



## Implementation of the Independent Campus Learning Program Health Study Program Curriculum

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### Abstract

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Education serves as a transformative process that enhances human potential for the betterment. The Minister of Education and Culture initiated the Independent Learning-Independent Campus Program (MBKM) in 2020 to equip graduates with the skills to meet global challenges. However, since its inception at universities, the health study program curriculum has struggled to align with this policy. This study investigates the MBKM's implementation within the health study program curriculum. A literature review was conducted, sourcing material from databases such as PubMed, Science Direct, Google Scholar, and Worldcat, focusing on literature published from 2020 to 2024 in both Indonesian and English with full-text availability. The literature review aimed to provide a thorough understanding of the subject, with inclusion and exclusion criteria ensuring the relevance and integrity of the literature. The findings reveal that several health study programs have adopted the Independent Learning-Independent Campus Program, noting improvements in students' hard and soft skills in preparation for employment. Nonetheless, challenges persist in the Independent Learning-Independent Campus Program execution, including inadequate preparedness for learning, lecturer/facilitator involvement, and a need for more detailed information on MBKM Campus Program's implementation.

### Keywords:

*Implementasi MBKM, Curriculum, Health Study Program*

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## INTRODUCTION

Education serves as a transformative process that enhances human potential for the betterment. Education is a crucial activity as it possesses the power to transform individuals positively (Astalini, 2018). Services and opportunities must be made available to support the raising of educational standards (Syahrial et al., 2019).

Currently, the youth unemployment rate in Indonesia has become a very important issue. Based on data released by BPS in February 2020, the population aged 15 to 24 years old has the second highest open unemployment rate in Southeast Asia since 25 years ago, behind Brunai Darussalam. Robert Gardiner, Co-Founder and Supervising Academic of Prestasi Junior Indonesia, said that one of the reasons why there is a lot of youth unemployment is the mismatch between the skills that job seekers have and the skills that companies need (Puspitasari & Nugroho, 2021).



Higher education in particular is thought to be unable to generate graduates in Indonesia who are prepared for the workforce and possess the knowledge and skills required by employers. (Puspitasari & Nugroho, 2021). The objective of higher education, the final phase of the formal education system, is to improve the quality of human resources (HR) to promote national development. An essential element of the teaching and learning process that must be considered is the curriculum or learning model. A learning model is a methodical way of setting up the learning process to accomplish learning objectives. Another crucial element of effective learning is the curriculum (Ramona Sigit Prakoeswa et al., 2021).

Higher education in Indonesia aims to improve the quality of human resources. As technology progresses, it is necessary to improve the quality of human resources so graduates must be qualified and ready to work to meet the demands of industrial sector. Among the nations with 4,593 universities is Indonesia. With 6,032 programs overall (21%) at many universities, education programs come in first, followed by those in engineering (5,390) (18%), social sciences (4,302 15%), and health (4,034 14%) (kemendikbud, 2021).

To prepare graduate students for global challenges, the Minister of Education and Culture launched the Independent Learning-Independent Campus (MBKM) initiative. With the introduction of the MBKM policy, all colleges and study programs are required to adapt their curricula to meet the diverse needs of students. The MBKM framework encompasses eight key learning activities, as outlined by the Minister of Education and Culture. These activities include student exchange programs, internships or work experiences, assisting teachers in educational settings, engaging in research, participating in humanitarian projects, pursuing entrepreneurial ventures, undertaking independent studies or projects, and contributing to village development or thematic study lectures (kemendikbud, 2021).

Within the framework of the Independent Learning Program-Independent Campus (MBKM) concept, "Independent Campus" refers to giving students greater autonomy to explore and grow beyond their comfort zones within their academic program or at their home university (Pramesti et al., 2022).

Although many academics and students have welcomed the program, that doesn't mean there are no criticisms. According to some, the field projects are too diverse and may interfere with students' learning focus. The dilemma of sustainability of the new policy also arises, which may change due to a change in leadership (Lhutfi & Mardiani, 2020).

