institutions and the Business and Industry World (Andari, Windasari, Setiawan, & Rifqi, 2021).

The policy of freedom to learn of *Kampus Merdeka* at Undarma Kupang needs to be analyzed to what extent it has an impact on lecturers, education staff and students because this policy is a national policy that needs to be implemented in the world of higher education since it was established in 2020, so by using funding assistance for the research program, the freedom to learn policy on *Kampus Merdeka* and community service based on research results and PTS prototypes of the Directorate General of Higher Education, Ministry of Education and Culture, Research and Technology Fiscal Year 2021, this research can be carried out. The purpose of this research is to describe the impact of freedom to learn on *Kampus Merdeka* and analyze the correlation between understanding or knowledge and the impact of freedom to learn in *Kampus Merdeka* at Karyadarma University, Kupang.

METHOD

The present study employed a survey research design. The population in this study was the entire academic community of Karyadarma University, Kupang. The sampling technique used is a saturated sampling technique where the entire population is sampled or the entire academic community of Karyadarma University Kupang, including 88 Lecturers, 19 Education Personnel and 1083 Students. The data collection technique in this study uses a questionnaire or questionnaire developed by the Ministry of Education, Culture, Research and Technology through the Spada Dikti Application which has been tested for validity and reliability. The data obtained were analyzed qualitatively to describe the impact of freedom to learn on *Kampus Merdeka* and analyzed quantitatively using regression analysis techniques.

RESULTS

Perspectives of Freedom to Learn and *Kampus Merdeka*

Based on a survey conducted to three groups of respondents (lecturers, educators, and students), it is known that the level of knowledge about freedom to learn in *Kampus Merdeka* is still low. Lecturers are the respondent group with the highest level of knowledge where around 52% of respondents admit to knowing the entire contents of the freedom to learn policy at *Kampus Merdeka*, while only educators know the whole as much as 50%. Students are the respondent group with the lowest level of overall knowledge of the freedom to learn policy of *Kampus Merdeka* where only 33.2% or 1 in 3 students know the overall contents of the *Kampus Merdeka* learning policy.

Furthermore, more students claimed to know the majority, although not comprehensively, about the policy of freedom to learn at *Kampus Merdeka*, which was around 41.4%. Meanwhile, only 35% of lecturers and teaching staff admitted that most of them knew about the freedom to learn policy of *Kampus Merdeka*, although not completely. Less than 7% of lecturers and lecturer's respondents know little or nothing about the independent policy of learning on *Kampus Merdeka*. However, there are more than 20% of student respondents who claim to know little about the independent policy of learning at *Kampus Merdeka*. Graph 1 is the result of processed data regarding the level of knowledge of freedom to learn at the *Kampus Merdeka* at Undarma Kupang.

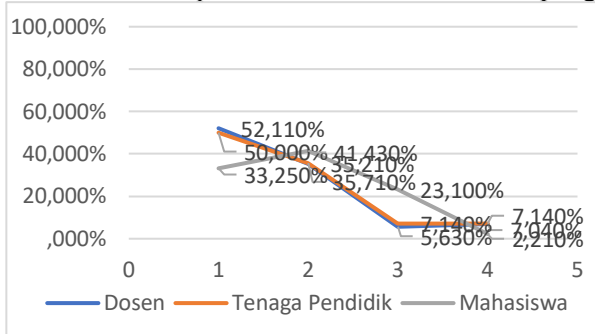


Figure 1. MBKM knowledge level at Undarma Kupang

In terms of the media used to obtain information about the freedom to learn policy of the *Kampus Merdeka*, the student group has a different pattern from the lecturers and teaching staff. More students access this knowledge from offline and online socialization activities (48%) organized by the university. Another popular media is the socialization carried out by the Ministry of

Education and Culture (16%). Graph 2 presents the results of media data processing used by students to obtain information.

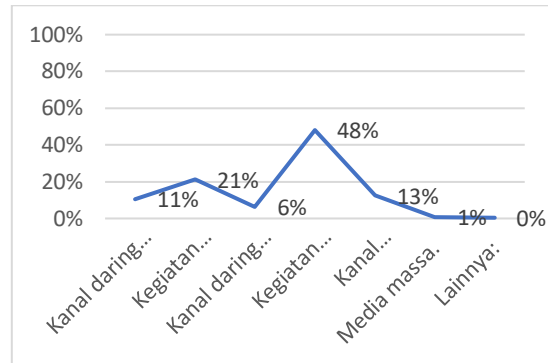


Figure 2. Media used by students to obtain information

In contrast to students who access information more through internal socialization, lecturers and teaching staff get more information about freedom to learn on *Kampus Merdeka* in a top-down manner. Graph 3 shows that the Ministry of Education and Culture's Socialization Activities online channel and the Ministry of Education and Culture's Online Channel are the two most popular media in conveying information about the freedom to learn policy on *Kampus Merdeka*. Other information delivery media such as internal socialization activities to mass media are not popular or not widely accessed by the two groups of respondents.

