

Evaluation and Perception of the Merdeka Belajar Kampus Merdeka (freedom to learn independent campus) Policy for Elementary School Teacher Education Study Program Students



Dwi Yuniasih Saputri¹, Ravik Karsidi², Abdul Rahman³

^{1,2,3}Program Doktorat S3 Ilmu Pendidikan, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sebelas Maret

ABSTRACT: This study aims to analyze the students' perceptions of the benefits of the MBKM (Freedom to Learn Independent Campus) program at PGSD UNS Surakarta. A descriptive methodology was applied in this study, together with a survey method. A questionnaire was used on research subjects from the S1 PGSD Surakarta Study Program. Data analysis strategies incorporated Interactive Techniques consisting of data collection, data reduction, presentation, and conclusion. According to the findings of this study, students of the PGSD UNS Surakarta Study Program have positive perceptions of the MBKM program policies in the 2022 PGSD UNS Surakarta Study Program, specifically the *Kampus Mengajar* (Teaching Campus), *Proyek Independen* (Independent Project), and *Pertukaran Mahasiswa Merdeka* (Independent Student Exchange) program.

KEYWORDS: Student Perceptions, MBKM (Freedom to Learn Independent Campus), Elementary School Teacher Education

I. INTRODUCTION

The rapid development that continues to occur in the current Industrial Revolution 4.0 era requires various fields to continuously make changes. One of the areas that the government focuses on is improving human resources. The success of creating a generation that can fulfill the need for qualified human resources is a new challenge in the field of education (Komarudin & Aziz, 2022). The government through the Ministry of Education and Culture answered these challenges, including by issuing Permendikbud Number 3 of 2020 concerning Merdeka Belajar Kampus Merdeka (MBKM) for students. The MBKM program is a policy made to maximize the potential and broaden students' insights and competencies as provisions for entering society (Anggadini et al., 2022). This policy was taken as a form of responding to the conditions of the world of work that require a variety of knowledge in working on one field of work (job desk). This policy is also an effort by the government to link & match the world of education, the world of industry, and the future of the nation (Dirjendikti, 2020).

Students in this MBKM program have more opportunities to select and experiment with various learning methods. Students can also learn anywhere, as they are not restricted to a specific room or location. In general, some MBKM programs are university-adopted activities, however, in the MBKM program; students can convert additional Semester Credit Unit (SKS) points and make lectures more flexible (Laga et al., 2021). Another benefit of the MBKM program is the opportunity for students to interact directly with professionals in their disciplines. Interaction with professionals and the direct involvement of students can increase the quality and meaning of learning (Laga et al., 2021). Students in varying MBKM programs will also involve immediately to the community to experience the work culture. Learning experiences away from campus will broaden students' exposure to knowledge that is more applicable to social life (Komarudin & Aziz, 2022).

According to Kodrat (2021), the MBKM program places a strong emphasis on the interaction between national education design and industry, with the goal of preparing students to become skilled workers (Kodrat, 2021). The policies implemented by the MBKM program are consistent with attempts to increase graduates' abilities and learning outcomes. It is envisaged that a well-implemented of the MBKM program will build students' hard and soft skills significantly (Anggadini et al., 2022).

There have been numerous previous researches on the benefits and drawbacks of the MBKM program; it is also indispensable to know the response of students as program performers. Depending on the context and conditions of each university, the implementation of the MBKM program will differ in terms of both procedure and results. Students, as participants in the MBKM program, are variables that must be considered. Many universities have examined student perceptions to evaluate the MBKM program, including Komarudin and Aziz's research (2022) on student perceptions of MBKM implementation, Anggadini et al.'s research (2022) on UNIKOM accounting study program students, and Laga et al.'s research (2021) at the University of Flores.

