

Implementation of the Merdeka Belajar Kampus Merdeka Program on Curriculum Management and Human Resources at Universitas Muhammadiyah Jakarta

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ABSTRACT: Indonesia encounters substantial challenges in higher education during the digital revolution and post-COVID-19 era, particularly in aligning graduates with the demands of the workforce. The Merdeka Belajar Kampus Merdeka (MBKM) program has been implemented as a solution, offering experiential learning opportunities through off-campus activities. However, its implementation at Universitas Muhammadiyah Jakarta (UMJ) encounters various obstacles, including limited human resources, challenges in developing flexible curricula, and disparities in educational access. This study explores the implementation of MBKM at UMJ using a qualitative case study approach, focusing on curriculum management, human resource readiness, and challenges faced. The findings reveal that while MBKM contributes to enhancing students' skills and the relevance of education to workforce needs, barriers such as limited technology in partner schools, intensive schedules, and inadequate administrative support persist. This study provides strategic recommendations to enhance MBKM implementation, including enhanced faculty training, better resource management, and increased accessibility for students from diverse backgrounds. These findings are expected to serve as a foundation for developing inclusive and competency-oriented higher education policies.

KEYWORDS: MBKM, higher education, Universitas Muhammadiyah Jakarta, curriculum management, human resources.

1. INTRODUCTION

Indonesia is currently grappling with substantial challenges in the digital revolution era and the post-COVID-19 pandemic period. These two phenomena have precipitated a significant rise in unemployment rates, particularly among university graduates. The Central Bureau of Statistics (BPS) reported that in February 2021, unemployment surged by 1.62 million individuals due to the pandemic (Media Indonesia, 2021). This crisis underscores the deficiencies in the higher education structure, which has not adequately aligned with the demands of the labor market. In response to these challenges, the government implemented the Merdeka Belajar Kampus Merdeka (MBKM) policy to bridge the gap between university graduates and industrial requirements (Directorate General of Higher Education, 2020).

The MBKM program seeks to transform higher education paradigms, emphasizing curriculum relevance to the workforce and promoting more practical learning experiences through off-campus activities. However, the implementation of this policy encounters various obstacles, including ambiguity regarding graduate profiles, limited human resources, and faculty readiness to support the program (Faisal, 2021). Furthermore, critiques have emerged, suggesting that MBKM's industry-oriented approach may neglect the character-building and national values, such as the application of Pancasila and a love for the homeland (Susetyo, 2020).

These criticisms hold particular relevance to the conditions at Universitas Muhammadiyah Jakarta (UMJ), where MBKM implementation necessitates substantial improvement. The challenges include developing a flexible curriculum, managing supportive administrative policies, and ensuring the availability of human resources, including faculty and supporting staff. Another issue is the accessibility gap in education for students from diverse social backgrounds (Rahman, 2023). Consequently, a comprehensive evaluation is indispensable to ascertain the extent to which MBKM at UMJ can achieve the objectives of more comprehensive and inclusive higher education.

This study aims to investigate the implementation of Management, Business, and Knowledge Management (MBKM) policies at Universitas Muhammadiyah Jakarta (UMJ), with a specific focus on curriculum management, human resource readiness, and the challenges encountered. Utilizing a descriptive qualitative approach, this study seeks to understand the experiences of stakeholders, including faculty members, students, and administrative staff, to identify the key factors that influence the policy's success. A case study design has been employed to provide a comprehensive overview of

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MBKM implementation, while data triangulation techniques have been employed to ensure the validity and reliability of the findings.

Legally, MBKM implementation encompasses various national regulations, such as Law No. 12 of 2012 on Higher Education and other related provisions, including Presidential Regulation No. 8 of 2012 on the Indonesian National Qualifications Framework (KKNI). At the institutional level, UMJ has adopted various internal regulations to support the program, including Rector Regulation No. 486 of 2020 on MBKM Curriculum Development Guidelines and Rector Regulation No. 488A of 2020 on Student Exchange Programs (Universitas Muhammadiyah Jakarta, 2020).

The MBKM program encompasses a range of flagship activities, including internships, village projects, student exchanges, research, entrepreneurship, humanitarian projects, and national defense initiatives. These activities are designed to provide students with practical experience and enhance their technical and non-technical skills, preparing them for the workforce. However, the success of each activity is contingent on the guidance and support provided by faculty members and administrative staff within the university.

