# TRANSFORMATION OF CURRICULUM PGMI S-1 UIN SUNAN KALIJAGA YOGYAKARTA INTO A MODEL CURRICULUM MERDEKA BELAJAR KAMPUS MERDEKA (MBKM)

**Muh. Asharif Suleman\***

\* Universitas Islam Negeri Sunan Kalijaga Yogyakarta, Indonesia

asharifmuhammad2000@gmail.com

**Zulfi Idayanti**

Universitas Islam Negeri Sunan Kalijaga Yogyakarta, Indonesia

Zulfidayanti1502@gmail.com

**Basri**

Universitas Islam Negeri Sunan Kalijaga Yogyakarta, Indonesia

Basribasyir862@gmail.com

**Ahmad Hilmi**

Institut Agama Islam Negeri Kendari, Indonesia

ahmadhilmi282@gmail.com

## Abstract

This research aims to study the independent campus curriculum PGMI S-1 UIN Sunan Kalijaga Yogyakarta, which refers to KKNI, SNPT, Integration-Interconnection, and Merdeka Campus. This research includes descriptive and qualitative approaches, namely decrypting the MBKM curriculum on PGMI S-1 UIN Sunan Kalijaga Yogyakarta. The data used is a final curriculum document for Merdeka Campus PGMI S-1 UIN Sunan Kalijaga Yogyakarta for the year 2020, which is accessed on the official website https://pgmi.uin-suka.ac.id and supported by literature that is sourced from national and international indexed books and journals that contain topics on the development of the MBKM production PGMI curriculum. The results of the research show that the PGMI Prodi S-1 UN Sunan Kalijaga of Yogyakarta already has policies and guidelines for implementing structured MBKM activities. The activities adapt the characteristics of the PGMI

product and are dissocialized offline and online.

**Keywords:** Curriculum model, Education, MBKM, PGMI

**Abstrak**

Penelitian ini bertujuan untuk mengkaji kurikulum kampus merdeka Prodi PGMI S-1 UIN Sunan Kalijaga Yogyakarta yang mengacu pada KKNI, SNPT, Integrasi-Interkoneksi, dan Kampus Merdeka. Penelitian ini meliputi pendekatan deskriptif dan kualitatif, yaitu mendekripsikan kurikulum MBKM pada Prodi PGMI S-1 UIN Sunan Kalijaga Yogyakarta. Data yang digunakan adalah dokumen final kurikulum Kampus Merdeka Prodi PGMI S-1 UIN Sunan Kalijaga Yogyakarta tahun 2020 yang diakses pada laman resmi https://pgmi.uin-suka.ac.id dan didukung oleh literatur yang bersumber dari buku dan jurnal terindeks nasional maupun internasional yang memuat topik-topik tentang pengembangan kurikulum produk MBKM PGMI. Hasil penelitian menunjukkan bahwa Prodi PGMI S-1 UN Sunan Kalijaga Yogyakarta telah memiliki kebijakan dan pedoman pelaksanaan kegiatan MBKM yang terstruktur. Kegiatan tersebut mengadaptasi karakteristik produk PGMI dan disosialisasikan secara luring dan daring.

**Kata Kunci**: Model Kurikulum, Pendidikan, MBKM, PGMI

## INTRODUCTION

Higher education in Indonesia is currently experiencing significant changes in responding to and meeting the demands of globalization (Sibawaihi & Fernandes, 2023). As a form of adaptation to these changes, policymakers developed an independent curriculum framework for independent learning (MBKM) as an innovation in the education system that is in line with current societal needs. This concept is rooted in the strong philosophical foundation of Ki Hajar Dewantara, who stated that the goals of learning must be centered on students' freedom to learn independently and creatively, with the aim of building students' independent character (Ardianti & Amalia, 2022). Mas'ud (2020:128) emphasizes that literally, the curriculum cannot be separated from institutional goals. This polemic is not excessive if the leaders of higher education institutions implement and oversee the implementation of changes to the MBKM curriculum (Mujib et al., 2023). The current independent curriculum is the latest in facing educational challenges that have arisen as a result of the post-pandemic education crisis. It aims to change education by concentrating more on basic materials such as literacy and numeracy (Jusuf & Sobari, 2022). Not only that, but the aim of this curriculum is to improve human resources and the quality of education in Indonesia. This curriculum also offers education, from basic education to higher education. Therefore, the responsibilities at each level are critical to the success of this program (Vhalery et al., 2022).