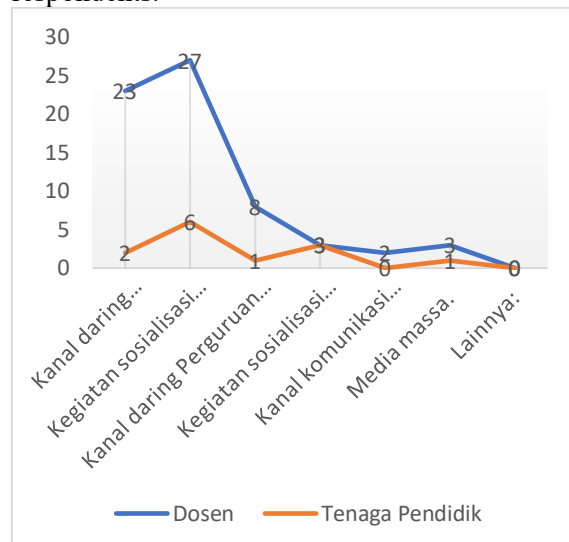


Figure 3. Media used by Lecturers/Educators to get information

Implementation of Freedom to Learn in *Kampus Merdeka*

In the implementation of freedom to learn on *Kampus Merdeka*, it appears that the University of Karyadarma Kupang does not have a good perception of the suitability of the previous program

with the freedom to learn activities implemented on *Kampus Merdeka*. Graph 4 shows that at Karyadarma University Kupang, almost every study program has a previous program that is in accordance with the freedom to learn activities –

Kampus Merdeka. This shows that both students, lecturers and teaching staff have the same perception regarding the suitability of the previous program with freedom to learn activities on *Kampus Merdeka*.

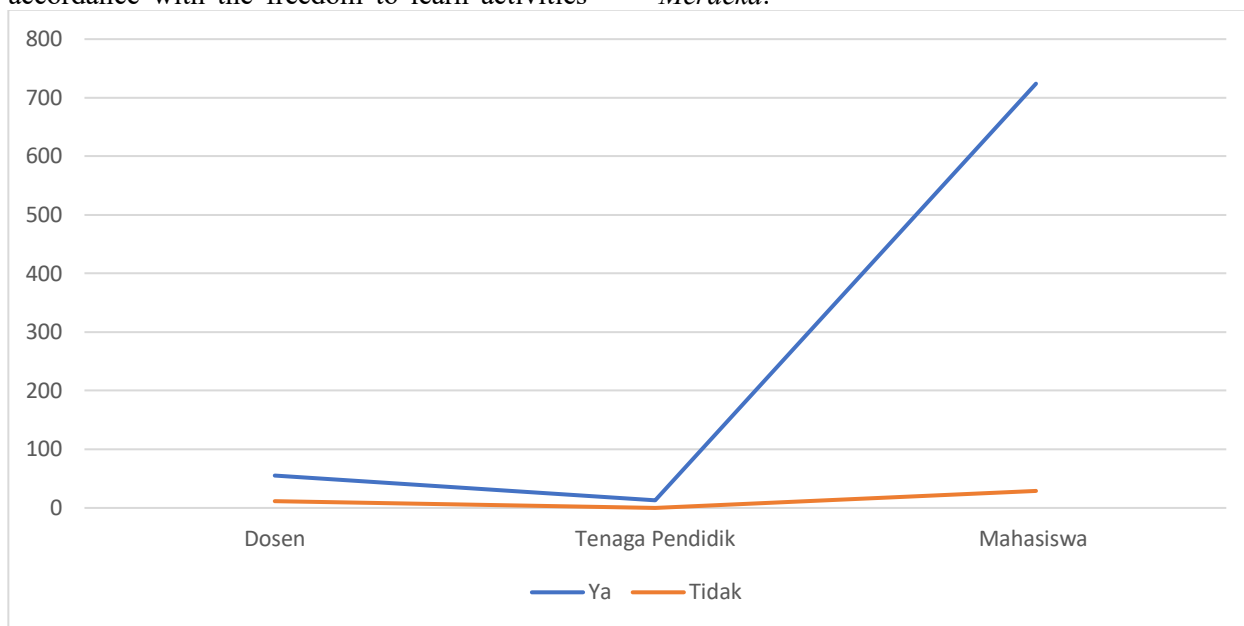


Figure 4. The suitability of the previous program with the freedom to learn activities of the Kampus Merdeka

Entrepreneurship activities, as one of the previous activities that already existed, were activities outside the Study Program which were popular (281 respondents) followed in the implementation of freedom to learn on *Kampus Merdeka*. Other popular activities are student exchange (174 respondents) and work practices (164 respondents). These three programs are not new programs, but previous programs that can be continued in the freedom to learn campus scheme. These results are presented in Graph 5.