The health study program has undergone a curriculum overhaul to meet the requirements of the industrial era 4.0, in response to the higher education reforms enacted by the Ministry of Education and Culture via the Independent Learning Program-Independent Campus (MBKM). to equip students to be well-mannered, capable scientists and technologists, equipped to take on the demands of the workforce, and enthusiastic scholars. according to the independent campus learning guidebook (Puspitasari & Nugroho, 2021).

Higher education's Independent Learning Program-Independent Campus (MBKM) is built on top of SN-Dikti standard procedures. Curriculum development is also governed by university policies. When implementing curriculum implementation strategies, the Independent Learning Program-Independent Campus (MBKM) takes four factors into consideration that are deemed significant.

First, the emphasis is on reaching SKL/CPL; second, learning rights are fulfilled; and third, students receive authentic learning opportunities with extra competencies acquired from each study program. Fourth, the curriculum can be modified in response to market signals and the advancement of science and technology (scientific vision) (kemendikbud, 2021).

MBKM is a progressive educational initiative that prioritizes providing students with practical learning experiences that will enable them to address issues in their everyday lives. Progressivism emphasizes experiential learning, a process of learning done through direct involvement in realworld problem situations. MBKM activities that involve students participating directly in the workforce, such as teaching, entrepreneurship, and internships, are thought to enhance students' readiness for the workforce (Pratama et al., 2023).

Indonesia's Independent Campus policy heralds a transformative era in higher education. Through a strategic deployment of diverse field projects, this policy seeks to enhance institutional quality with flexibility and positions students at the forefront of the higher education landscape. (Wibisono & Umiyati, 2023).

Nevertheless, questions persist regarding the implementation of this policy program, particularly concerning its sustainability. Since students will be out of the program for three years every semester, it is a concern for all parties, especially academics, to figure out how to allow students to acquire skills outside of the study program and across universities to ensure the quality of education (Susetyo, 2020).

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## **METHODS**

### **Research Design**

This is a literature review study. The literature review approach is considered to represent the author in examining more deeply about this matter and to answer the author's questions that have been determined previously. The literature review comes from various research sources that have similar topics that are collected and summarized (Utami et al., 2021). Literature review approach introduced by Arksey and O'Malley to analyze the Implementation Independent Learning Program Independent Campus (MBKM) approach to the Health Study Program.

The steps involved in conducting a literature Review include identifying the research question, searching for and selecting relevant articles, mapping the data found, synthesizing the information, and presenting a summary and final results. This approach allows researchers to provide a comprehensive and detailed overview of the chosen research topic. In determining research questions, the authors refer to the Population, Exposure and Outcome (PEO) mnemonic shown in the table (Arksey & O'Malley, 2005).

**Tabel 1.** PEO Mnemonic Selection

<b>Population</b>	<b>Exposure</b>	<b>Outcome</b>
Lecturers and Students	MBKM to be applied in the Health Study Program	Implementation strategy for the Health Study Program Curriculum's Independent Learning Program at the Independent Campus (MBKM)

Source: Author's Discussion, 2024

### **Population and Sample**

Data search was conducted by searching for articles published between 2018 and 2024 From official databases in several journals such as PubMed 10 articles, Science Direct 57 articles, and Google Scholar 944 articles. 1011 articles were found, 20 of which were duplicated, then 430 articles were filtered and finally 6 articles were obtained that met the inclusion and exclusion criteria.

### **Data collection technique**

The data search process was carried out carefully and systematically so that this research study could be more focused and in accordance with the research topic. The keywords used are "Independent Learning Program-Independent Campus (MBKM)", "Health Study Program Curriculum".

Data search was conducted by searching for articles published between 2018 and 2024, Articles are in English and Indonesia Language, Articles have full text, Articles have full text, and Research design Quantitative, Qualitatif and Mix Methode.

Through this approach, researchers can collect articles that are relevant to the research focus of the Implementation of the Independent Learning-Independent Campus (MBKM) Program in the Health Study Program Curriculum.

Several exclusion criteria were employed in this analysis to weed out papers that weren't relevant. First, the analysis does not include papers that have nothing to do with the research problem. items that were published prior to 2018 come in second and third, respectively. The latter category includes items that cannot be accessed or reviewed. To further guarantee the authenticity and precision of the data, extra measures were implemented, like examining the potential for article duplication and vetting titles and abstracts to make sure that the analysis contained only pertinent publications.