In the context of the Independent Campus Independent Curriculum (MBKM), educators

must implement learning that allows students to maximize their abilities according to their learning readiness, interests, and learning profile (Sutaga, 2022). Such learning focuses on adapting materials and instruction to suit students' learning styles, pace, interests, and needs, not academic products (Gusteti & Neviyarni, 2022). In line with this, the Ministry of Education and Culture has determined eight main performance indicators to be used as an outline for the development of the MBKM curriculum in higher education. This allows students to take part in off-campus learning activities for two semesters (Jusuf & Sobari, 2022). This program has an entity that prioritizes educational autonomy and flexibility, freeing teachers from bureaucracy and providing independence for students (Dian et al., 2023). This, of course, aims to achieve graduate competency and give students the freedom to expand their knowledge (Susilo & Kartowagiran, 2023). To achieve this goal, the curriculum is structured to include course descriptions, modules, and blogs, as well as syllabi, learning plans, and evaluations. All of this is done to help students develop their skills according to their interests (Suwanti et al., 2022). It cannot be denied that the MBKM curriculum is a curriculum that reconstructs Indonesian national education, because the increasingly rapid pace of educational growth today requires a review of the education system (Rasyid, 2023).

It is interesting to note that this program also aims to fulfill students' learning rights with a transdisciplinary approach to life, abilities, and abilities to improve their learning abilities. In addition, MBKM aims to facilitate learning rights that are in accordance with students' interests and potential so that students become competent and charismatic graduates. This program aims to make students graduates who meet expectations by providing insight and practical experience. They also want to become graduates who suit the demands of Industry 4.0 and the 21st century (Baharuddin, 2021). This is, of course, in line with the essence of the MBKM curriculum, which follows the standards of Law Number 12 of 2012 and the OBE (outcome-based education) approach. This follows the patterns and stages that have been used during the development of the study program curriculum. Social regulations and dynamics, as well as technological advances, are incorporated into MBKM policies and curricula (Ramis, 2021).

There are constructive studies that highlight this policy (Bhakti et al., 2022) such as showing that the implementation of the MBKM policy is not running smoothly. This is indicated by the study program having difficulty recognizing the number of credits; the MBKM activity process is partly online; the study program has difficulty compiling a curriculum; not all study programs at the same university carry out MBKM; partners in MBKM internship and entrepreneurship activities are still limited; and learning is limited. not innovative, lack of socialization of the MBKM program, late in calculating grades for students taking MBKM, no

MBKM program that facilitates people with disabilities, not easy to find partners for collaboration, complicated inter-university collaboration process, too many programs and activities simultaneously, there is no match between lecture time and activities outside the study program, there are quotas set for the MBKM program, and many lecturers do not understand the MBKM program. Although many academics and students welcomed the program, it was not free from criticism. Some believe that this program can divide students' focus (Wibisono & Umiyati, 2023). There are also those who question the dilemma of continuing this policy if there is a change in leadership (Lhutfi & Mardiani, 2020).