Evaluation and Perception of the Merdeka Belajar Kampus Merdeka (freedom to learn independent campus) Policy for Elementary School Teacher Education Study Program Students

According to the findings of observations and interviews with students conducted on 22 December 2022 regarding the implementation of the MBKM policy in the PGSD Study Program, there are several issues; including (1) The implementation of MBKM requires changes in learning approaches, such as a focus on competency development, project-based learning, and teamwork. Students who are used to traditional learning methods need help transitioning to this new approach, particularly regarding program selection and course recognition. (2) Students who do not see the MBKM program's direct relevance and benefits lose motivation and interest in the program. Learning outcomes and student progress can suffer from a lack of engagement and motivation. (3) Each student has particular interests and priorities. These distinctions will have an impact on their engagement and commitment to implementing MBKM. Some students prefer to improve certain skills over others. Furthermore, there are external considerations that encourage students to participate in MBKM activities, such as a monthly allowance, tuition fee reduction, and recognition of 20 credits, which allows students to skip in-person sessions and 16 meetings in specific courses. However, it turns out that this is not in adherence with the course's expected competency outcomes (CPMK). Students in the PGSD study program, however, are unable to engage in all MBKM programs since the curriculum and the types of off-campus activities that can be recognized in accordance with the course learning outcomes are altered.

The MBKM policy in the PGSD study program needs to be discussed, because this policy is new so it reaps the pros and cons, and it needs adaptation to implement the policy from various parties such as students, lecturers, study programs, faculties, and universities. Therefore, this study aims to (1) identify the priority problems of the MBKM policy at PGSD Study Program; (2) analyze student perceptions of the MBKM program policy at PGSD Study Program UNS Surakarta; and (3) explore alternative solutions regarding the MBKM policy. By acknowledging student perception of the MBKM program policy, evaluations and improvements can be made to increase the effectiveness and quality of this program and provide optimal benefits for students and universities.

II. THEORITICAL REVIEW

A. Social System Theory

According to Parsons (2010), social system is one of the means in which social action can be organized. In addition, there are two other complementary systems, namely the cultural system containing values and symbols, and the individual personality system. Parsons sees society as a whole social system. If the social system is seen partially, society consists of various small systems, such as the family, the education system, and religious institutions. In systems theory, Parsons sees an analogous relationship between society and its environment as an open system. The two entities interact and influence each other, both individuals and groups are part of society. Every life in society is ruled by social norms and values that guide behavior. According to Parsons, what is most important is not the individual's actions, but the norms and values.

According to Parsons (2023), the entire system requires four functional imperatives. These functions are a collection of activities directed at meeting the needs of the system. AGIL refers to the four functional imperatives (Hamilton, 1983). Systems must perform the four roles in order to protect their lives.

1. **Adaptation:** The system must be capable of addressing needs that arise from the external environment. This includes the system's ability to adapt to its environment and adapt its environment to its needs.
2. **Goal Attainment:** The system must be able to define and achieve the major goals.
3. **Integration:** The system has to organize the interconnection of component pieces. Furthermore, the system must handle the relationship with the other three functional imperatives (Adaptation, Goal Achievement, and Latency)
4. **Latent Pattern Maintenance:** The system must complete, nourish, and refresh the individual's motivation as well as the cultural patterns that develop and defend motivation.

B. Social Constructivism Theory

Constructivism theory serves as a significant theoretical foundation for understanding students' perceptions about MBKM policy implementation. According to Vygotsky in the constructivism theory, individuals actively gain knowledge and understanding through interaction with their social environment and personal experience (Akpan et al., 2020; Hergenbahn & Olson, 2008). In the context of MBKM policy, this theory aids in analyzing how PGSD UNS students perceive, evaluate, and provide meaning to policy implementation based on their learning experiences on campus. As a result, this theory is employed as the theoretical foundation for analyzing the students' perceptions. This study examines students' perceptions of the perception indicator based on their experience in the MBKM program.

