

Implementation of the Merdeka Belajar Kampus Merdeka (MBKM) Curriculum in PETE Study Program

by Turnitin Indonesia

Submission date: 14-Jun-2023 02:59PM (UTC+0900)

Submission ID: 2115759949

File name: 1-10_ali.pdf (220.68K)

Word count: 4340

Character count: 23027



Implementation of the Merdeka Belajar Kampus Merdeka (MBKM) Curriculum in PETE Study Program

Ali Budiman

STKIP Pasundan, Jalan Permana, Cimahi City, West Java, Indonesia, 40512

Abstract

The Merdeka Belajar Kampus Merdeka (MBKM) Curriculum is a government policy that aims to encourage students to be able to master a variety of sciences as an effort to improve the quality of human resources in the world of work with global competitiveness. Universities are required to make curriculum adaptations related to the implementation of this MBKM. Based on this, this study aims to reveal the implementation of the MBKM program, the obstacles, and the impact that students and tertiary institutions have felt since implementing the MBKM on PETE student's. This research is a qualitative descriptive study using the PETE study program of STKIP Pasundan as the study population. A total of 5 people consisting of 3 students, 1 lecturer, and 1 curriculum developer became the research samples. The research instrument used was in-depth interviews related to the implementation of the MBKM program to the respondents. The data obtained were then analyzed using the Miles analysis model. Overall, the results of the study stated that the implementation of the MBKM program was going well at the PETE study program of STKIP Pasundan, there were no significant obstacles in the implementation process, and the students who took part in the MBKM program had many positive impacts.

Keywords: Curriculum, MBKM Implementation, Physical Education Teacher Education.

INTRODUCTION

The education curriculum is indeed flexible, where the curriculum often changes according to the policies and demands of the times. Curriculum policy does not only occur in the world of lower secondary education, but also in the higher education/campus setting. The Ministry of Education, Culture, Research and Technology in 2020 created a curriculum innovation called the Merdeka Belajar Kampus Merdeka (MBKM) curriculum. (Kemeterian Pendidikan Kebudayaan Riset dan Teknologi, 2020).

The initial idea of MBKM from the Minister of Education and Culture Nadiem Makarim in a speech on 9 September 2020 was a policy aimed at encouraging students to master various knowledge that is useful for entering the world of work. MBKM provides an opportunity for students to choose the courses they will take (Sudaryanto et al., 2020), including activities carried out outside the campus such as internships or thematic KKN. The Kampus Merdeka provides a Higher Education policy to provide the right to study for three semesters outside of the study program. The independent campus is basically a new

² concept that allows students to have the freedom to study at universities (Leuwol et al., 2020; Muhsin, 2021; Wijayanto, 2021)

Therefore, policy makers in tertiary institutions are required to create a learning curriculum concept that is able to facilitate students to implement this MBKM. Various tertiary institutions create curriculum concepts which include lecture programs between study programs within the institution, lecture programs among study programs outside the institution, and lecture programs in the industrial world (non-university). This has resulted in universities always partnering with other ⁷ universities and the business world to implement MBKM.

⁵ The government, in this case the Ministry of Education and Culture, research and technology, certainly helps to make this program run and implemented properly. Among them by providing grants to universities to help implement MBKM and also through MBKM programs initiated by the Ministry and can be participated in by all students, universities and any partners. So far there are several programs, namely “*Kampus Mengajar*”, “*Magang Bersertifikat*”, “*Studi Independen Bersertifikat*”, “*KKN Tematik*”, “*Pertukaran Mahasiswa Merdeka (PMM)*”, “*Projek Kemanusiaan*”, “*Wirausaha Merdeka*”, and research. These activities are indeed welcomed by students in vocational and educational tertiary institutions, both private and public tertiary institutions and each of these activities must be recognized and converted into 20 credits by the tertiary institution (Simatupang & Yuhertiana, 2021).