Meanwhile, there are several clues that show the obstacles faced by private universities, including the process of adapting the KKNI curriculum to the MBKM program, limited partner campuses, collaboration between private universities and external parties, including companies, BUMN, BUMD, and even the government, which is still very limited, fund management by the Foundation, which has not budgeted funds for MBKM, and the productivity of human resources for lecturers and students (Fuadi & Aswita, 2021). The impact of implementing MBKM also dichotomizes collaboration between universities at the same level or above but ignores collaboration with universities below its accreditation (B & Danim, 2023). The government needs to pay attention to this so that it listens, considers, and carries out in-depth studies of these policies in order to produce regulations that make it easier for education administrators (Wika Yuni et al., 2023). The obstacles faced are more directed towards the readiness of industry partners to accommodate MBKM activities in accordance with the learning outcomes that students must achieve (Loisa et al., 2022).

Nevertheless, the implementation of MBKM has many benefits, which are also felt by some universities that have implemented it. Among them is providing opportunities to develop competencies and have a positive impact on student progress (Christinawati et al., 2023). Also affirming that the substance of the MBKM policy is the courage to change patterns from rigid ones based on adaptive and flexible curriculum approaches. It should be emphasized that the presence of the MBKM program is to address the problem of student work readiness, where the learning concept focuses on strengthening communication across social, cultural, and industrial lines in order to acquire new skills (Ingsih et al., 2022). Wulandari (2023) said the same thing: the MBKM program is able to improve soft skills and hard skills for every student, and the campus is able to produce competent graduates.The study of the independent curriculum is very interesting to study at this time. It can be observed that there are five MBKM adaptation strategies that can be implemented, namely identifying similar programs that have been implemented, giving students the freedom to choose by providing program variations, Developing tools to implement the new curriculum, integrating program funding with funders,
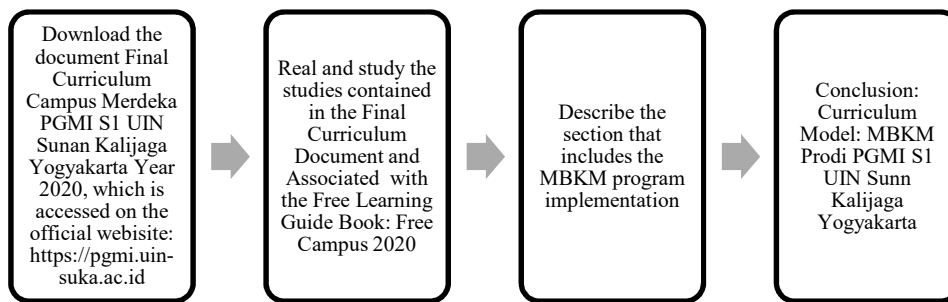
and starting simple activities(Sabatini et al., 2022). Thus, the aim of implementing MBKM is to encourage students and lecturers to gain learning experiences with various additional competencies, both in study programs and outside campus(Pangruruk et al., 2022).

Based on this description, the author assumes that inconsistent results are still found regarding the views of the MBKM curriculum development model. Previous studies also indicate the need to revitalize and reposition these policies by understanding the conditions of each educational institution and not generalizing that these policies can be accepted by every institution. Therefore, this study tries to highlight the MBKM curriculum development model carried out by the UIN Sunan Kalijaga Yogyakarta undergraduate study program, which refers to KKNI and SNPT, by combining paradigms (to integrate and interconnect) in order to produce empirical studies that have the nature of natural sciences, social sciences, and humanities. MBKM as a curriculum approach offers a learning concept that is more independent and responsive to student needs, describing the vision and mission of UIN Sunan Kalijaga Yogyakarta in creating a progressive educational environment. Analysis of the PGMI S-1 curriculum in the context of MBKM is the main focus to provide a more comprehensive understanding of how this approach can enrich students' learning experiences and create graduates who are ready to face changing times. Diversity and creativity in the curriculum are central points in responding to the dynamics of modern education. For this reason, this article aims to examine the transformation of the PGMI S-1 UIN independent campus curriculum, Sunan Kalijaga Yogyakarta, which refers to KKNI, SNPT, integration-interconnection, and independent campus, so that it can be used as an example in its implementation and integration.