III. RESEARCH METHODOLOGY

This study used participatory evaluation, which involves students in the evaluation process, as well as data-based evaluation, which analyzes quantitative and qualitative data to measure policy impact. The participants in this study were PGSD FKIP UNS Surakarta Undergraduate students. Purposive sampling was used to choose the sample, which consisted of students enrolled in the

Evaluation and Perception of the Merdeka Belajar Kampus Merdeka (freedom to learn independent campus) Policy for Elementary School Teacher Education Study Program Students

MBKM program in 2022. There were 38 survey samples, with 10 students conducting Independent Project, 18 students working on Teaching Campus, and 10 students participating in the Merdeka Student Exchange. The purpose of this study is to determine students' evaluations and views of the benefits of the MBKM curriculum in the PGSD UNS study program. A questionnaire instrument is used in the data collection process. The method utilized in this study, called the social criteria approach in the formulation of education policy problems, entails analyses that seek facts and data in order to uncover public unhappiness and develop urgent social problems to be solved. There are various steps in problem formulation that can be carried out in education policy analysis, including:

(1) Reflecting on the educational problems to be addressed: identifying and addressing the educational challenges that require attention. (2) Defining the scope and limitation of educational problems: defining the scope and limitation of educational problems that will be the subject of policy formulation. (3) Gathering facts and information for the educational problems to be addressed: gathering data and information linked to the educational problems to be addressed in order to have a thorough understanding. (4) Formulating the relevant purpose and objectives with educational problems: defining the goals that must be met as well as particular objectives related to the solution of educational challenges. (5) Determining the policy envelope in relation to the educational challenges addressed: finding and identifying appropriate policies that can be used as a framework in solving the educational problems. (6) Calculating the budget and the advantages of addressing educational problems: evaluating the budget and the benefits of policy implementation in addressing educational problems Sofian (2001).

Adapting the thinking of Dunn (2003), the criteria for evaluating education policy programs consist of several elements, including: 1) relevance, the evaluation must provide information that is relevant to the needs of decision-makers and other policies and can answer questions correctly and in a timely manner; 2) significance, the policy evaluation must be able to provide the latest and important information for policy actors to deepen their understanding that was previously considered clear and bright; 3) validity, the evaluation must provide a balanced consideration of the real results of the policy or program; 4) reliability, the policy evaluation should contain evidence that the conclusions obtained are not based on imprecise information and inconsistencies in measurement procedures; 5) objectivity, the policy evaluation should report conclusions and information that are supportive and unbiased, so that evaluators can reach the same conclusions; 6) timeliness, the evaluation should provide information at the right decision-making time; 7) usability, the evaluation should provide information that is understood by other policy makers (Dunn, 2003). The indicators used to analyze the MBKM policy refer to the Grand theory, namely the social system policy theory, which can be seen in the following table:

Table 1. MBKM Program Policy Analysis Indicators based on Social System Theory

Aspect	Indicator
Adaptation:	<ul style="list-style-type: none"> a. MBKM program supports the learning program in the study program and CPMK b. MBKM program adapts the needs for future graduates
Goal Attainment:	<ul style="list-style-type: none"> a. The main purpose of MBKM policy has been defined clearly and can be achieved according to Regulation of the Minister of Education and Culture Number 3 of 2020 concerning National Higher Education Standards, on Learning Process Standards, specifically in articles 15 and 18. b. The implementation of MBKM for 1 semester outside the study program can meet the learning outcomes of graduates.
Integration:	<ul style="list-style-type: none"> a. Selection of MBKM partners in accordance with graduate learning outcomes b. Elective courses that are recognized are aligned with the objectives of the MBKM program and CPMK
Latent Maintenance:	<ul style="list-style-type: none"> a. The MBKM Team, Study Program, and MBKM Partners work together to assure the program's quality and ensure that the program runs well. b. The MBKM policy is capable of maintaining and increasing active participation in MBKM activities by students and connected parties.