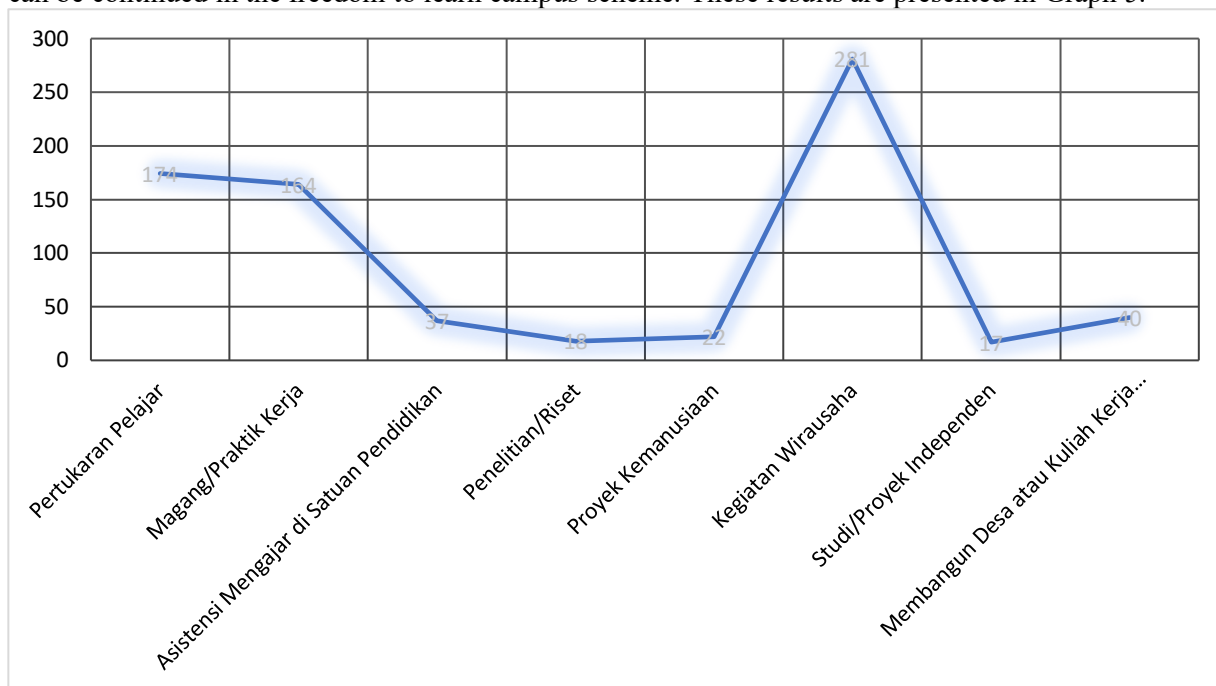


Figure 5. The suitability of the previous program with freedom to learn activities at Kampus Merdeka

In the survey conducted, it can be seen that students at Karyadarma University Kupang have a high level of interest, reaching 97% towards the *Kampus Merdeka* learning program organized by the Directorate General of Higher Education, Research and Technology.

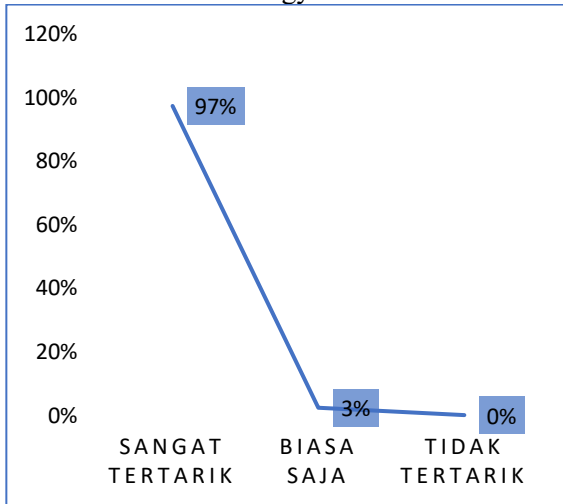


Figure 6. The level of student interest in the *Kampus Merdeka* learning program

Furthermore, students have a good perception of the importance of freedom to learn activities at *Kampus Merdeka* to prepare for the post-study period. There are more than 75% of respondents (or 3 out of 4) students who have the perception that freedom to learn activities at *Kampus Merdeka* are very important as preparation after study and there are 20% of respondents (1 out of 5) students who choose the perception that freedom to learn activities at *Kampus Merdeka* are important in prepare for a waiting period after their studies. Less than 5% of students have the perception that learning independence from *Kampus Merdeka* is less and not important in preparation for the world of work. This means that