### **Research Instruments**

The selection of studies is reported using an internationally recognized method, PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses). This guideline, the study selection process becomes more transparent and ensures that all steps taken in choosing articles are clearly and systematically explained.

Based on the search for articles using keywords and using mendeley in removing duplicate articles, filtering by looking at titles, abstracts and adjusting to inclusion and exclusion criteria, 10 articles were found that were eligible for review authors.

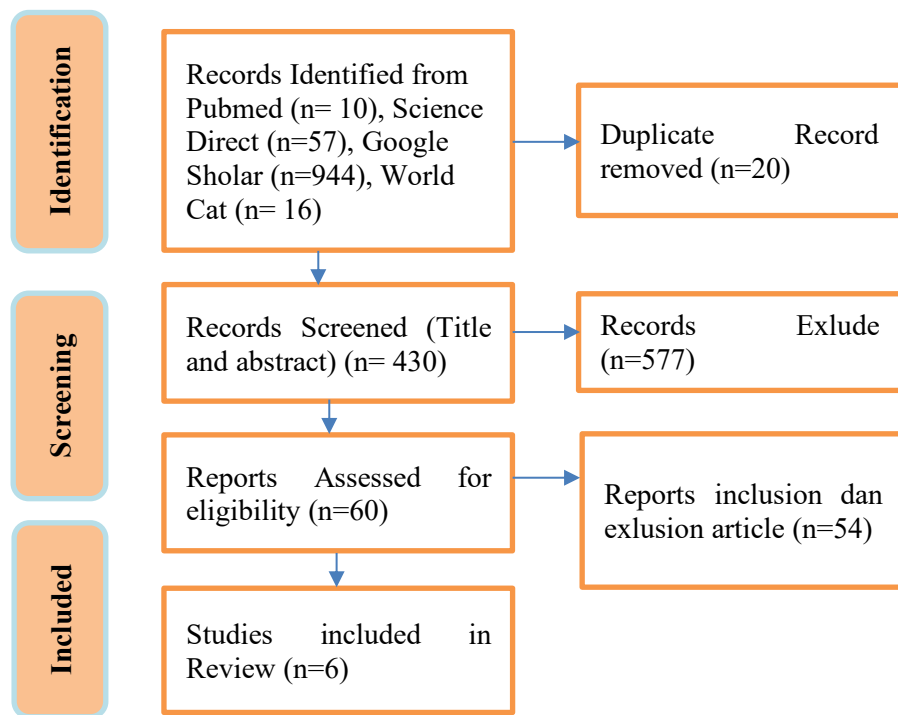


Figure 1. Prisma Flowchart

### Data Analysis Techniques

Data analysis is conducted by the author through mapping the discovered data, synthesizing the information, and creating a summary and presenting the results.

### RESULTS

The results of the search and conformity with the research keywords obtained 6 articles. The results of the article review were obtained from all Indonesian countries in the article which was the research location. This article review discusses the Implementation of the Independent Learning Program-Independent Campus (MBKM) in the Health Study Program. The articles obtained are original research that uses quantitative (3), Qualitative (2, 4, 5, 6) and Mix Method (1) research designs. The results are presented in Table 2.

Tabel 2. Analytical and experimental observational results

No	Title, Author (Year), country	Method	Summary
1	MBKM Adjustments for the Medical Field: Efforts to Maintain	The research method used in the research is a mix method, which involves article reviews and focus group discussions. The article review was carried out by reviewing five	Result Analysis: - The MBKM program cannot be implemented directly at the Faculty of Medical health due to several problems, such as the need for a long-term curriculum, in-depth understanding of knowledge, and