This instrument is designed to analyze the capability of MBKM program to fulfill the Social Theory elements. The next instrument is related to the perception of MBKM policy containing questions about students' perceptions of the advantages of the MBKM program. A closed questionnaire was used to analyze the data with exploratory responses (Sugiyono, 2011). The indicator table is shown in Table 2 below.

Evaluation and Perception of the Merdeka Belajar Kampus Merdeka (freedom to learn independent campus) Policy for Elementary School Teacher Education Study Program Students

Table 2. Indicators of Student Perception of the MBKM Program

Indicator	Item
Student Satisfaction	Satisfaction of learning experience in the MBKM Program
Student Motivation	Increasing student motivation to learn through the MBKM Program
Student Engagement	Increasing motivation for student engagement in the MBKM Program
Student Competency	Increasing student competency through the MBKM Program

A rating scale is used in the assessment technique. The scale is designed to assess students' impressions of the benefits of the MBKM program policy in the PGSD UNS Study Program, with alternative responses of Highly Agree, Agree, Disagree, and Strongly Disagree. Data distribution was accomplished by sending links to responders via Google Forms. To measure the level of research success, researchers used a table of expert-recommended criteria. Table 3 summarizes the success criteria for the research.

Table 3. The Success Level Criteria (Widoyoko, 2016)

Score Range	Qualification
> 90	Very High
80 - 89	High
70 - 79	Enough
60 - 69	Low

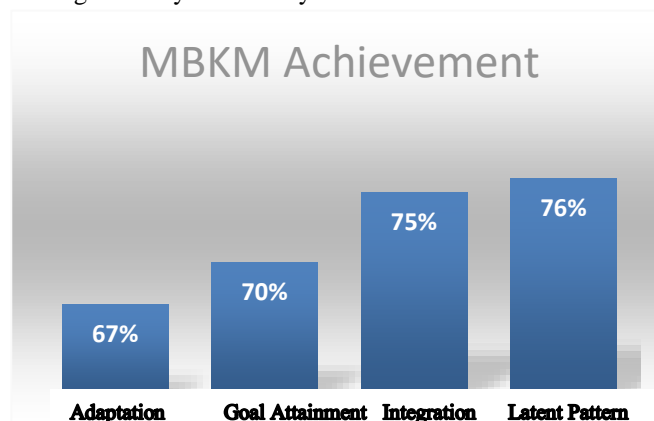
The data analysis technique used was Miles & Hubbarman's interactive analysis. Miles and Huberman (2014) explained that data analysis includes data collection, data reduction, data presentation, and conclusion drawing (Miles & Hubberman, 2014). Researchers collected data from research subjects. Data reduction involves simplifying, abstracting, and transforming rough data from field notes. Researcher collected data through questionnaires and then sorted the data according to research needs. Data presentation is done by presenting structured information in the form of narratives and tables so that it is easy to understand and use in drawing conclusions. The conclusions drawn from this research were verified and tested during the research process to ensure their accuracy.

IV. RESULT AND DISCUSSION

MBKM program is one of the parts of Freedom to learn Policy that was designed since 2019 by Minister Nadiem Makarim (Tohir, 2020). There are eight programs of MBKM, however, PGSD UNS Study Program enrolls three program namely Kampus Mengajar (Teaching Campus), Proyek Independen (Independent Project), and Pertukaran Mahasiswa Merdeka (Independent Student Exchange). The implementation is done by the subjects; with 10 students conducting Independent Projects, 18 students working on Teaching Campus, and 10 students participating in the Merdeka Student Exchange.