This research is anticipated to contribute to the development of higher education policies in Indonesia, with a specific focus on enhancing the implementation of MBKM at Universitas Muhammadiyah Jakarta (UMJ). The findings are not only expected to address questions regarding the policy's effectiveness but also to provide practical recommendations for improving the quality of higher education in Islamic universities, thereby aligning with the national education vision that emphasizes character development, skill acquisition, and patriotism.

2. THEORETICAL FRAMEWORK

Previous research on the implementation of the Merdeka Belajar Kampus Merdeka (MBKM) program has revealed both positive impacts and accompanying challenges. A study conducted by Meke, Astro, and Daud (2021) at Universitas Muhammadiyah Makassar demonstrated that the MBKM policy successfully enhanced students' competencies, strengthened the relevance of higher education to workforce demands, and fostered robust partnerships between universities and industry partners. These findings underscore the significance of cross-sector collaboration in supporting effective MBKM implementation (Meke et al., 2021).

Researchers from Universitas Gadjah Mada, Ningrum, Bupu, and colleagues (2021) emphasized the importance of flexible and adaptive curriculum management. Their study underscored that curriculum flexibility allows students to focus on their interests and talents, thereby increasing their motivation to learn and enhancing graduate quality. These findings demonstrate that the MBKM policy not only provides ample opportunities for student exploration but also contributes to the overall quality of education (Ningrum et al., 2021). Furthermore, Ludyanto and Sushmita (2020) examined the impact of MBKM on human resource (HR) management at Universitas Muhammadiyah Surakarta. Their findings indicated that the policy fostered a transformation in the work culture of universities. Faculty members were encouraged to adopt a more creative and innovative approach to designing learning activities, while students were required to develop their competencies independently and proactively. This research highlights the mindset shift necessary to support the MBKM policy (Ludyanto & Sushmita, 2020).

Despite the significant contributions of previous studies, several research gaps remain. First, much of the research has focused on large universities, such as Universitas Muhammadiyah Makassar and Universitas Gadjah Mada, leaving the implementation of MBKM at Universitas Muhammadiyah Jakarta (UMJ) in a local context less explored. Second, most studies tend to focus on specific impacts or challenges without integrating analyses of curriculum management, HR, and external collaboration within a comprehensive research framework. Third, few studies holistically explore the experiences and perceptions of various stakeholders, including faculty, students, and administrative staff.

This study aims to investigate the implementation of MBKM at UMJ, with a specific focus on three key areas: curriculum management, human resources, and the challenges encountered. Drawing upon prior research, this study seeks to contribute novel insights through a comprehensive and contextual approach. By integrating local perspectives from the UMJ academic community, this research endeavors to provide a holistic understanding of the factors that influence the success of MBKM at UMJ. The findings are anticipated to serve as the foundation for strategic recommendations that can guide the development of more effective higher education policies in the future.

3. RESEARCH METHODOLOGY

This study employs a qualitative approach as the primary framework to comprehensively understand the implementation of the Merdeka Belajar Kampus Merdeka (MBKM) policy at Universitas Muhammadiyah Jakarta (UMJ). A descriptive qualitative approach was selected to explore the perceptions, experiences, and dynamics experienced by faculty members, students, and administrative staff directly involved in the policy's implementation. By delving into the intricacies and

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Context of MBKM implementation, this approach aligns with the perspective of Creswell and Poth (2018), who emphasize the significance of in-depth exploration in understanding specific phenomena.

The operational framework of this research is designed using a case study method. This design facilitates specific analyses of MBKM implementation within the academic environment of UMJ. The choice of a case study design is based on the urgency to provide detailed insights into the policy's application, as elucidated by Yin (2014). Case studies offer opportunities to comprehend intricate interactions within a particular phenomenon. In this context, the study focuses on identifying the success factors and challenges faced by UMJ in implementing MBKM. The research subjects encompass faculty members, students, and administrative staff actively engaged in the MBKM program's execution.

Data collection was conducted through three primary techniques: in-depth interviews, document analysis, and observation. In-depth interviews employed a semi-structured format, enabling the researcher to explore participants' views and experiences related to MBKM implementation. Document analysis complemented the information by examining official documents, such as MBKM guidelines, activity reports, and pertinent regulations.