<p>and Improve Graduate Competency , (Ramona Sigit Prakoeswa et al., 2021), Indonesia</p>	<p>articles related to the medical curriculum. Apart from that, the research also involved focus group discussions to gain a deeper understanding regarding the implementation of the MBKM program at the Faculty of Medical Health.</p>	<p>the need for simultaneous learning from patient service to hospital administration.</p> <ul style="list-style-type: none"> <li>- The UMS Faculty of Medical health is willing to implement MBKM with modifications, especially for elective courses and family medicine courses, with adjustments to time and credits.</li> <li>- There is a need to modify the MBKM program to suit the Faculty of Medical Health curriculum, such as longitudinal evidence-based medicine, a clear syllabus between input-process-output, integration between clinical and theoretical, as well as a continuous curriculum based on longitudinal studies.</li> <li>- Although evidence-based medicine and MBKM aim to accommodate individual initiative in learning and improving soft skills, the MBKM program cannot be directly implemented in the Faculty of Medical health without appropriate modifications.</li> <li>- The UMS Faculty of Medical Health accepts MBKM with adjustments, especially for elective courses and family health, with adjustments to time and credits.</li> </ul>
<p>2 Evaluation of the Implementation of Merdeka Belajar-Kampus Merdeka at the Faculty of Medical health, (Triastuti &amp; Prasetya, 2022) , Indonesia</p>	<p>The research method used is observational research using secondary data from the 2021 MBKM Implementation Survey in Private Universities compiled by the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia. The survey was carried out on 15-18 December 2021 at various private universities, including Duta Wacana Christian University. The distribution of questionnaires was carried out online to all students of the Faculty of Medicine Duta Wacana Christian University medical study</p>	<p>Result Analysis:</p> <ul style="list-style-type: none"> <li>- A significant proportion of respondents, namely 43.22%, expressed a high level of interest in the MBKM program.</li> <li>- The most favored Learning Activities (BKP) format is the Student Exchange program. The primary concerns for respondents revolve around funding and the extended duration of study.</li> <li>- 48% of respondents knew only a few MBKM policies with the largest source of information coming from the media.</li> <li>- The majority of respondents concur that the MBKM program enhances the ability to tackle real and complex issues, fosters analytical skills, instills professional ethics, expands viewpoints, and equips individuals with supplementary</li> </ul>

- program through the Higher Education Online Learning System (SPADA). The questionnaire data was then processed using descriptive statistical analysis.
- competencies required in various fields.
- MBKM activities are felt to be appropriate (71.9%), quite useful (58.47%), and important (50%) as provisions for the future
- 3 Evaluation of the Implementation of MBKM for Inbound Health Students at the Indonesian Muslim University, (Muchlis et al., 2022), Indonesia
- This study used a quantitative research technique with a cross-sectional methodology, done specifically in December 2021. This study included a cohort of 30 students who participated in the MBKM student exchange program at the Indonesian Muslim University
- This study demonstrates that the MBKM student exchange program, designed for health students coming to the Indonesian Muslim University, offers advantages in enhancing student competences and abilities. Nevertheless, students often express concern over the further expenses that may be necessary. The suggestion given is the need for wider socialization of this program and dissemination that includes various online and offline channels.
- 4 Implementation of the Merdeka Belajar-Kampus Merdeka (MBKM) Program In Medical Education at Tarumanagara University, (Gunawan et al., 2021). Indonesia
- This study is a case study that used an observational data collecting approach to examine the adoption of MBKM in the medical education learning process at Tarumanagara University. The collected learning process data comprises many crucial elements that facilitate the execution of the autonomous campus idea. The components included in this context consist of the following: the parties responsible for supporting the implementation of MBKM, the responsibilities of tertiary institutions, the methods used for implementation, and the many forms of off-campus learning activities that study programs have undertaken to implement the independent campus idea.
- Independent Campus in medical education at Tarumanagara University. This implementation involves formative and summative evaluations, assessments based on graduate competency standards, the role of lecturers as professional educators, learning mechanisms in teaching hospitals, as well as off-campus learning activities such as internships, humanitarian projects and research. The aim of this implementation is to continue to innovate in producing medical graduates who are competent, have integrity, are professional and ethical. Implementation of the Independent Learning - The Independent Campus approach in medical education at Tarumanagara University is implemented by engaging students in direct patient care and community involvement via clinical and community learning activities conducted at teaching hospitals and medical education facilities. Students must fulfill the requirement of taking a total of 15 courses, accumulating 43 credits. This includes 13 National Compulsory Courses,