A. The Problem of MBKM Program Implementation at PGSD Study Program based on The Social System Theory

Every program needs to be assessed to ensure its long-term viability and success. One evaluation method is to look at students as subjects who implement or directly benefit from the MBKM program. The following is a description of the questionnaire data used to assess the MBKM program using social system theory:



Picture 2. MBKM Achievement Data based on Social Theory Aspects

Based on the picture above, the writer analyzed the result of interview with the students who explained that there are some problems in adaptation aspect; they are (a) Lack of flexibility and adaptability of MBKM Program towards situation change,

Evaluation and Perception of the Merdeka Belajar Kampus Merdeka (freedom to learn independent campus) Policy for Elementary School Teacher Education Study Program Students

students' needs, and the development of educational environment. These can cause the discordance between the MBKM program and the real situation, (b) there is also problem in identifying and responding of students' needs, industry, and society which can influence the implementation of MBKM program.

The problems in goal attainment aspect are (a) Lack of clarity in defining the objectives of the MBKM program in a concrete and measurable manner. This can lead to confusion in determining the appropriate steps to achieve these objectives. (b) Difficulty in measuring and evaluating the achievement of MBKM program objectives objectively and accurately. The lack of clear indicators and effective evaluation tools may hinder proper monitoring and assessment of the results achieved.

The problems in the Integration Aspect are (a) Difficulties in integrating the various components of the education system involved in the MBKM program, such as universities, industry, and the community. The imbalance of interests, cultural differences, and lack of coordination between stakeholders can interfere with effective collaboration in program implementation. (b) Lack of synergy and coordination between the elements of the education system in implementing the MBKM program. Communication limitations, lack of cooperation, and differences in understanding and expectations can hinder the success of the program.

The problems in latent pattern maintenance are (a) the challenge to motivate the students and renew the cultural patterns to support the implementation of the MBKM program. Unavailability of adequate resources, lack of support and recognition, and changes in the social environment can reduce learners' enthusiasm and active participation. (b) Lack of understanding and awareness of cultural values as the basis of the MBKM program. Those cause resistance or noncompliance toward the program principles and cause the loss of identity and actual goals.

A comprehensive approach is needed to solve these concrete problems; including a well-designed formulation, effective coordination among the stakeholders, regular monitoring and evaluation, and the long-time viability effort to maintain the motivation and the values founding the MBKM program at PGSD UNS.

B. PGSD UNS Students' Perceptions towards MBKM Program

The benefits of the MBKM program at PGSD Study Program are assessed through student opinions using 4 questions for each program. Table 4 contains a summary of the results of the student perception questionnaire on the MBKM program in 2022.

Table 4. Results of Questionnaire Data on Student Perceptions of the MBKM Program

No.	MBKM Program	Average	Percentage	Category
1.	<i>Kampus Mengajar</i> (Teaching Campus)	3.6	90.97	Very High
2.	<i>Proyek Independen</i> (Independent Project)	3.58	89.37	High
3.	<i>Pertukaran Mahasiswa Merdeka</i> (Independent Student Exchange)	3.25	80.00	High

(Source: Results of Questionnaire in May 2023)

Based on Table 4, it is known that the positive perceptions of students regarding the benefits obtained from the MBKM program at the PGSD UNS Surakarta Study Program in 2022 are in the very high and high categories. The following are the results and discussion based on each program implemented in the PGSD UNS Surakarta Study Program in 2022.

The average questionnaire response is 3.6, based on responses from 18 subjects. The percentage of these responses is 90.97 on a scale of 4, putting it in the high category. According to the specifics, the first indication, student satisfaction, is in the high range, while the other indicators are in the very high range. This demonstrates that students are satisfied and believe that the policies that have been enacted have benefited them

Table 5. Data on Student Perceptions of the Teaching Campus Program Results

Indicator	Percentage Score	Category
Student Satisfaction	90.28	Very High
Student Motivation	94.44	Very High
Student Participation	88.89	High
Student Competency	90.28	Very High

(Source: Results of Questionnaire in May 2023)

This program aims to improve the education quality in underdeveloped areas by involving university students in teaching (Kemendikbud.go.id, 2023). This program is in line with Social Constructivism Theory by Vygotsky which emphasizes the

Evaluation and Perception of the Merdeka Belajar Kampus Merdeka (freedom to learn independent campus) Policy for Elementary School Teacher Education Study Program Students

importance of social interaction and collaboration in the learning process (Fleer, 2016). The students, through this program, can work together with teachers and students at schools to create a conducive learning environment and enrich their learning experience.