However, the impact of implementing this program is not necessarily truly meaningful for students and tertiary institutions, and is not necessarily in line with the achievements of the profile of tertiary graduates, especially for PETE study program. Therefore, this research tries to reveal how the impact of MBKM implementation has on students and PETE study program.

METHOD

¹⁹ The research method used is a qualitative method. The research population was the PETE study program at STKIP Pasundan, and 5 people were used as research samples which included 3 PETE students who had attended the MBKM program (*Kampus Mengajar*, *Studi Independen Bersertifikat*, and *Pertukaran Mahasiswa Merdeka*) 1 lecturer and 1 curriculum developer. The research instrument uses interviews in which the questions include the implementation and impact of the MBKM program. The data is then analyzed through the Miles analysis model which includes the process of data collection, verification, and drawing conclusions (Milles & Huberman, 1992).

RESULT AND DISCUSSION

During the MBKM program initiated by the Ministry of Education, Culture, Research and Technology, STKIP Pasundan, especially the PETE study program, has participated in three programs, namely the *Kampus Mengajar*, *Pertukaran Mahasiswa Merdeka*, and *Studi Independen Bersertifikat*. Questions related to the implementation of the MBKM program that had been carried out were given to all respondents covering the implementation process, obstacles, and the impact they felt.

Kampus Mengajar Program

Implementation Process

"I carry out *Kampus Mengajar* activities, namely at SDN Cilayem, West Bandung Regency. The process of carrying out teaching campus activities went well, for about 4 months I carried out activities at school. Apart from helping my teacher teach, my job is to do other things, such as helping with administration and giving tutoring outside of school to students. I focus on this *Kamjar* training program, which is to improve students' numeracy literacy skills and knowledge of Pancasila student profiles. I always coordinate with DPL for every program that my friends and I do and make regular reports both daily and weekly". (Student 1)

".....for *Kampus Mengajar*, I don't know what they do, maybe it's like students who are in PLP, they teach, picket, maybe they also supervise exams...." (lecturer)

"So far, because I am also the coordinator of the PT *Kampus Mengajar* program, the students involved carry out their activities well, I feel they are always active in implementing the programs that they and their groups create. There have been no reports of clefts from either the DPL or the target schools regarding our students. Plus this *Kampus Mengajar* program is in accordance with our tertiary institution which focuses on teacher training and education, consider this PLP and at least they have been given knowledge during previous lectures so I don't think they will be too surprised and they have been able to carry out the program well so far. For the conversion into 20 credits, we have also coordinated with each study program and the study program has agreed to the conversion, including PLP activities which are also included in one of the converted courses." (curriculum developer).

Obstacle

"For obstacles huh? Hmm... this is mostly related to adaptation to the school environment including explaining and emphasizing our duties at school to the teachers. Because what we feel is that when we teach, for example, teachers often let us go, even

though this is not PLP, we are just accompanying and being their partner in teaching."
(student 1)

"For the obstacles themselves, based on reports from students, most of them are in the process of adapting to their school environment. Then he said there were some teachers who let them go to teach, it would be better if the teacher gave the lesson plan or at least told him about the subject matter that had to be delivered, otherwise our students would be confused. Furthermore, maybe the obstacle is related to some lecturers who do not understand the conversion of courses from this activity." (curriculum developer)

Positive and negative impacts

"Yes, I got a lot of positive impacts, I got teaching experience, I got experience in preparing and making school administration, I got experience in dealing with various kinds of student characters from stubborn ones who are difficult to manage to those who are always quiet and shy. So if I later work as a teacher I will be more prepared because I will get this knowledge and experience. As for the negative impact, I think maybe I missed the knowledge of my classmates, because I didn't attend lectures on campus while I was in college." (student 1)

"If the positive impact is clear, yes, they can get experience in the world of work directly, especially for us in teacher training where the output is for them to become a teacher, by participating in this activity they can get very valuable and meaningful experience that will be useful. So, if it's a negative impact, maybe they can't get lectures, right? They don't go to college at all, like it or not, they have to study independently." (lecturer)