the majority of students have a good perception of the importance of *Kampus Merdeka* learning activities in preparing them for the world of work, or post-study.

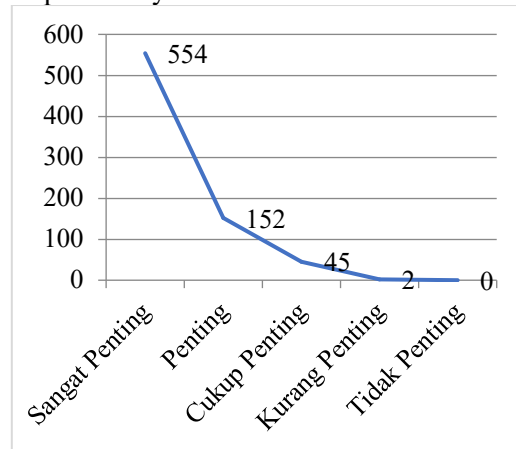


Figure 7. The level of student interest in the *Kampus Merdeka* learning program
The Impact and Projection of the Independent Study on the *Kampus Merdeka*

Perceptions regarding the impact of freedom to learn in *Kampus Merdeka* on improving the learning process can be seen in Graph 8. Lecturer respondents, although with a smaller proportion, have a more positive perception of the impact of freedom to learn in *Kampus Merdeka* on improving student learning processes, namely 50% with a very good perception while staff educators with a lower percentage of 21.48%. However, there are almost 65% of educators who think that freedom to learn in *Kampus Merdeka* has a good impact on the student learning process, at the same level of perception, lecturer respondents are only 22.7%. Less than 5% of lecturers and teaching staff feel that freedom to learn at *Kampus Merdeka* does not have a good impact on the student learning process.

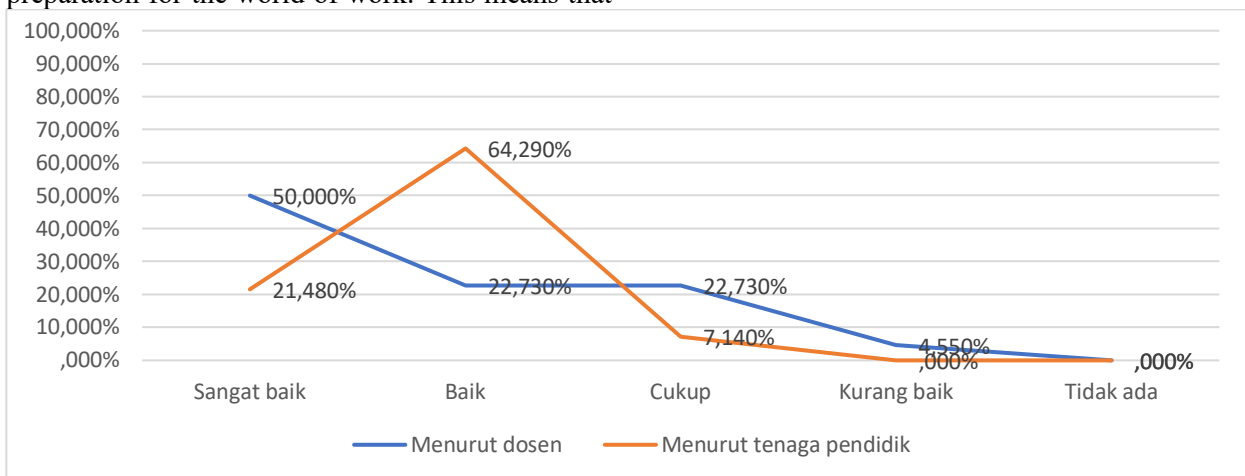


Figure 8. Perceptions about the impact of freedom to learn in *Kampus Merdeka* in improving student learning processe