**METHODS**

The research was conducted using a qualitative-descriptive approach. The data source used is the document Final Curriculum Merdeka Campus PGMI S-1 UIN Sunan Kalijaga Yogyakarta year 2020 (PGMI, 2020), which is accessed on the official website http://pgmi.uin-suka.ac.id and is supported by literature that is sourced from national and international indexed books as well as journals that contain topics on the development of curriculum MBKM prodi PGMI. The data was collected by studying the study contained in the final document, Curriculum Campus Merdeca, and is associated with the Guide Book Mardeka Learning—Merdega Campus, issued by the Directorate-General of Higher Education, Ministry of Education and Culture, in 2020 . Here is a detailed data collection procedure.

Table 1. Framework of Thought

| Download the document Final Curriculum Campus Merdeka PGMI S1 UIN Sunan Kalijaga Yogyakarta Year 2020, which is accessed on the official webisite: https://pgmi.uin-suka.ac.id | → | Real and study the studies contained in the Final Curriculum Document and Associated with the Free Learning Guide Book: Free Campus 2020 | → | Describe the section that includes the MBKM program implementation | → | Conclusion: Curriculum Model: MBKM Prodi PGMI S1 UIN Sunn Kalijaga Yogyakarta |

**RESULTS AND DISCUSSION**

PGMI's curriculum development model, by adapting the MBKM policy, includes planning, learning processes, evaluation, and evaluation of learning. As to the explanation of each part, it is described as follows:

1. **Planning**

Please check all the images in your journal, both on screen and in the printed version. When checking printed versions of images, make sure that: The planning phase includes the creation of learning access. It starts with the establishment of the graduate profile, the presentation of competencies in the profile, and the introduction of competences in learning access. The results of the analysis of the needs of science and technology determine the profile. Furthermore, the bonding of stakeholders can help strengthen the relationship between the educational institution and the stakeholder. These stakeholders will use graduates as standard indicators of graduate quality achievement by defining the graduate's basic abilities and skills as (1) cognitive, (2) affective, and (3) psychomotor, which are the components of graduates' learning. Regarding the profile of graduates set by PGMI S1 UIN, Sunan Kalijaga Yogyakarta can be seen in the following picture.

The graduate profile is expected to be an educator and an educator at the level of MI/SD. Educators with qualifications of expertise as class teachers, tutors, or instructors at Islamic basic education institutions as well as general basic educational institutions that master the psychology and development of pupils, are able to build communication and networking both national and international, master digital literature, and become entrepreneurs in the field of media and learning resources, and create creative and innovative art based on information technology based on the values of Islam and the culture of the Indonesian nation.

This access formula is a measure of the ability of graduates of a study program in which the CPL is formulated based on SN-DIKTI and is oriented to the description of level 6 of KKNI. At each level of qualification, KKNI includes the process that builds the character and personality of the individual, which is further developed approximately Integration of

Interconnections on the Prodi PGMI UIN Sunan Kalijaga. To implement the MBKM curriculum, Prodi PGMI has planned a student learning service that includes learning outcomes that have been adapted based on the UNESCO learning outcomes. There are 8 sets of studies for achieving learning outcomes, namely: (1) pedagogy; (2) academic materials MI/SD; (3) basic skills teaching MI/SD, (4) soft skills as an educator; (5) research; (6) business communication in the field of education; (7) business management education; and (8) soft skills as an entrepreneur.

Then there is course mapping and the calculation of SKS per course, where students have the opportunity to complete compulsory courses and elective courses as stipulated by the PGMI.

a. Students conduct lectures on a study program with a total of 114 SKS. The courses taken are core or compulsory courses for each student to support the fulfillment of learning access and the profile of graduates of the study program, and the elective matriculums are at least 12 SKS out of a total of 24 SKS for 12 courses.

b. Students are allowed to undertake lectures on different study programs in the Sunan Kalijaga Yogyakarta UIN neighborhood with a maximum of 18 ECTS with 8 courses.

c. In the 5th and 6th semesters, students are allowed to take courses at the PGSD/PGMI prodi at the College of Partners (outside Sunan Kalijaga Yogyakarta University) through internships at the Institute of Education/Business World. There are 8 courses with a total of 23 ECTS in the 5th semester and 9 courses in the 23 CTS for the 6th semester.