The collected data underwent systematic analysis through three distinct stages: data reduction, data presentation, and conclusion drawing. During the reduction stage, the raw data were categorized based on emerging themes. Subsequently, the data were organized into a structured descriptive narrative to facilitate the identification of patterns and relationships between themes. Conclusions were drawn by verifying findings through data triangulation, comparing results from interviews, observations, and document analysis to ensure consistency and validity.

4. RESULTS AND DISCUSSION

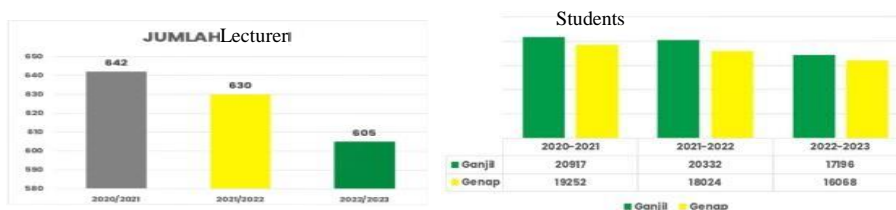


Figure 1. Number of Lecturers and Students

The collected Based on data from the 2020/2021 to 2022/2023 academic years, there was a declining trend in the number of lecturers employed at UMJ. During the 2020/2021 academic year, the institution employed 642 lecturers, which decreased to 630 in 2021/2022 and further dropped to 605 in 2022/2023. Despite this reduction in the teaching staff, the ratio of lecturers to study programs remained at an optimal figure of 1:11. This ratio reflects UMJ's commitment to maintaining an adequate balance between teaching staff and study programs, ensuring efficient academic operations. Furthermore, the enrollment figures at UMJ exhibited fluctuations during the same period. In the 2020/2021 academic year, the number of students enrolled in the odd semester reached 20,917, while the even semester recorded 19,252 students. This number declined in the following year, with 20,332 students in the odd semester and 18,024 in the even semester of 2021/2022. This trend persisted in the 2022/2023 academic year, with 17,196 students in the odd semester and 16,068 in the even semester. This decline poses a significant challenge in terms of the institution's attractiveness and sustainability within the higher education sector.

Despite the decline in active student numbers, UMJ successfully maintained its appeal to prospective new students. In the 2022/2023 academic year, the institution admitted 3,727 new students, demonstrating its ability to sustain public interest in its offered programs. This data indicates that UMJ retains the capacity to remain competitive amidst the fluctuations in active student numbers.



Figure 2. Legal Basis of MBKM

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At the conceptual level, MBKM serves as a pivotal policy framework that equips higher education institutions with the requisite tools to adapt to the demands of the Fourth Industrial Revolution and a dynamic labor market. As a foundational step, Rector Regulation No. 696/2019 serves as the bedrock for curriculum development at UMJ, ensuring flexibility and relevance in learning. Building upon this foundation, Rector Regulation No. 486/2020 provides technical guidelines for developing MBKM-based curricula. This regulation underscores the paramount importance of integrating MBKM policies with the university's academic system, encompassing principles of flexibility and academic freedom for students to select learning experiences that align with their interests and needs. Furthermore, Rector Regulation No. 508A/2020 outlines the design of MBKM-based study program curricula, offering practical operational guidance to ensure that the curriculum meets national competency standards and global requirements. To facilitate technical implementation, the MBKM Operational Handbook by LP3 UMJ was published as a practical guide to assist faculties and study programs in efficiently implementing MBKM policies. This document serves as a critical tool to ensure that the policy is translated into measurable and evaluable practices. At the program implementation level, three additional rector regulations provide a foundation for the execution of specific MBKM activities. Rector Regulation No. 285/2021 focuses on the certified internship program, offering students direct work experience to enhance their practical skills. Rector Regulation No. 488A/2020 governs the student exchange program, which aims to broaden cultural and institutional perspectives. Meanwhile, Rector Regulation No. 489A/2020 emphasizes the significance of teaching assistance, enabling students to engage in educational activities as a form of community service and professional development.