The Teaching Campus program is also related to progressive education theory, which views students as agents of social change. Students can make a significant contribution to enhancing the quality of education in disadvantaged areas and building the link between universities and the community through this initiative (Aiman & Kurniawaty, 2020). Furthermore, the Teaching Campus program adheres to the principle of Student-Centered Learning, which regards students as active learning subjects who are accountable for their learning processes and outcomes (Bronowski, 2010).

Future teachers are expected to gain relevant learning through direct teaching experience in schools. Learning will be more successful and lasting, according to David Asubel's (1963) idea, if the information studied has a significant meaning and relevance for an individual (Nurhadi, 2020; Rahmah, 2018). Furthermore, meaningful learning is applicable to real-life circumstances. As a result, the Teaching Campus Program is focused on the students' home cities. According to John Locke, experience, education, and environment all have an impact on human development (Nadirah, 2016).

Overall, the Teaching Campus program has provided significant benefits for students, communities, and education in underdeveloped areas. The program is in line with various learning theories and paradigms that emphasize active learning, personal development, and the role of students in society. Therefore, the Teaching Campus program can be an example in the development of educational programs that are oriented towards community empowerment and provide maximum benefits for all parties involved.

According to the survey findings, the Independent Project program received an average of 3.48 and a high agreement percentage of 87%. It is known to be in the high group based on the results of each indicator. This represents students' satisfaction with and benefit from the program, although it can yet be expanded.

Table 6. Data on Student Perceptions of the Independent Project Program Results

Indicator	Percentage Score	Category
Student Satisfaction	95	Very High
Student Motivation	90	Very High
Student Engagement	87.5	High
Student Competency	85	High

(Source: Results of Questionnaire in May 2023)

The program aims to enrich students' learning experience through independent projects designed and implemented by students. The program adheres with the Independent Learning theory that places students as active learning subjects and responsible for their learning process and outcomes (Hergenhahn & Olson, 2008).

Furthermore, the Independent Project program is associated with Human Capital theory, which emphasizes the importance of individual capacity development in improving the quality of human resources (Sweetland, 1996). Students can gain skills and abilities that will help them in their future occupations and daily lives by participating in this program. The program also adheres to progressive theory, which emphasizes the relevance of meaningful and relevant learning to students' lives, where meaningfulness defined as learning via experience. Students learn independently to find their comprehension through trial and error (Hergenhahn & Olson, 2008).

The Independent Project Program has been associated with Paulo Freire's Liberatory learning paradigm that emphasizes the importance of education as a tool for human liberation from oppression and injustice (Robikhah, 2018). In this program, students can develop critical and creative skills that are useful for addressing various social and environmental issues in the future. This program can also provide opportunities for students to develop their various types of intelligence. As explained in the theory of multiple intelligences, each individual has different intelligences and can develop in different ways (Gardner, 2011).

Overall, the Independent Project program is beneficial to students' personal and professional development. The program adheres to numerous learning theories and paradigms that promote active learning, skill development, and the relevance of learning to the lives of students. As a result, the Independent Project program can serve as a model for the development of educational programs aimed at developing individual ability and offering maximum advantages to students.

Based on the survey results, the Merdeka Student Exchange program received an average of 3.25 and an agreed percentage of 81.25% which is included in the high category. The following data when viewed from each indicator in Table 6. The data shows that the program is less than optimal. Based on the results of interviews with students who have a poor perception, they feel that the knowledge conveyed in lectures is different from that obtained at their home university. This has an impact on the results they get when the knowledge gained is implemented at the home university in the future. However, some who were satisfied felt that the difference was an additional useful knowledge reference.