2. **Learning Process**

In the learning process, the lecturer Prodi PGMI Jenjang Bachelor (S-1) is required to make the RPS, teaching materials, and student assignment plan. It aims to facilitate the evaluation, ensure consistency between strategy and method with objectives, and carry out an evaluation of the curriculum used. At the time of the learning process, the involvement of students is very important, for the participation of students is not only in the classroom but also carried out in the activities of discussion, tasks, field observations, PKL, PLP seminars, training, general lectures, and so on. In order to improve the quality and quantity of academic activities of lecturers, students, and civitas academica, Prodi PGMI Jenjang Bachelor (S-1) conducted meetings and discussions that are conducted on a regular basis through activities: academic discussions, general lectures, dialogue, seminars, trainings, workshops, and lecturer meetings.

To develop a conducive academic atmosphere in the educational process, research and dedication to the community are devoted to the draft budget of the PGMI Jenjang Bachelor (S-

1) through research activities, seminars, workshops, discussions, and devotion to society. Learning on PGMI uses the Student-Centered Learning (SCL) approach. The applied student-centered learning process requires a joint role between faculty and students.

a. Students are actively involved in knowledge management.

b. Not only emphasizing the mastery of material but also developing the character of students

c. Using multiple media (multimedia)

d. The function of the lecturer as a facilitator and the evaluation are carried out together with the students.

e. For the development of science through an interdisciplinary approach.

f. The developed climate is more collaborative, supportive, and cooperative.

g. Students and lecturers study together to develop knowledge, concepts, and skills.

h. Students can learn not only from lectures but can also use a variety of media and extracurricular activities.

i. Emphasis on the achievement of the competence of the student and not the excess of material.

j. Emphasizes how students can learn using different learning resources, interdisciplinary methods, and problem-based learning and skills.

k. The student-centered learning pattern (SCL) is expected to enable students to attain the desired competence. This means that students should be encouraged to have motivation within themselves and then work hard to attain the competence they want.

In the implementation of the Student Centered Learning (SCL) approach, there are alternative models, strategies, or learning methods that are emphasized to be applied in the Prodi PGMI Jenjang Bachelor (S-1): (1) Blended Learning; (2) Small Group Discussion; (3) Role-Play & Simulation; (4) Case Study; (5) Discovery Learning (DL); (6) Self-Directed Learning (SDL); (7) Cooperative Learning (CL); (8) Collaborative Learning (CbL); (9) Contextual Instruction (CI); (10) Project-Based Learning (PjBL); and (11) Problem-Based Learning and Inquiry. (PBL).

The PGMI Programme of Study of Jenjang Bachelor (S-1) ensures that the independent curriculum that is the result of the re-design of the curricula by 2020 has met the criteria of constructive alignment, i.e., suitability of courses, access to learning, methods of learning, and evaluation. In the mapping of the constructival alignment here, each course is authenticated for its suitability in four aspects: type of learning access, course level, learning methods, and assessment. The methods of learning are classified into three categories: (1) basic, (2) intermediate, and (3) advanced. Learning methods are categorized into three types: (1) direct

instruction, (2) indirect instruction, and (3) independent study. As to the type of assessment, they are also classified into three types, namely: (1) create knowledge; (2) apply knowledge; and (3) recall knowledge.