Table 1. Correlation of Lecturer Knowledge with Increased Student Soft skills

		Knowledge	Soft skill
Knowledge	Pearson Correlation	1	.288
	Sig. (2-tailed)		.340
	N	13	13
Soft skill	Pearson Correlation	.288	1
	Sig. (2-tailed)	.340	
	N	13	13

Furthermore, in the regression simulation related to the level of knowledge of lecturers and teaching staff on the perception of the impact of freedom to learn in *Kampus Merdeka* on the student learning process, it was found that there was a sufficient correlation (0.581) as shown in the table

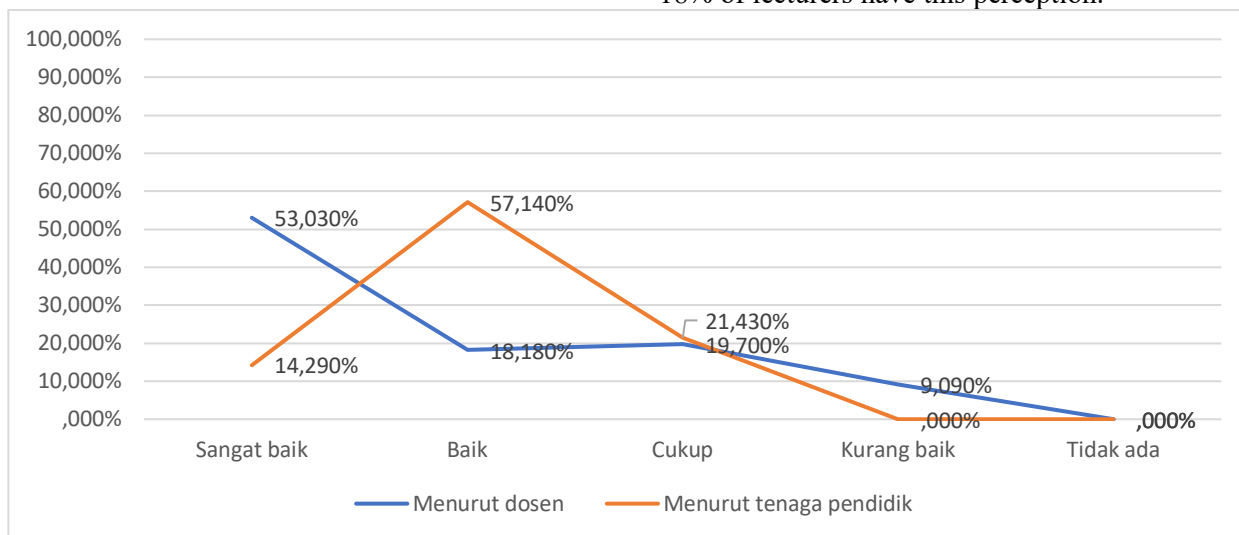


Figure 9. The impact of MBKM in improving skills for students

In the regression simulation related to the level of knowledge of lecturers and teaching staff on the perception of the impact of freedom to learn in *Kampus Merdeka* on improving students' skills, it was found that there was a weak correlation (0.288) as shown in the table below. This means that, based on the research method applied, it can be assumed that the increase in knowledge about the freedom to learn policy of the *Kampus Merdeka* does not sufficiently influence the perceptions of lecturers and teaching staff regarding its impact on improving students' skills.

below. That is, based on the research method applied, it can be assumed that increasing knowledge about the policy of freedom to learn in *Kampus Merdeka* can increase the perception of lecturers and teaching staff regarding the positive impact of freedom to learn in *Kampus Merdeka* on student learning processes.

The impact of freedom to learn in *Kampus Merdeka* on the improvement of students' hard and soft skills can be seen in Graph 9. It can be seen that based on the survey conducted, the same pattern can be observed. Lecturers tend to be more optimistic, as evidenced by 53% believing that freedom to learn in *Kampus Merdeka* has a very good impact on improving skills for students, while only 14% of educators have the same perception. However, around 57% of educators believe that freedom to learn in *Kampus Merdeka* has a good impact on improving students' hard and soft skills, where only 18% of lecturers have this perception.

Furthermore, in the regression simulation related to the level of knowledge of lecturers and teaching staff on the perception of the impact of freedom to learn in *Kampus Merdeka* on the goal of fulfilling graduate learning outcomes, it was found that there is a weak correlation (0.210) as shown in the table below. That is, based on the research method applied, it can be assumed that the increase in knowledge regarding the Freedom to learn Campus policy is not sufficient to influence the lecturer's perception of the goal of fulfilling graduate learning outcomes.