"The positive impact is certain, firstly students get teaching experience, secondly they learn to dedicate themselves in the world of education, thirdly for the campus, of course this is an achievement in the implementation of one of the MBKM programs that the Minister is keeping up. As for the negative impact, maybe the students who take part in the program will miss knowledge in the subjects they left while teaching campus, it's better if the students have the desire to study independently to read and read, otherwise their knowledge is related to the eye missed lectures will be less or even zero." (curriculum developer)

From the results of the interview above, it was revealed that the MBKM *Kampus Mengajar* program was actually running smoothly. PETE students are able to carry out the programs they arrange and of course in accordance with the targets set by the government, namely increasing numeracy literacy skills and knowledge about the profile of Pancasila students (Anwar, 2021; Widiyono et al., 2021) well. This *Kampus Mengajar* program is

like the PLP program which is mandatory for PETE students at STKIP Pasundan, where students learn to teach and do other things related to the duties of a teacher at school. The conversion of grades for 20 credits of courses has been conditioned and coordinated with each study program so that students will also feel at ease regarding the grades of the courses they left behind because they participated in this activity for 1 semester.

The obstacle that often occurs as noted above is how the process of their adaptation to the target school environment (Bali et al., 2022; Panjaitan et al., 2022; Shabrina, 2022). Students who are prospective teachers must be able to adapt well to the school environment, must be able to adapt to the various characteristics of students, the environment, as well as the principal and other teachers. Because later teachers who are able to adapt well in the school environment will make it easier for them in the learning process and ease in achieving learning goals.

The positive impact that is felt especially for teacher training colleges is that students gain experiences and implement teaching theories directly during activities. This direct experience is believed to give more meaning than theoretical learning. Meanwhile, the negative impacts that might occur are students falling behind in the courses they left behind during the implementation of the program, because the courses they left behind may not be courses related to teaching theory or pedagogy.

Pertukaran Mahasiswa Merdeka Program

Program Implementation

"At first I was a little scared because I got a campus outside Java, I was placed on the Medan State University campus. But when I got there I was assisted and welcomed by the PIC..... the implementation of the lectures there was not much different from here, but there was indeed a different culture, but I tried to adapt to the academic culture there. During the implementation like the lecturers at STKIP, some were good and some were killer hehe. I took several linear courses with my study program and several courses that I found interesting. Overall I was able to take lectures there smoothly and thank God I can come back here again already missing my family and Bandung food hehehehe....." (student 2)

"For the student exchange program huh? I'm actually amazed because they can take part in this program even outside Java, some are in Medan, Padang, Bali, Aceh, he said. But for carrying out activities, I think they are safe, just like studying at us. The proof is that they can come back here and finish implementing an exchange program on campus. But maybe they meet lecturers with different characteristics, if I am a good lecturer to students, maybe there are lecturers there who are very strict hehe." (lecturer)

".....the students involved in this program were able to carry out lecture activities on the target campus well, there were no bad reports from PICs on their respective campuses. I also always monitor how their activities and conditions when they implement the program. For the conversion of my 20 credits it was fully up to the study program and I think it's just a matter of conversion because they are both courses." (curriculum developer)

Obstacle

"Obstacle huh? Nothing really, there are no significant obstacles, as long as the program is fine fine. The biggest obstacle is related to finances, because I am a scholarship recipient student, so I get pocket money unlike non-scholarship students, the nominal amount I receive is smaller, so to pay for boarding and daily meals I just run out of stock, sir. Luckily the campus provides subsidies, so thank God we have enough to eat and others while at the target campus hahaha." (student 2)

"I think there were no significant obstacles reported by students while they were there, they were able to adapt well to their new environment and carry out lectures smoothly." (curriculum developer)

Positive and Negative Impact

"I have had many positive impacts, I made new friends from various universities in Indonesia, I got different learning experiences and new knowledge while I was studying there. As for the negative impact itself, I don't think there is one." (student 2)