Teaching Campus Program

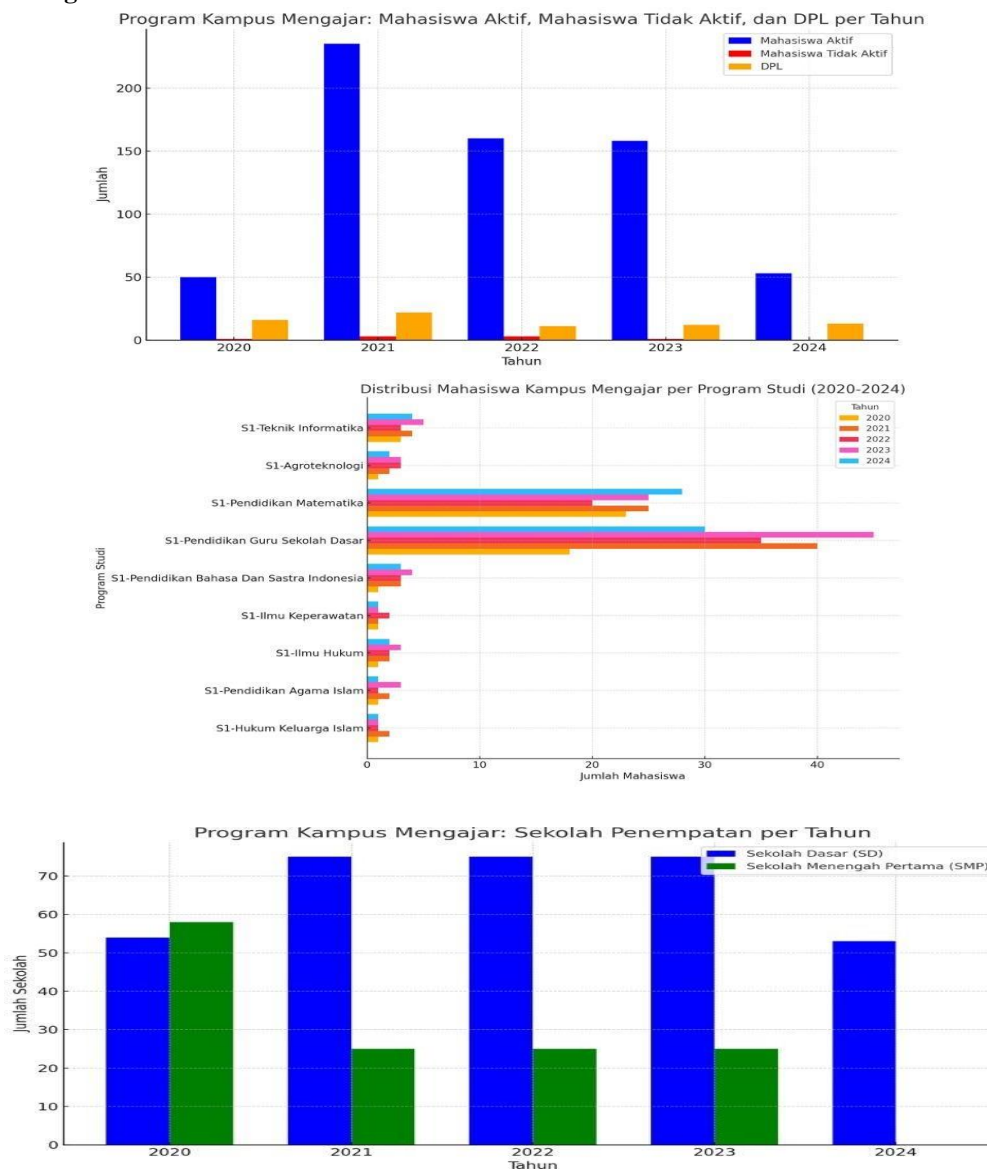


Figure 3. Distribution of the Teaching Campus Program

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The Teaching Campus Program at Universitas Muhammadiyah Jakarta (UMJ) is one of the implementations of the Merdeka Belajar-KampusMerdeka (MBKM) policy, which aims to empower students to contribute to supporting primary and secondary education. The data presented in various charts provides an in-depth overview of student involvement, field supervisor lecturers (DPL), distribution of study programs, and the number of placement schools from 2020 to 2024.

Data on active student participation in the Teaching Campus Program demonstrates a notable increase in 2021, with over 200 students participating. Although this number experienced a slight decline in subsequent years, namely 2022 and 2023, the participation level remained relatively stable, with over 150 students each year. In 2024, the number of active students exhibited a more pronounced decline. Conversely, the number of inactive students in the program remained relatively small, indicating a successful level of participant engagement. The role of Field Supervisor Lecturers (DPL) remained consistent throughout the years, with figures indicating adequate academic support.