Table 2. Correlation of Lecturer Knowledge related to MBKM with Graduate Learning Outcomes

		Knowledge	Benefit
Knowledge	Pearson Correlation	1	.210
	Sig. (2-tailed)		.491
	N	13	13
Benefit	Pearson Correlation	.210	1
	Sig. (2-tailed)	.491	
	N	13	13

On the other hand, the regression simulation carried out shows a strong relationship (0.581) between the knowledge level of lecturers

and students on the perception of the impact of freedom to learn in *Kampus Merdeka* on increasing lecturer capacity as shown in the table below.

Table 3. Correlation of Lecturer Knowledge with Lecturer Capacity Building

		Knowledge	capacity
Knowledge	Pearson Correlation	1	.581**
	Sig. (2-tailed)		.000
	N	64	64
capacity	Pearson Correlation	.581**	1
	Sig. (2-tailed)	.000	
	N	64	64

** . Correlation is significant at the 0.01 level (2-tailed).

RESULTS

It is necessary to know the impact of the Freedom to learn *Kampus Merdeka* for universities, especially the higher education community, in order to examine the extent to which the *Kampus Merdeka* freedom to learn Program takes place and its implications for the academic community. Therefore, the first thing to do in this research is to measure the understanding or knowledge of the academic community of Karyadarma University Kupang about freedom to learn in *Kampus Merdeka*. This is because Merdeka Learning is a response to the needs of the education system in the 4.0 Industrial Revolution era (Yamin & Syahrir, 2020).

As human beings who are engaged in the world of higher education, the academic community of Karyadarma University Kupang needs to understand and know the concept of freedom to learn very well because the concept of freedom to learn is an issue that is busy being discussed in the world of education, the concept that voices independence in learning is carried out in an effort to prepare college graduates, both public and private, in order to be able to face the times and changes that occur so fast (Fuadi & Aswita, 2021). Based on the results of research on the knowledge and understanding of the academic community of Karyadarma University Kupang towards freedom to learn in *Kampus Merdeka*, it is necessary to disseminate information to all stakeholders through

various means so that the freedom to learn program in *Kampus Merdeka* is more widely known.

In addition to knowledge and understanding of the concept of freedom to learn on *Kampus Merdeka*, the implementation of freedom to learn on *Kampus Merdeka* at Karyadarma University Kupang is nothing new for the academic community of Karyadarma University, Kupang because the freedom to learn activities on *Kampus Merdeka* are in accordance with activities or activities that have been carried out previously by both students and lecturers. At Karyadarma University Kupang, lecturers give lectures by giving assignments to students to make observations or study directly in the field to find out problems and discuss them together in group discussions in learning classes. In addition, there are various programs such as Field Experience Practices (PPL) at partner schools, Real Work Lectures (KKN) in Villages, Internships or Work Practices in Government and Industrial Agencies, as well as student involvement in research and Lecturer service. This is in line with the Freedom to learn Campus Policy issued by the Minister of Education and Culture of the Republic of Indonesia, Nadiem Anwar Makarim and the results of research which conclude that students who take part in the *Kampus Merdeka* study program have a slightly higher average soft skills than non-independent students studying campus. independent (Kuncoro, Handayani, & Suprihatin, 2022). The freedom to learn policy of the *Kampus Merdeka* aims to improve the competence of graduates, both soft skills and hard skills, to be more

prepared and relevant to the needs of the times, to prepare graduates as future leaders of the nation with superior and personality (Sudaryanto, Widayati, & Amalia, 2020).

The impact of the freedom to learn program on the *Kampus Merdeka* for the academic community of Universitas Karyadarma Kupang is based on the research results, namely an increase in the learning process, an increase in hard skills and soft skills. This is in line with the opinion that the implementation of the Freedom to learn Policy on the *Kampus Merdeka* encourages the learning process in higher education to be more autonomous and flexible. Education always strives for the creation of students who always make improvements at all times (Sopiansyah, Masruroh, Zaqiah, & Erihadiana, 2022), which means that the implementation of the Freedom to learn Campus policy encourages the learning process in higher education to be more autonomous and flexible and always strives for the creation of students who always update every time. Karyadarma University Kupang also continues to pay attention to morals in the implementation of freedom to learn on *Kampus Merdeka* because moral development needs to be carried out in the world of education (Schillinger, 2006) through the Institute for Mental Spiritual Assurance and Counseling Guidance, so that in the implementation of freedom to learn on *Kampus Merdeka*, student morale is still considered to be improved.