<p>5 Implementat ion of Merdeka Belajar-Kampus Merdeka (MBKM) program for Afa Royhan Padangsidim puan University Students, (Antoni &amp; Harahap, 2019), Indonesia</p>	<p>The research method is a descriptive base population survey research method. The number of students involved in this research was 504 undergraduate students in 9 study programs. Data was collected through the Higher Education Online Learning System (SPADA) Dikti questionnaire, developed by the Directorate General of Higher Education, Research, and Technology, under the Ministry of Education, Culture, Research, and Technology of Indonesia. The data was then processed using SPSS, focusing on the frequency distribution of each item collected.</p>	<p>which account for 40 credits, and 2 Study Program Compulsory Courses, which account for 3 credits. The objective of implementing the MBKM idea is to cultivate graduates who possess proficiency in the area of medicine.</p>
<p>6 Opportunitie s and Challenges in Implementin g Independent Learning on Merdeka Belajar Kampus Merdeka (MBKM) in Dentistry Study Program, (Murdiyanto et al., 2022), Indonesia</p>	<p>The research methodology is a descriptive survey. A descriptive survey was carried out by using an online form on the Dikti website. The population under investigation included only of tenured instructors and undergraduate students enrolled in the Dentistry Study Program at Muhammadiyah University, Surakarta. The study comprised a total of 17 permanent teachers and 346 undergraduate students from the Dentistry Study Program at UMS.</p>	<p>The research results show that the majority of students (42%) only have a slight understanding of MBKM, while some students (18%) do not even know that the MBKM policy exists. A study revealed that internships/work practice activities were the preferred choice for 43% of students, but student exchange activities and independent projects garnered the least attention, with just 1% of students showing preference for them. A significant proportion of students, namely 72%, strongly endorse the MBKM program in higher education.</p>



## DISCUSSION

Aligned with the Minister of Education and Culture's policy, the Independent Learning Campus curriculum is designed to equip students with diverse knowledge beneficial for their future careers. The Independent Campus initiative allows students to select their preferred courses. This approach is consistent with the Permendikbud Number 3 of 2020 on National Higher Education Standards. Article 18 specifies that undergraduate or applied undergraduate students may complete their learning period and load by: 1) participating in the full learning process within their university study program, adhering to the designated period and load; and 2) engaging in the study program for a portion of the period and load, with the remainder of the learning process conducted outside the study program.

The Independent Learning - Independent Campus program offers students the chance to spend one semester, or up to 20 credits, on courses outside their major at their home university. Additionally, they can spend up to two semesters, or 40 credits, on courses within their major at other universities, take courses in different majors at other universities, or pursue learning opportunities outside of university settings (kemendikbud, 2021).

The Independent Campus initiative presents both challenges and substantial opportunities for students' comprehensive growth. It seeks to bolster their creativity, capabilities, and individuality, while catering to their varied needs. This program fosters self-directed learning and the pursuit of knowledge, ensuring academic programs are in sync with the practical demands of the real world. These demands include a spectrum of vital skills, such as problem-solving, social engagement, and teamwork. It also underscores the significance of self-governance and meeting performance standards, equipping students to thrive in complex and ever-changing settings. The initiative encourages students to partake in hands-on learning and tackle real-world issues, cultivating an all-encompassing and practical educational experience (kemendikbud, 2021).

The literature review in Table 2 shows that the Evaluation of Independent Learning Program-Independent Campus helps students improve their hard skills and soft skills, Preparing Readiness for the World of Work in Higher Education. The Challenges and Constraints of the Independent Learning Program-Independent Campus found are Readiness of higher education institutions, Lecturer Involvement, and Lack of Information.