Evaluation and Perception of the Merdeka Belajar Kampus Merdeka (freedom to learn independent campus) Policy for Elementary School Teacher Education Study Program Students

Table 7. Data on Student Perceptions of the Merdeka Student Exchange Program Results

Indicator	Percentage Score	Category
Student Satisfaction	82.5	High
Student Motivation	75	Enough
Student Participation	77.5	Enough
Student Competency	85	High

(Source: Results of Questionnaire in May 2023)

The program aims to provide different learning experiences through student exchanges between universities in Indonesia. The program is in line with Vygotsky's theory of social constructivism which emphasizes the importance of social interaction in the learning process and individual development (Schunk, 2021).

In the Merdeka Student Exchange program, students can meet students from different backgrounds and expand their social networks. In addition, this program can help students understand and appreciate cultural diversity in Indonesia. This program is also in accordance with progressive education theory, which emphasizes the importance of learning that is meaningful and relevant to students' lives.

The Merdeka Student Exchange Program is closely tied to the theory of Student-Centered Learning, which emphasizes the importance of students participating in the learning process as active learning subjects (Bronowski, 2010). Students in this program can select the destination university and study program that best meets their interests and needs. Furthermore, this program adheres to humanistic theory, which emphasizes the significance of developing individual potential and meeting students' psychological needs (Lestari & Herman J Waluyo, 2018).

The Merdeka Student Exchange Program can also be linked to the beliefs of Ki Hajar Dewantara who emphasized the importance of education to develop human character and personality (Muthoifin & Jinan, 2015). Through this program, students can develop interpersonal skills, leadership, and independence that are useful for life in society.

Overall, the Merdeka Student Exchange program promotes students' personal and social growth significantly. This program adheres to numerous learning theories and paradigms that emphasize social engagement, active learning, developing individual potential, and meeting the psychological requirements of students. As a result, the Merdeka Student Exchange program can be used to demonstrate the development of educational programs aimed at character and personality development as well as increasing students' social and cultural awareness.

Learning in the MBKM program philosophically and practically reflects Paulo Freire's educational concepts. According to Freire, a Brazilian educational theorist, the objective of MBKM learning is to make students the primary subject in the learning process (Nanggala & Suryadi, 2021). Freire adds that a successful and liberating education is one that gives learners the right to independence in carrying out the learning process and spending their learning time. This type of instruction is referred to as "liberation education" by Freire.

Freire rejects "Bank-Style Education" in liberation education. According to Freire, Bank-style education treats students as passive and unknowledgeable objects. Educators (teachers or lecturers) are seen as the single source of knowledge with absolute authority in this concept. The output of bank-style education depends entirely on the educator (Manggeng, 2005).

The educational approach pursued by Freire focused on the liberation of the oppressed. He argues that bank-style education is an oppressive system and the oppressed must be liberated from the shackles of this system. The education experienced by the oppressed denies the dialogical nature of the learning process and keeps them downtrodden (Collin in Sudrajat & Hambali, 2021).

Freire's philosophy of liberation education is within the school of humanism. The humanist approach to education emphasizes three important features, namely: (1) clear and firm educational goals in liberating and independence; (2) education as a solution for all aspects of social life; and (3) emancipatory education by placing students as subjects (Fadli, 2020).

In the context of implementing MBKM program, the conceptual and praxis approaches adopted reflect Freire's views on liberation education. This requires the active role of learners as subjects of learning, involved in the teaching-learning process, and having autonomy and independence in learning.

C. Alternative Solutions to solve the MBKM Program at PGSD UNS Problems

The following are some more methods provided to resolve issues with the MBKM program at PGSD UNS:

In adaptation aspect, developing the MBKM program's flexibility will enable it to adjust to changing circumstances, student demands, and the evolution of the educational environment. For instance, carrying out routine reviews and modifying the program in response to suggestions from students and other stakeholders. Then it is needed to create responsive systems to recognize and address the shifting demands of society, business, and education such as using surveys, focus groups, or recurring meetings with stakeholders to gather the most recent data.