In addition, the implementation of freedom to learn on *Kampus Merdeka* at Karyadarma University Kupang also has an impact on the fulfillment of graduate learning outcomes. Therefore, the enthusiasm of the tertiary academic community is highly expected so that the noble goals that have been set through the regulation of the Minister of Education, Culture, Research and Technology number 3 of 2020 concerning National Education Standards which also contain the policy of freedom to learn on *Kampus Merdeka* provide opportunities for students to improve insight and knowledge (Silitonga, Sundari, & Ningrum, 2022; Sakdiah & Jamilah, 2022). The policy of the freedom to learn program for *Kampus Merdeka* is implemented in order to facilitate the acceleration of competitiveness and achievement of higher education institutions, therefore, higher education institutions through study programs are expected to be able to improve the quality of learning programs in providing education to fulfill graduate learning outcomes (Peristiwo, 2020).

Based on the results of research data analysis that there is a strong relationship between the understanding related to the freedom to learn of the *Kampus Merdeka* of lecturers and increasing the capacity of lecturers and its impact on increasing student skills, it shows that the freedom to learn program of the *Kampus Merdeka* has a positive impact not only for students, but also for lecturers to can answer the challenges of change according to the opinion that through the *Kampus Merdeka* learning program, the learning curriculum in the classroom and outside the classroom is required to be designed very well based on the demands of change due to changing times and changes due to the COVID-19 pandemic so that it is in accordance with the needs of the community, government and the industrial world (Krishnapatria, 2021). Increasing the capacity of lecturers can be done through the implementation of research (Lasambouw, Sutjiredjek, & Nuryati, 2015), community service (Ngadhimah, 2018), and publication of scientific articles (Sitorus, 2022). Lecturers need to increase their capacity so that in the learning process that is carried out, lecturers are able to make efforts to improve the quality of learning and facilitate students well and provide support for students to collaborate and discuss (Hockings, Thomas, Ottaway, & Jones, 2018). In addition, lecturers need to carry out evaluation and follow-up for students in implementing freedom to learn on *Kampus Merdeka* (Hairunisya, 2021) so that it can meet learning outcomes and improve student skills, both soft skills and hard skills.

CONCLUSION

The study revealed that the impact of freedom to learn on *Kampus Merdeka* at Karyadarma University Kupang is reflected through the implementation of the learning process, improvement of student soft and hard skills, improvement of student skills and capacity building of lecturers and education staff. The correlation of knowledge about freedom to learn in *Kampus Merdeka* with an increase in student soft and hard skills and an increase in student skills is in the weak category, while the correlation of knowledge about freedom to learn in *Kampus Merdeka* with an increase in lecturer capacity is in the high category.

ACKNOWLEDMENT

We appreciate the Directorate General of Research and Technology of the Ministry of

Education, Culture, Research, and Technology of the Republic of Indonesia at the freedom to learn policy research *Kampus Merdeka* program for the 2021 fiscal year.