The distribution of students by study program reveals a predominance of the Bachelor of Elementary School Teacher Education (PGSD) and Bachelor of Mathematics Education programs as the primary contributors. Students from these two programs consistently made substantial contributions throughout the 2020–2024 period. Other study programs, such as the Bachelor of Indonesian Language and Literature Education, the Bachelor of Islamic Religious Education, and the Bachelor of Nursing, also contributed, albeit in smaller numbers. This distribution aligns with the relevance of students' educational backgrounds to the requirements of the Teaching Campus Program.

Placement school data indicates that the majority of students were placed in elementary schools, with the number of schools steadily increasing until it reached a peak in 2023. Placement in junior high schools (SMP) was also significant, although the numbers were comparatively lower compared to elementary schools. In 2024, the number of placement schools decreased at both the elementary and junior high school levels, which may be attributed to policy factors or the availability of partnerschools.



Figure 4. Mapping of Student Activities

Student Activities

The Teaching Campus Program, organized by Universitas Muhammadiyah Jakarta (UMJ), is a collaborative initiative between students and field supervisor lecturers (DPL) aimed at supporting primary education and providing practical experience for students. This program integrates various aspects of learning, administration, and the implementation of educational policies, with a clear division of responsibilities between students and DPL.

Students participating in this program engage in a diverse range of activities designed to support educational processes within schools, with a primary focus on four key areas:

- Literacy and Numeracy:** Students assist in enhancing fundamental literacy and numeracy skills among pupils. This program is tailored to address the foundational challenges faced by students, particularly at the primary education level.
- Educational Technology:** Students actively contribute to integrating technology into the learning process, including the development of digital learning resources and the utilization of technological tools to enhance the interactivity and effectiveness of educational experiences.
- Administrative and Managerial Tasks:** In this capacity, students support school administrative functions, including data management, scheduling, and operational documentation, contributing to the efficient governance of schools.
- Policy Socialization:** As part of the program, students assume the role of policy advocates, disseminating and promoting educational policies initiated by the Ministry of Education, Culture, Research, and Technology to schools and communities.



Figure 5. Mapping of field supervisor lecturers (DPL)

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Field Supervisor Lecturers (DPL) are primarily responsible for ensuring that students perform their duties professionally through structured and continuous guidance. DPL activities include:

- Student Mentoring in Observation and Activity Planning: DPL guides students from the initial stages, providing direction for conducting observations at placement schools and assisting in drafting activity plans that align with the educational institution's needs.
- Guidance and Revision of Weekly Reports: During the weekly reporting process, DPL provides academic guidance to ensure that the reports are systematically organized, relevant, and in accordance with academic standards.
- Program Implementation Mentoring: DPL actively supports students during the implementation of the program in the field, ensuring that activities proceed according to the plans and providing constructive feedback.
- Final Evaluation and Final Report Preparation: At the final stage, DPL is responsible for comprehensively evaluating students' performance, including the final report, which serves as a critical document in the program's reflection and learning process.



Figure 6. Results of the Teaching Campus Program Activities

The Teaching Campus Program implemented at Universitas Muhammadiyah Jakarta has produced several positive impacts on the primary educational institutions where students are placed. These impacts are evident through various achievements summarized into four main aspects, reflecting the significant contributions of students in supporting learning, administration, and character development in schools:

- Improvement of Students' Literacy and Numeracy Skills: One of the primary outcomes of the Teaching Campus Program activities is the enhancement of students' literacy and numeracy skills. Students contributed to helping pupils better understand arithmetic concepts through innovative and interactive approaches. This intervention is crucial for strengthening the educational foundation of students, particularly at the primary level, thereby improving the overall quality of learning.
- Adaptation of Educational Technology in Schools: Students actively participated in introducing and integrating technology into the learning process. Outcomes of these activities include the introduction of digital devices, the use of technology-based learning media, and basic training for teachers and students in utilizing technological tools. This adaptation helps schools improve the effectiveness of learning while preparing students to face the challenges of the digital era.
- Support for School Administration and Management: Another outcome of this program is the contribution of students to supporting school administrative and managerial tasks. Students assisted with managing student data, preparing documents, and carrying out other administrative duties. This support has positively impacted schools, particularly by alleviating the administrative workload, enabling teachers and school staff to focus more on their primary teaching responsibilities.
- Motivation and Character Development of Students: The program has also positively influenced students' learning motivation and character development. Through intensive interaction, students encouraged pupils to develop a higher enthusiasm for learning while instilling positive values such as discipline, teamwork, and responsibility. This approach helps create a conducive learning environment and supports the holistic development of students.