### 3. Evaluation Of Learning Outcomes

Evaluation of learning results is a process and activity to determine the achievement of student competence during and after the learning process. The evaluation is carried out in an integrated manner to reveal all aspects of student ability, including knowledge, skills, and attitudes and values.

a. Evaluation of learning processes: learning process assessment is intended to reveal the performance and ability of students to follow the learning process. Evaluation of the learning process can be done by observation, anecdotal record, or other means. In its implementation, the learning process assessment medium can take advantage of online applications such as Google Forms, Quizz Creator, Edubox, Kahoot, WhatsApp Auto Response, SiPint, and so on.

b. Appraisal method: assessment can be done by test and non-test methods.

c. Form of assessment: evaluation of learning results can take the form of tests, projects, products, performances, portfolios, observations, or interviews. In its implementation, evaluation media can use online applications such as Google Forms, Quizz Creator, Edubox, Kahoot, WhatsApp Auto Response, SiPint, and so on.

d. Evaluation time: evaluation of learning results is carried out between half-term and one-semester.

e. Assessment norms

   1) The determination of the final value is based on the assessment of the benchmark (PAP).

   2) The final evaluation of the student's learning results is expressed in the form of literal values converted from numerical values in the following categories:

| No | Nilai Angka | Nilai Huruf | Bobot |
|----|-------------|-------------|-------|
| 1 | 95 – 100 | A | 4,00 |
| 2 | 90 – 94,99 | A - | 3,75 |
| 3 | 85 – 89,99 | A/B | 3,50 |
| 4 | 80 – 84,99 | B+ | 3,25 |
| 5 | 75 – 79,99 | B | 3,00 |
| 6 | 70 – 74,99 | B- | 2,75 |
| 7 | 65 – 69,99 | B/C | 2,50 |
| 8 | 60 – 64,99 | C+ | 2,25 |

| 9  | 55 – 59,99 | C   | 2,00 |
| 10 | 50 – 54,99 | C-  | 1,75 |
| 11 | 45 – 49,99 | C/D | 1,50 |
| 12 | 40 – 44,99 | D+  | 1,25 |
| 13 | 35 – 39,99 | D   | 1,00 |
| 14 | <35        | E   | 0    |

Figure 1. Value Conversion

f.  Value change

  1) Students may submit their dissatisfaction with the score to the Head of the Department of Business of the Faculty concerned by filling out the form a maximum of seven (seven) effective days after the score is announced.

  2) The value can change when: the substance is correct; the value is changed up according to the corrections of the examiner; and the material is not correct or existent; the examiner is entitled to decrease the minimum value of the 1 (one) interval.

  3) Changes in the values of the lecturer's initiative can only be made with the approval of the chairman of the department or study program for acceptable reasons.

g.  Changes in study results

  1) Assessment is a part of the learning process that serves to evaluate the progress and ability of students to achieve the competence specified by the Performance Index. (IP).

  2) IP settings are performed at the end of each semester, called the IP Semester, while the IP of the entire learning outcome that has been completed is called the Index of Communicative Achievement (IPK).

h.  Certificate of Graduation

  To the predicate with praise

  1) The minimum IPK is 3,51.

  2) The duration of the study has been the maximum number of programmed semesters plus 2 semesters.

  3) If a student has an IPK of 3.51 and above but the duration of study exceeds 10 semesters, then they will obtain a very satisfactory graduation prediction.