"They get a different learning atmosphere and do not rule out the possibility of gaining new knowledge there which may not be given here." (lecturer)

"The positive impact is that students get new experiences, they can study with lecturers who may be more expert and knowledgeable who may be more than our lecturers, they can also contract courses that they feel are necessary and may not be taught on this campus. As for the negative impact, maybe the material delivered there is different from the material in the same subject on this campus, maybe the weight can be less or more than what is determined by the campus. The presence of students participating in this program is also proof that the STKIP Pasundan campus has implemented the MBKM program" (curriculum developer)

The results of the interview above illustrate that the implementation of this *Pertukaran Mahasiswa Merdeka* program was well attended by students, the lecture process was like an ordinary lecture process in general, it's just that it was carried out on another campus which was indeed foreign to students. The adaptation of students to the academic culture on the destination campus is very important as their main key to taking

lectures well (Anwar, 2022). This is not only to introduce different culture or campus culture, but also to introduce cultures from various regions in Indonesia in order to strengthen tolerance between ethnicities, races and religions in Indonesia. PETE students certainly don't have too much trouble with this, because PETE is known to be anti-cultural racism (Blackshear & Culp, 2021). There were no significant obstacles during the lecture process and students got a positive impact, especially regarding the new knowledge they gained while taking lectures on the campus where they carried out independent student exchange activities.

Studi Independen Bersertifikat Program

Implementation Program

"I carry out this independent study activity online, my mentor or coach provides very useful directions and knowledge. I was able to carry out this program until it was finished, at the end I made the final project in the form of Object Detection and Determining the Location of Marine Biota Cultivation in the Adonara Island Region, South East Nusa." (student 3)

"I don't know exactly the implementation of the program, but if they carry out independent studies, is it linear with our realm? If it's linear, it's not a problem, but if it's not, what if it's not linear? Because there are courses that they left behind during this activity, is this independent study activity able to cover up the knowledge that should be obtained from the course? It doesn't have to be converted later." (lecturer)

"Only one student participated in this program, and he confirmed that the activity was carried out online by the coach. In the end they are required to make a project like that, and students who take part in this program make a project in the form of object detection of marine life like that. Maybe it is far from our campus, namely teacher training, but because he is from the English study program maybe later he can become a tour guide or language translator and we aim to facilitate students so that their independent study activities can be converted into 20 credits of courses." (curriculum developer)

Obstacle

"During the implementation it's online, so sometimes when my activities are not at home or on campus, so sometimes there are problems with the signal so that the material delivered by the trainer is not heard clearly." (student 3)

Positive and negative impact

"I got new experience and knowledge, of course, I didn't only study teacher-related matters on campus, but with this independent study I learned things beyond that. The negative impact was that I didn't attend lectures during the program, so I had to read up on

the courses I was supposed to take so I wouldn't be left behind by my class mates." (student 3)

"The positive thing is of course they get new things, hopefully the independent studies they take have something to do with the CPL of their study program. If the negative impact comes back, they will definitely be left behind by their class mates, especially in terms of knowledge in the courses they left behind." (lecturer)

"Yes, that's clear, the positive is that students can participate actively not only on campus, they can also gain new knowledge that they would not get on campus. Now, because the output is in this independent study, students have to make a project, so they can already learn mini research. As for the negatives, what is certain is that students' knowledge of the courses they are supposed to take will be left behind by their class mates." (curriculum developer)

Studi Independen Bersertifikat programs provide students with an unusual learning program, they are given training related to the studies that each partner/company provides (Sari et al., 2021). Students gain invaluable experience through these trainings and they are also required to make a final project. However, this independent study activity is actually non-linear with higher education for teacher training, companies that become partners for collaboration rarely focus on the world of education. With this in mind, the experience and knowledge that students get must be different from what they would get if they were studying on campus, therefore students would not get knowledge from the courses that should be taken on campus if the student did not have the desire to study independently. .