Figure 7. Challenges in the Implementation of the Teaching Campus Program

The implementation of the Teaching Campus Program at Universitas Muhammadiyah Jakarta encounters several challenges that impact the program's effectiveness and optimization. These challenges arise from various factors, including students, partner schools, and the program's support system. Below is a detailed explanation of the identified challenges:

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- a. **Students' Lack of Responsiveness to Administrative Tasks:** One of the obstacles encountered is students' lack of responsiveness to administrative tasks that are part of their responsibilities. Students sometimes struggle to complete administrative documents on time, such as weekly activity reports or student data management. This may be due to a lack of experience or limited understanding of the significance of administration in supporting the program's success.
- b. **Intensive Program Schedule:** An excessively scheduled program poses a challenge for students in fulfilling their duties. The intensively scheduled activities, both at schools and in the mentoring program by supervisors, can lead to an excessive workload for students. This situation also affects their effectiveness in fully executing the program.
- c. **Limited Technology at Partner Schools:** Many partner schools still face limitations in terms of technological facilities, such as computers, internet access, or other digital equipment. These constraints pose significant challenges for students who aim to integrate technology into the learning process, particularly in supporting digital-based learning methods, which is one of the primary objectives of the Teaching Campus Program.
- d. **Difficulties in Implementing Literacy Corners:** One of the program's flagship initiatives is the establishment of literacy corners in partner schools. However, students often encounter challenges in its implementation, such as limited resources, lack of logistical support, or insufficient enthusiasm from students and teachers. These issues hinder efforts to optimally enhance students' reading interest and literacy.
- e. **Inadequate Support from Educational Institutions:** The provision of adequate support from educational institutions is a fundamental prerequisite for the success of the program. However, certain partner schools exhibit insufficient levels of participation and support. This can manifest as limited teacher involvement in program activities, inadequate coordination between students and school staff, or insufficient flexibility in adjusting activity schedules to accommodate the program's requirements.

The Merdeka Student Exchange Program

The Merdeka Student Exchange Program (PMM) is a strategic initiative designed to enhance academic horizons, foster inter-university collaboration, and cultivate students' adaptability in both domestic and international settings. Universitas Muhammadiyah Jakarta (UMJ) has been a consistent participant in this program from 2020 to 2024, achieving notable accomplishments.

a. PMM in 2020

In 2020, UMJ welcomed 148 inbound students from 31 partner universities through the National Nusantara Student Exchange Program (PERMATA SAKTI). These students engaged in innovative courses such as Entrepreneurship, Classroom Action Research, and English for Specific Purposes (ESP). Additionally, UMJ dispatched 26 outbound students to partner universities, enabling them to broaden their knowledge and implement best practices within their respective campus environments. UMJ faculty members also contributed to the development of learning modules to ensure the relevance of course content with contemporary educational requirements.

b. PMM in 2021

In 2021, UMJ further increased its participation, sending 47 outbound students and receiving 29 inbound students. Furthermore, two UMJ faculty members contributed to the Nusantara Module Program, which aims to strengthen national insights and values of tolerance. This program broadened students' exposure to diverse educational systems, fostered multicultural competencies, and enhanced cross-institutional academic collaboration.

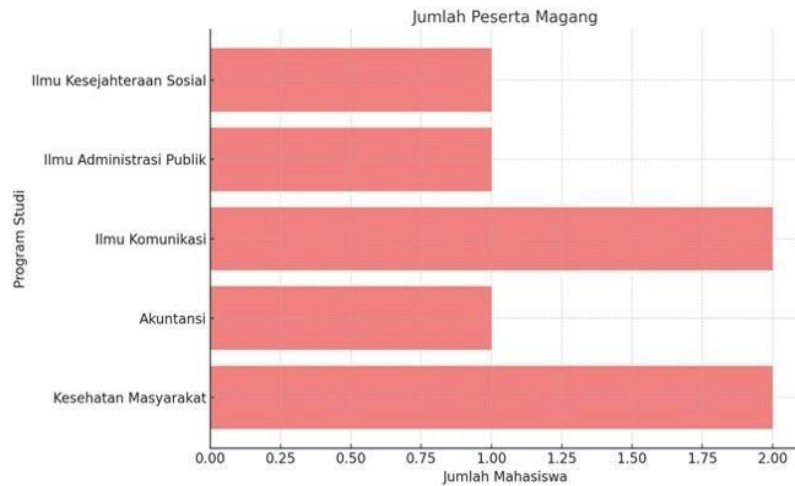
c. PMM in 2022

In 2022, the Program for Multicultural Exchange (PMM) made notable progress. UMJ dispatched 33 outbound students to various universities, involving 12 faculty members in the Nusantara Module Program. Additionally, the program received 243 inbound students from diverse institutions. This program fostered an exchange of ideas and cultures, reinforcing national insights and tolerance values within the educational environment.