### **Evaluation of Independent Learning Program-Independent Campus**

#### **1. Hard Skill and Soft Skill Improvement**

The Independent Campus learning approach marks a significant transition to student-centered education, providing a vibrant framework that not only challenges students but also offers extensive opportunities for innovation, creativity, and skill development. This model prioritizes the development of students' individual personalities and needs, promoting a comprehensive learning experience. It supports autonomous knowledge acquisition, thereby aligning educational experiences with the practicalities of the real world, such as essential skills, problem-solving, social engagement, teamwork, self-regulation, and goal attainment. A well-implemented independent learning program is crucial in developing both the technical and interpersonal skills of students, as emphasized by

the Ministry of Education and Culture (kemendikbud, 2021). Moreover, in line with the research by (Muchlis et al., 2022), the Independent Learning-Independent Campus (MBKM) initiative, especially for incoming health students at the Indonesian Muslim University, has proven to significantly bolster their competencies and skills. This data highlights the program's success in providing students with essential resources and expertise to succeed in an intricate and dynamic international environment (Muchlis et al., 2022).

## **2. Preparing for the World of Work**

Permendikbud No. 3 of 2020 regarding National Higher Education Standards introduces the Independent Learning-Independent Campus (MBKM) policy. This policy promotes collaboration between educational institutions and the World of Business and Industry (DUDI), as well as the wider community. It allows students to undertake studies off-campus for up to three semesters, in addition to on-campus learning (Prof. Ir. Nizam, 2022).

Work readiness is the extent to which individuals perceive themselves to have the skills and attributes that make them ready to succeed in the workplace (Kusni Ingsih1, 2022). In accordance with Muchlis Nurmiati research (2021) shows that the MBKM student exchange program for inbound health students at Universitas Muslim Indonesia provides benefits in improving student competencies and skills (Muchlis et al., 2022).

Furthermore, other research has also shown that the majority of participants concurred that MBKM offers the capacity to effectively address genuine and intricate issues, conduct analysis, maintain professional ethics, expand viewpoints, and acquire supplementary abilities. The activities of the Independent Learning Program-Independent Campus (MBKM) are seen as suitable (71.9%), rather beneficial (58.47%), and significant (50%) as preparations for the future (Ramona Sigit Prakoeswa et al., 2021).

Participating in the Independent Learning Program-Independent Campus (MBKM) activities equips students with the necessary skills and knowledge to confidently navigate the professional world. By gaining an understanding of professional ethics and the dynamics of the workplace, students become more competent and well-prepared for their future careers. Furthermore, the selection of activities in the Independent Learning Program-Independent Campus (MBKM) is based on students' interests, hence enhancing their motivation to engage in these activities. This aligns with earlier research indicating that persons who possess high job preparedness exhibit personal drive and competence, including the appropriate attitude and mindset (Qomariyah & Febriyanti, 2021).

## **Challenges and Obstacles of the Independent Learning Program-Independent Campus**

### **1. Readiness of higher education institutions**

The success of the Independent Learning Program-Independent Campus (MBKM) is influenced by university readiness. This is known because student exchange activities, internships, teaching in schools, and projects in villages do not have sufficient readiness. Some of the causes are the need for larger educational facilities, such as facilities for students with special needs; difficulties in adjusting the curriculum and students' credits; and finding and working with partners. This is

in line with previous research showing that curriculum development, collaboration, funding and administration also hinder Independent Learning Program-Independent Campus (MBKM) activities. Therefore, Independent Learning Program-Independent Campus (MBKM) activities become less effective and students get less benefit (Pratama et al., 2023).

Research on Independent Learning Program-Independent Campus (MBKM) Adjustment for the Medical Field: Efforts to Maintain and Improve Graduate Competencies by Ramona Sigit Prakoeswa (2021) It was found that the Independent Learning Program-Independent Campus (MBKM) Program cannot be directly implemented at the Faculty of Medicine due to several obstacles, such as the need for a long-term curriculum, understanding in-depth knowledge, and the need to learn services to patients to hospital administration simultaneously (Ramona Sigit Prakoeswa et al., 2021).

## **2. Lecturer Involvement**

The Independent Learning-Independent Campus initiative allows students to spend one semester, or up to 20 credits, on courses outside their major at their home university. Additionally, they may spend up to two semesters, or 40 credits, on courses within their major at other universities, in different majors at other universities, or on learning experiences outside of university settings (permendikbud, 2020).