From the explanations above it is clear that the government program through MBKM indeed requires universities so that their students are not too shackled to their curriculum. ²³ Students are given the freedom to be able to choose other activities or courses that they find interesting (Sulistiyan et al., 2022) or according to his passion. Through this, it is hoped that students will have a lot of skills and knowledge that will be useful for their work (Fuadi & Aswita, 2021). Teaching college students are not only bound by knowledge and skills for teaching, but they are also able to have skills and knowledge in other fields, be it industry and so on. Including students from non-teaching colleges, they can also gain knowledge and skills in the field of teacher training through teaching campus activities. ⁴ Although indeed PETE students should consider the use of dialogic conversation in transformative practice, not only for support, but also for practice and an understanding of the profession that develops critically related to their expertise (Philpot & Smith, 2018; Stevens & Thompson, 2022) While what PETE needs in the 21st century are: (a) paternal

altruism, (b) holding a paradoxical professional position, (c) having vocational talent, and (d) viewing coaching as primary and independent teaching (McCullick et al., 2012)

It is hoped that this will be effective in achieving the goals set by the Ministry of Education, Culture, Research and Technology through this MBKM, namely that students will have global competitiveness. Because through the Merdeka Learning program which is well designed and implemented, students' hard skills and soft skills will be strongly formed (Dirjen Dikti Kemendikbud, 2020).

CONCLUSION

MBKM is indeed a good innovation initiated by the Ministry of Education, Culture, Research and Technology. Students are no longer shackled to their respective study program curriculum. However, what must be taken into account is that even if students, especially PETE students, carry out course activities outside their study program or even carry out MBKM activities, which at the time of implementation they did not take courses at all on their campus, they must still get the knowledge and knowledge they should get in the course. converted 20 credits. It takes efforts from universities to provide permanent services such as providing course modules so that students can still read and gain knowledge, not only that student awareness of the need for knowledge and knowledge in converted courses is important.

REFERENCE

- Anwar, R. N. (2021). Pelaksanaan kampus mengajar angkatan 1 program merdeka belajar kampus merdeka di sekolah dasar. *Jurnal Pendidikan Dan Kewirausahaan*, 9(1), 210–219.
- Bali, E. N., Bunga, B., & Kale, S. (2022). Kampus Mengajar: Upaya Transformasi Mutu Pendidikan Sekolah Dasar Di Nusa Tenggara Timur. *Jurnal Pendidikan Dasar Flobamorata*, 3(1), 237–241.
- Dirjen Dikti Kemendikbud. (2020). Buku Panduan Pelayanan Merdeka Belajar dan Kampus Merdeka. *Merdeka Belajar-Kampus Merdeka*, 1–33.
- Fuadi, T. M., & Aswita, D. (2021). Merdeka belajar kampus merdeka (Mbkm): bagaimana penerapan dan kendala yang dihadapi oleh perguruan tinggi swasta di Aceh. *Jurnal Dedikasi Pendidikan*, 5(2), 603–614.
- Kemeterian Pendidikan Kebudayaan Riset dan Teknologi. (2020). *Merdeka Belajar: Kampus Merdeka*.
- Leuwol, N. V., Wula, P., Purba, B., Marzuki, I., Brata, D. P. N., Efendi, M. Y., Masrul, M., Sahri, S., Ahdiyat, M., & Sari, I. N. (2020). *Pengembangan Sumber Daya Manusia Perguruan Tinggi: Sebuah Konsep, Fakta dan Gagasan*. Yayasan Kita Menulis.