Evaluation and Perception of the Merdeka Belajar Kampus Merdeka (freedom to learn independent campus) Policy for Elementary School Teacher Education Study Program Students

In Goal Attainment aspect, the study program can define the objectives of the MBKM program in a concrete, measurable, and clear manner. This allows for more objective measurement and evaluation for example by developing measurable performance indicators and realistic time limits to achieve program goals. In addition, PGSD UNS Study Program can also implement a structured and sustainable monitoring and evaluation system. For instance, using valid and reliable evaluation tools to periodically measure the achievement of program objectives, and involving stakeholders in the evaluation process.

In Integration aspect, establishing strong partnerships among universities, industry, and the community can be done. For example, by forming a cross-sector forum or working group to share information, resources, and experiences in the MBKM program's implementation. Improve collaboration and communication among educational system components. By holding regular meetings, promoting information exchange, and establishing effective communication networks among stakeholders, for example.

The Latent Patterns Maintenance aspect problem is solved by encouraging active participation and recognizing learners through awards, achievement recognition, or personal development opportunities. This can increase their motivation and involvement in the MBKM program. Consistently promote the cultural values that underpin the MBKM program, for example, involving cultural activities, providing mentoring and coaching that supports these values, and building awareness of their importance in achieving program goals. The implementation of these alternative solutions requires commitment and collaboration between various stakeholders related to the MBKM program. With a holistic and sustainable approach, it is expected that the problems faced can be addressed effectively, and the MBKM program can achieve more optimal results.

V. CONCLUSION

The problems in adaptation aspect are (a) lack of flexibility and adaptability of MBKM Program towards situation change, students' needs, and the development of educational environment, (b) problem in identifying and responding of students' needs, industry, and society which can influence the implementation of MBKM Program. The problems in the Goal Attainment aspect are the lack of clarity in defining the objectives of the MBKM program in a concrete and measurable manner and difficulties in measuring and evaluating the achievement of MBKM program objectives objectively and accurately. Problems in the Integration aspect are (a) Barriers to integrating the various components of the education system involved in the MBKM program. Problems in the Latent Patterns Maintenance aspect are (a) Challenges in maintaining individual motivation and renewing cultural patterns that support the implementation of the MBKM program. (b) Lack of understanding and awareness of the cultural values underpinning the MBKM program.

The results of measuring the perceptions of students in the 2022 academic year show that students have a positive perception of the MBKM program in the Surakarta PGSD Study Program, namely Teaching Campus, Independent Project, and Independent Student Exchange. This perception is assessed in terms of the benefits acquired by students from the program that has been implemented. Based on the discussion of the data, it is known that the MBKM program provides significant benefits for students in developing various skills, improving academic abilities and soft skills, and broadening cultural and academic horizons. To overcome adaptation issues, developing the flexibility of the MBKM program is needed so that it can respond to situational changes, student demands, and the evolution of the educational environment. For the Goal Attainment Aspect, study programs should describe the MBKM program's objectives in a tangible, measurable, and explicit manner. Building solid interaction between universities, industry, and society is required for the Integration Aspect. Then, for the Latent Patterns Maintenance aspect, some solutions are encouraging active engagement and recognizing learners with rewards, achievement awards, or opportunities for self-development.

The theoretical implications of this research can provide references connected to student perceptions of the MBKM program policy adopted in the 2022 PGSD UNS Surakarta Study Program. The practical consequences of this research can be used as evaluation/assessment material for the MBKM program at PGSD UNS Surakarta's sustainability. Researcher suggests conducting additional research studies on contributing factors as well as assessing the potential and challenges of implementing the MBKM program in the Surakarta PGSD Study Program.

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Evaluation and Perception of the Merdeka Belajar Kampus Merdeka (freedom to learn independent campus) Policy for Elementary School Teacher Education Study Program Students

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