Research shows that Independent Campus in medical education at Tarumanagara University. The implementation involves formative and summative evaluations, assessments based on graduate competency standards, the role of lecturers as professional educators, learning mechanisms in teaching hospitals, as well as off-campus learning activities such as internships, humanitarian projects, and research. The purpose of this implementation is to continue to innovate in producing competent, integrity, professional, and ethical doctor graduates. The concept of Independent Learning-Independent Campus in medical education at Tarumanagara University is implemented through hands-on experience with patients and the community in real-world settings. This is achieved through clinical and community learning activities conducted at teaching hospitals and medical education centers. Students must fulfill the requirement of taking a total of 15 courses, accumulating 43 credits. This includes 13 National Compulsory Courses, which account for 40 credits, and 2 Study Program Compulsory Courses, which account for 3 credits. The objective of implementing the Independent Learning Program-Independent Campus (MBKM) model is to cultivate graduates who possess expertise in the area of medicine (Gunawan et al., 2021).

## **3. Lack of information**

Research indicates that a significant barrier within the Independent Learning Program-Independent Campus (MBKM) is the absence of clear information regarding its implementation. This has led to an increase in activities such as internships, student exchanges, and village projects. However, the information deficit has resulted in numerous student issues, including reluctance to participate in MBKM activities, concerns over additional expenses, fears of extended program durations, and parental worries. Providing detailed information is crucial for student

success in MBKM activities and for motivating greater student involvement in the program.

Research conducted by Antoni and Harahap (2019) regarding the Implementation of Independent Learning Program-Independent Campus (MBKM) at Afa Royhan University Padangsidempuan reveals that a significant portion of students (42%) possess only a limited comprehension of the Independent Learning Program-Independent Campus (MBKM). Furthermore, a minority of students (18%) are completely unaware of the Independent Learning Program-Independent Campus (MBKM) policy (Antoni & Harahap, 2019).

A 2022 study by Dendy Murdiyanto, titled "Opportunities and Challenges in Implementing Independent Learning on Independent Campus (MBKM) in the Dentistry Study Program at Universitas Muhammadiyah Surakarta," revealed that 53% of students were unprepared to participate in MBKM activities, while 3% showed no interest. The study examines the MBKM's role in enhancing educational quality, which presents significant challenges. Students with a percentage of 51% admitted that they did not know about the MBKM Policy (Murdiyanto et al., 2022).

**Recommendation** The findings of this research may serve as empirical support for incorporating the Independent Learning Program-Independent Campus (MBKM) model within the health studies curriculum. Programs that may be customized to meet the specific requirements and demands of each institution. Universities should give priority to enhancing academic preparedness and improving facilities to cater to diverse learning requirements. Therefore, it is crucial to maximize the application of the Independent Learning Program-Independent Campus MBKM. Engaging in collaboration with external partners is crucial for enhancing the quality of MBKM operations. Enhancing the involvement and comprehension of facilitators/lecturers is crucial for effectively communicating information about the Independent Learning Program-Independent Campus (MBKM) activities. This will enable students to gain a better understanding of the program, thereby helping them to overcome obstacles, foster their overall growth, and enhance their readiness for the workforce. Further investigation is required to comprehend the development of the Independent Learning Program-Independent Campus (MBKM), as well as the most efficient approaches for implementing MBKM in Indonesia, particularly in the educational setting, specifically the curriculum of health study programs, which is presently undergoing constant modification.

## **CONCLUSION**

The review indicates that the MBKM program is carried out through a variety of activities, including internships, student exchanges, village projects, independent studies, research, entrepreneurship, teaching in schools, and humanitarian projects. The goal of these Independent Learning-Independent Campus (MBKM) activities is to enhance student competencies, preparing them to be exceptional human resources post-graduation. Students participating in MBKM activities gain numerous advantages, such as improved soft and hard skills, and increased work readiness. Nonetheless, the implementation of MBKM activities faces challenges, including insufficient campus preparedness, the need for greater facilitator/lecturer

involvement, and a demand for more comprehensive information regarding MBKM.

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