d. PMM in 2024

In 2024, UMJ welcomed 34 inbound students from various study programs, including Public Administration, Agroecotechnology, and Sports Science. A total of 32 students actively participated in the program, creating an interdisciplinary academic atmosphere that enriched intellectual dialogue and learning experiences. This diversity reflects UMJ's inclusivity and commitment to supporting national academic collaboration.

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Certified Independent Internship Program

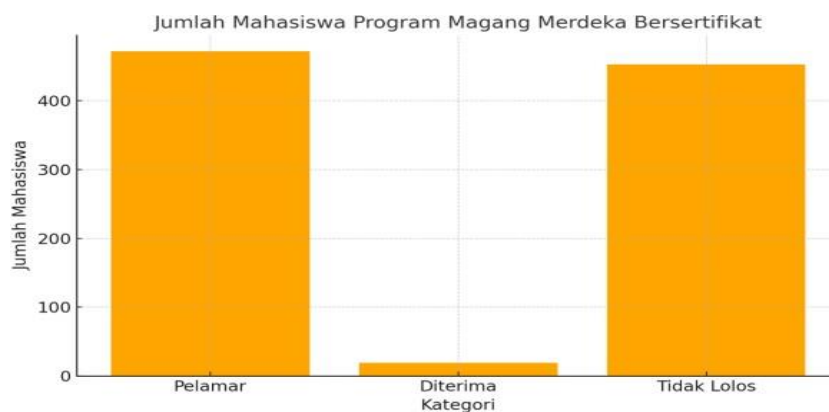


Figure 8. Number of Internship Participants in 2021

The Certified Independent Internship Program is a strategic initiative designed to provide students with practical work experience. Universitas Muhammadiyah Jakarta (UMJ) recorded substantial participation in this program, with 472 students applying; however, only 19 were accepted, reflecting a highly competitive selection process with a success rate of 4.02%.

UMJ has demonstrated its commitment to preparing students for the professional world through its participation in the Certified Independent Internship Program. This year, UMJ sent seven students from five different study programs, reflecting interdisciplinary participation to provide practical experience relevant to workforce demands.

The Public Health and Communication Studies programs each contributed two participants, underscoring students' awareness of the significance of real-world work experience in applying the knowledge they have acquired. Additionally, the Accounting, Public Administration, and Social Welfare programs each sent one participant, demonstrating the diverse academic backgrounds accommodated by this program.

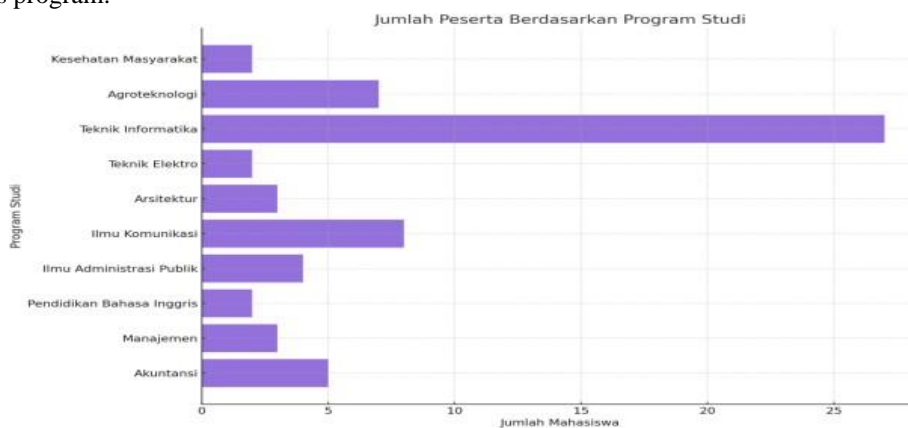


Figure 9. Number of Internship Participants in 2022

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Based on internship participation data at Universitas Muhammadiyah Jakarta (UMJ), 62 students from diverse study programs engaged in practical experience in the workplace to enhance their competencies. The distribution of participants demonstrates the relevance and interest of study programs in addressing labor market demands.