- McCullick, B. A., Lux, K. M., Belcher, D. G., & Davies, N. (2012). A portrait of the PETE major: Re-touched for the early twenty-first century. *Physical Education & Sport Pedagogy*, 17(2), 177–193.
- Milles, M. B., & Huberman, A. M. (1992). Analisis Data Kualitatif, Buku sumber tentang metode-metode baru. *Jakarta: UIP*.
- Muhsin, H. (2021). Kampus Merdeka Di Era New Normal. *Masa Depan Kampus Merdeka & Merdeka Belajar: Sebuah Bunga Rampai Dosen*, 143.
- Panjaitan, P., Simanjuntak, M., Silitonga, F. D., Pardede, S., Napitupulu, L., Silitonga, N. M. S., Herman, H., Sigiro, M., Yusradi, Y., & Syahfitri, D. (2022). Implementasi Program Kampus Mengajar Angkatan II Dalam Kegiatan Mengajar Siswa Kelas 1 SD di SD Negeri 177041 Simarhumpa Pada Tahun 2021. *Martabe: Jurnal Pengabdian Kepada Masyarakat*, 5(3), 955–967.
- Philpot, R., & Smith, W. (2018). Making a different difference: physical education teacher education students' reading of critical PETE program. *Curriculum Studies in Health and Physical Education*, 9(1), 7–21. <https://doi.org/10.1080/18377122.2018.1425120>
- Sari, S. P., Witono, B., & Nugroha, H. (2021). Analisis Dampak Kegiatan Magang dan Studi Independen Bersertifikat (MSIB) dalam Peningkatan Keterampilan dan Keahlian Lulusan Program Studi Akuntansi (Magang pada PT. Bank Syariah Indonesia, Tbk.).
- Shabrina, L. M. (2022). Kegiatan Kampus Mengajar dalam Meningkatkan Keterampilan Literasi dan Numerasi Siswa Sekolah Dasar. *Jurnal Basicedu*, 6(1), 916–924.
- Simatupang, E., & Yuhertiana, I. (2021). Merdeka belajar kampus merdeka terhadap perubahan paradigma pembelajaran pada pendidikan tinggi: Sebuah tinjauan literatur. *Jurnal Bisnis, Manajemen, Dan Ekonomi*, 2(2), 30–38.
- Stevens, S., & Thompson, K. (2022). Contradictions and realisations—a critical friendship in the pursuit of transformative PETE. *Curriculum Studies in Health and Physical Education*, 13(3), 238–252.
- Sudaryanto, S., Widayati, W., & Amalia, R. (2020). Konsep Merdeka Belajar-Kampus Merdeka dan Aplikasinya dalam Pendidikan Bahasa (dan Sastra) Indonesia. *Kode: Jurnal Bahasa*, 9(2).
- Sulistiyani, E., Khamida, K., Soleha, U., Amalia, R., Hartatik, S., Putra, R. S., Budiarti, R. P., & Andini, A. (2022). Implementasi Merdeka Belajar Kampus Merdeka (MBKM) pada Fakultas Kesehatan dan Non Kesehatan. *Edukatif: Jurnal Ilmu Pendidikan*, 4(1), 686–698.
- Widiyono, A., Irfana, S., & Firdausia, K. (2021). Implementasi merdeka belajar melalui kampus mengajar perintis di sekolah dasar. *Metodik Didaktik: Jurnal Pendidikan Ke-Sd-An*, 16(2).
- Wijayanto, A. (2021). *Implementasi dan Problematika Merdeka Belajar*.

Implementation of the Merdeka Belajar Kampus Merdeka (MBKM) Curriculum in PETE Study Program

ORIGINALITY REPORT

11%

SIMILARITY INDEX

9%

INTERNET SOURCES

7%

PUBLICATIONS

3%

STUDENT PAPERS

PRIMARY SOURCES

1	jpoe.stkippasundan.ac.id Internet Source	2%
2	digilib.unimed.ac.id Internet Source	2%
3	Submitted to Universitas Negeri Surabaya The State University of Surabaya Student Paper	1%
4	S. Stevens, K. Thompson. "Contradictions and realisations – a critical friendship in the pursuit of transformative PETE", Curriculum Studies in Health and Physical Education, 2022 Publication	1%
5	ojs.uninus.ac.id Internet Source	1%
6	iarconsortium.org Internet Source	<1%
7	Aju Tjatur Nugroho Krisnaningsih, Tri Ida Wahyu Kustyorini, Dimas Pratidina Puriastuti	<1%