REFERENCES

- Andari, S., Windasari, A. C. S., Setiawan, A. C., & Rifqi, A. (2021). Student Exchange Program of Merdeka Belajar-Kampus Merdeka (MBKM) In Covid-19 Pandemic. *JPP J. Pendidik. Dan Pembelajaran*, 28(1), 30-37.
- Elihami, E., & Melbourne, M. (2022). The Trend of “Freedom to learn Kampus Merdeka”: Teaching Model of Islamic Education through bibliometrics mapping in 2021-2022. *Journal of Innovation in Educational and Cultural Research*, 3(2), 86-96.
- Fuadi, T. M., & Aswita, D. (2021). Merdeka Belajar Kampus Merdeka (MBKM): Bagaimana Penerapan dan Kedala Yang Dihadapi oleh Perguruan Tinggi Swasta di Aceh. *Jurnal Dedikasi Pendidikan*, 5(2), 603-614.
- Hairunisya, N. (2021). Analysis Of Teaching Material Development Problems (Implementation Of Freedom to learn And Merdeka Campus). *Jurnal Pendidikan Tambusai*, 5(3), 6984-6994.
- Hockings, C., Thomas, L., Ottaway, J., & Jones, R. (2018). Freedom to learn—what we do when you’re not there. *Teaching in Higher Education*, 23(2), 145-161.
- Kamalia, P. U., & Andriansyah, E. H. (2021). Freedom to learn-Kampus Merdeka (MBKM) in Students’ Perception. *Jurnal Kependidikan: Jurnal Hasil Penelitian dan Kajian Kepustakaan di Bidang Pendidikan, Pengajaran dan Pembelajaran*, 7(4), 857-867.
- Kementerian Pendidikan dan Kebudayaan. Reformasi Pendidikan Nasional Melalui Merdeka Belajar. 2020., siap terbit. <https://www.kemdikbud.go.id/main/blog/2020/05/reformasi-pendidikan-nasional-melalui-merdeka-belajar>.
- Kemendikbud, R. I. (2020). Permendikbud No. 3 Tahun 2020 Tentang Standar Nasional Pendidikan Tinggi. *Jakarta: Kepala Biro Hukum Kemendikbud RI*.
- Krishnapatria, K. (2021). Merdeka Belajar-Kampus Merdeka (MBKM) curriculum in English studies program: Challenges and opportunities. *ELT in Focus*, 4(1), 12-19.
- Kuncoro, J., Handayani, A., & Suprihatin, T. (2022). Peningkatan *Soft Skill* melalui Kegiatan Merdeka Belajar Kampus Merdeka (MBKM). *Proyeksi: Jurnal Psikologi*, 17(1), 112-126.
- Lasambouw, C., Sutjiredjek, E., & Nuryati, N. (2015, November). Model Konseptual Peningkatan Kapasitas Peneliti Dosen Politeknik Negeri Bandung berdasarkan Assessment Kompetensi. In *Prosiding Industrial Research Workshop and National Seminar* (Vol. 6, pp. 117-123).
- Ngadhimah, M. (2018). Efektivitas Program Pengabdian Masyarakat Melalui Penguatan Kapasitas Dosen Dan Mahasiswa Di IAIN Ponorogo. *3rd ICON-UCE* (pp. 1-16). Malang
- Nizam. 2020. Kampus Merdeka, merdeka belajar bagi mahasiswa. *Kementerian Pendidik dan Kebud.*, siap terbit.
- Peristiw, H. (2020). Curriculum Redesign of Sharia Economic Through Integration of Science Towards Freedom to learn And Kampus Merdeka at The State Islamic University of Sultan Maulana Hasanuddin Banten. *Al Qalam*, 37(2), 85-100.
- Purike, E. (2021). Political Communications of The Ministry of Education and Culture about “Merdeka Belajar, Kampus Merdeka (Freedom to learn, Kampus Merdeka)” Policy: Effective?. *EduLine: Journal of Education and Learning Innovation*, 1(1), 1-8
- Sakdiah, H., & Jamilah, M. (2022). Digital Literacy Students Facing to Freedom to learn Kampus Merdeka Curriculum. *Community Medicine and Education Journal*, 3(1), 217-222.
- Sarnoto, A. Z., Sastradiharja, E. E., Mansur, A., Hikmah, N., & Rahmawati, S. T. (2022). Prospects And Challenges Of Implementation Of Freedom to learn-Kampus Merdeka In Higher Education During The Covid-19 Pandemic. *Webology*, 19 (2), 3343-3358.
- Schillinger, M. (2006). *Learning environment and moral development: How university education fosters moral judgment competence in Brazil and two German-speaking countries*. Konstanz: Shaker. ISBN 3-8322-5468-4.
- Silitonga, S., Sundari, S., & Ningrum, A. D. A. (2022). Implementation of the Independent Law of Kampus Merdeka Learning According to the Regulation of the Minister of Education and Culture No. 3 of 2020 concerning National Higher Education Standards. *LEGAL BRIEF*, 11(2), 249-555.
- Siregar, N., Sahirah, R., & Harahap, A. A. (2020). Konsep Kampus Merdeka Belajar di Era Revolusi Industri 4.0. *Fitrah: Journal of Islamic Education*, 1(1), 141-157.
- Sitorus, R. R. (2022). Peningkatan Kapasitas Dosen Dan Mahasiswa Dalam Pembuatan Artikel Ilmiah Penelitian Di Stt Renatus Pematang Siantar. *Cendekia: Jurnal Pengabdian Kepada Masyarakat*, 1(1), 58-65.
- Sudaryanto S, Widayati W, Amalia R. 2020. Konsep Merdeka Belajar-Kampus Merdeka dan Aplikasinya dalam Pendidikan Bahasa (dan Sastra) Indonesia. *Kode J Bhs.* 9(2). doi:10.24114/kjb.v9i2.18379.

- Sopiansyah, D., Masruroh, S., Zaqiah, Q. Y., & Erihadiana, M. (2022). Konsep dan Implementasi Kurikulum MBKM (Merdeka Belajar Kampus Merdeka). *Reslaj: Religion Education Social Laa Roiba Journal*, 4(1), 34-41.
- Tohir, M. (2020). Merdeka Belajar: Kampus Merdeka. Yamin, M., & Syahrir, S. (2020). Pembangunan pendidikan merdeka belajar (telaah metode pembelajaran). *Jurnal Ilmiah Mandala Education*, 6(1).