The Informatics Engineering program recorded the highest participation, with 24 students (35% of the total participants). This indicates the high demand and relevance of information technology skills in the professional world. Communication Studies and Architecture also had substantial participation, with 8 and 7 students, respectively, utilizing the internship program to sharpen strategic and practical skills in their respective fields.

Moderate participation was observed in Electrical Engineering (5 students), Accounting (4 students), and Management (6 students), reflecting growing interest in technical, financial, and managerial sectors. Conversely, study programs such as Public Health, Agrotechnology, Public Administration, and English Education enrolled only 2 students each. Although small, this participation still demonstrates cross-disciplinary representation.

This research underscores the success of the MBKM program at UMJ through the Merdeka Student Exchange, Teaching Campus, and Certified Independent Internship programs. Previous literature has emphasized the significance of curriculum relevance and student participation levels in the program's success (Nugroho et al., 2021). The enthusiasm of UMJ students for this program, as evidenced by their participation in internship and exchange programs, reinforces the findings that experiential learning can bridge the gap between higher education and workforce needs.

The predominant participation of Informatics Engineering students in internships, as evidenced by the 2020 report by BPS, aligns with the high demand for labor in the information technology sector. Similarly, the participation of Communication Studies and Public Health students reflects efforts to adapt to more specific professional needs. These findings underscore the significance of aligning study programs with career opportunities offered through MBKM.

This study employs Collaborative Learning Theory and Competency Development Theory as its analytical framework. Within the context of Collaborative Learning Theory, the findings demonstrate that cross-disciplinary interactions, exemplified by the Merdeka Student Exchange program, provide students with opportunities to broaden their academic horizons through interdisciplinary dialogue. These findings align with Johnson & Johnson (2014), who argue that collaborative learning facilitates the development of social skills, critical thinking, and adaptability through teamwork across diverse fields.

Furthermore, the experiential learning component of the MBKM program enhances students' technical knowledge and offers opportunities to integrate theoretical concepts with practical application. This supports Kolb's (2015) findings, which emphasize that experiential learning enhances individual skills in professional contexts through a cycle of reflection and action. In the context of higher education, these findings are also relevant to Setyowati & Fauzan's (2021) research, which demonstrated that cross-disciplinary collaboration programs can enhance academic quality while simultaneously improving students' social competencies. In addition, competency development theory emphasizes the significance of student engagement in activities that integrate theoretical concepts with practical application. The participation of UMJ students in internships, where they confront real-world challenges, underscores the program's pivotal role in enhancing their technical, managerial, and interpersonal skills. Consequently, this study not only reinforces the relevance of these theories but also emphasizes the paramount importance of implementing MBKM for student development.

Theoretically, this study reinforces the notion that experiential learning serves as an effective means of bridging the academic and professional domains. The MBKM program provides tangible evidence that cross-disciplinary collaboration theories can be effectively applied to foster students' development of global competencies. Practically, the findings of this study offer guidance for UMJ to enhance the effectiveness of MBKM programs by providing targeted institutional support. This entails specialized training to prepare students for demanding selection processes, such as interview preparation, curriculum vitae (CV) writing, and proficiency development in technology-based skills.

One distinctive contribution of this study is its identification of participation patterns among UMJ students in MBKM programs based on study program. The observation that Informatics Engineering dominates participation in internships provides a pertinent perspective on the program's appeal within the information technology sector. Conversely, the lower involvement of students from study programs such as Public Administration and Public Health highlights the necessity for strategies to augment participation from underrepresented disciplines. This study also emphasizes the crucial role of faculty support, both in developing learning modules and serving as mentors in programs like Teaching Campus, in ensuring the attainment of MBKM objectives.

5. CONCLUSION

This study demonstrates that the implementation of MBKM at UMJ has a substantial impact on supporting the development of students' competencies, particularly in cross-disciplinary skills, practical experiences, and job readiness. By aligning these findings with collaborative learning and competency development theories, the study reinforces the argument that MBKM is an effective approach to enhancing the quality of higher education graduates. However, achieving broader impacts necessitates more strategic efforts in mentoring and refining program implementation to ensure equitable participation across all disciplines.

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Consequently, UMJ can continue to strengthen its position as an educational institution that equips young generations to confront global challenges.

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