Hadiani, Waluyo Edi Susanto et al. "The level of satisfaction of internal stakeholders on the implementation of the relevance of the MBKM-based learning process at the Faculty of Animal Science, Universitas PGRI Kanjuruhan Malang", Journal of Education Technology and Inovation, 2022

Publication

8

Abunawas Tjaija. "Implementation of 'Freedom to Learn, Independent Campus' (MBKM) Policy", AL-ISHLAH: Jurnal Pendidikan, 2022

Publication

<1 %

9

AF Suryaning Ati MZ, Mochammad Miftachul Huda, Ahmad Ipmawan Kharisma. "Implementation of School Field Introduction (PLP) on Basic Teaching Skills for Prospective Elementary School Teacher Students", Jurnal Basicedu, 2022

Publication

<1 %

10

Novi Mayasari, Ari Indriani, Okta Ika R. "Impact Analysis of Student's Role in the Teaching Campus Program", KnE Social Sciences, 2022

Publication

<1 %

11

e-journal.undikma.ac.id
Internet Source

<1 %

Submitted to Central Queensland University

12

Student Paper

<1 %

13

eudl.eu

Internet Source

<1 %

14

jurnal.uii.ac.id

Internet Source

<1 %

15

Abdul Muid, Rosita Ilhami, Suci Ramadhanti Febriani. "MBKM (Merdeka Belajar Kampus Merdeka) Under Jambi University's Arabic Education Program during the Industrial Revolution: Implementation, Supporting and Inhibiting Factors (Version 4.0)", Arabiyatuna : Jurnal Bahasa Arab, 2022

Publication

<1 %

16

Abidah Dwi Rahmi Satiti, Falikhatun Falikhatun. "ACCOUNTING CURRICULUM EVALUATION IN IMPLEMENTATION MERDEKA BELAJAR - KAMPUS MERDEKA", Assets: Jurnal Akuntansi dan Pendidikan, 2022

Publication

<1 %

17

Harnida Wahyuni Adda, Pricylia Chintya Dewi Buntuang, Heni Ardianto. "Promoting Transformative Learning Through Independent-Study Campus (MBKM) in Higher Institutions During the COVID-19 Pandemic", AL-ISHLAH: Jurnal Pendidikan, 2022

Publication

<1 %

18

Zahara Tussoleha Rony, Fatimah Malini Lubis, Mahmuddin Yasin, Ita Soegiarto. "The role of higher education leaders actualize independent learning program independent campus", Cypriot Journal of Educational Sciences, 2022

Publication

<1 %

19

www.researchgate.net

Internet Source

<1 %

20

Fatma Tresno Ingtias, Dina Ampera, Farihah Farihah, Bakhrul Khoir Amal, Anwar Soleh Purba. "Implementation of Teaching Practitioners In Improving The Quality of Learning and Implementing The Curriculum Merdeka Belajar", Jurnal Studi Guru dan Pembelajaran, 2022

Publication

<1 %

21

Thomas J. Templin, K. Andrew R. Richards. "C. H. McCloy Lecture: Reflections on Socialization Into Physical Education: An Intergenerational Perspective", Research Quarterly for Exercise and Sport, 2014

Publication

<1 %

22

journal.universitaspahlawan.ac.id

Internet Source

<1 %

23

jurnal.umt.ac.id

Internet Source

<1 %

Holmes Rajagukguk, Juandi Nababan, Lamhot Situmeang. "Enhancing students' learning creativities through the application of literacy learning model in the Merdeka Belajar Kampus Merdeka (MBKM) curriculum program", JOALL (Journal of Applied Linguistics and Literature), 2022

Publication

Exclude quotes Off

Exclude matches Off

Exclude bibliography On