a)  The sermon is very satisfying: IPK 3,01–3,50

b)  The fulfilling sermon: IPK 2.76–3.00

c)  Preaching is sufficient. IPK 2.00–2.75

## 4. Learning Evaluation

Monitoring and evaluation is carried out after the completion of the learning process by assessing the student's learning process performed by the lecturer with parameters: (1) time discipline; (2) mastery of the material; (3) mastering of the media; (4) mastering the learning methods used; (5) references used; (6) ability to answer student questions; and (7) classroom management skills. Monitoring is also carried out through the journal of lectures, the accuracy of the submission of subjects, and grades. The final evaluation of the semester is intended to evaluate the process of the lectures and the students' learning results. Monitoring at PGMI Jenjang Bachelor (S-1) and the Faculty of Tarbiyah and Keguruan Sciences is carried out by internal quality audits (AMI) as well as external quality audits (AME). The AMI team has an agenda to monitor the learning process on a regular basis. The scope of the internal quality audit covers learning processes in all products, including the PGMI Jenjang Bachelor (S-1). The results of AMI's findings were brought to a management review meeting (RTM) attended by university leadership and faculty leaders, including the head of production. From the RTM, it will be known about the incompatibility of the learning process with the quality targets of the university or faculty.

Data-identified problems are tried to be resolved at the product level when possible, but if unresolved, they will be solved in a routine RKF meeting. If the problem cannot be settled at the RKF meeting, then it is resolved at the above level. In addition, the quality assurance agency, based on the findings of internal quality audit results through management review meetings, classifies findings by major, minor, and observation classifications. The findings were jointly agreed upon by the leadership of both the university and faculty for immediate follow-up. The LPM will monitor the results of the repairs in accordance with the specified time.

This research aims to study the independent campus curriculum PGMI S-1 UIN Sunan Kalijaga Yogyakarta, which refers to KKNI, SNPT, Integration-Interconnection, and Merdeka Campus. This model curriculum has been developed to follow the policy of the Ministry of Education, Culture, Research, and Technology on the Curriculum for Free Learning. (MBKM). Sunan Kalijaga Yogyakarta State Islamic University is one of the educational units that has implemented MBKM in its curriculum. Certainly, the development of the curricula MBKM prodi PGMI S1 UIN Sunan Kalijaga Yogyakarta still retains its characteristics of being an educational unit that is superior and able to compete at the international level. The concrete form of MBKM implementation is already visible in the curriculum layout and its implementation.

Based on the results of the research, it can be concluded that PGMI S1 UIN Sunan Kalijaga Yogyakarta has developed and implemented the Merdeka Study-Merdeka Campus (MBKM) program in accordance with the MBKM guidelines issued by the Minister of Education, Culture, Research, and Technology. It is proven by learning outcomes or student fulfillment services that have been adapted based on learning outcomes from UNESCO. There are 8 sets of studies for achieving learning outcomes, namely: (1) pedagogy; (2) academic materials MI/SD; (3) basic skills teaching MI/SD, (4) soft skills as an educator; (5) research; (6) business communication in the field of education; (7) business management education; and (8) soft skills as an entrepreneur. Not only that, the fulfillment of the right to study outside the campus for two semesters has been designed and adapted to facilitate students. From the courses to the number of SKS to the submission procedures and the conversion of values,

The development and implementation of the MBKM curriculum are important to improve the quality of learning and the learning and technology (Setiyo et al., 2020). Not only that, the curricular development also needs to understand the characteristics and updates that correspond to the needs of the market (Green, 2022). Through this MBKM program, students are expected to have a professional personality (Al-Refai, 2020), have a noble morality for society, nation, and outcomes of students in accordance with the development of science state (Badrudin, 2020), and (Susilo et al., 2022). In particular, students are able to be individuals that develop according to their interests and talents (Sözeri et al., 2022), as well as globally competitive souls in the era of industry 4.0 and society 5.0.

This research confirms that there are several important findings produced, namely; Implementation of the MBKM Curriculum Model: Research shows that the PGMI Undergraduate Study Program at UIN Sunan Kalijaga Yogyakarta has succeeded in developing and implementing the MBKM Curriculum Model by taking into account the guidelines issued by the Ministry of Education, Culture, Research, and Technology. This includes adjustments to learning outcomes from UNESCO and the development of various groups of studies to achieve learning objectives. Services for Fulfilling Students' Learning Rights: The findings show that there are efforts to provide services that fulfill students' learning rights, including flexibility in selecting courses both within and outside the study program, as well as the possibility of gaining learning experience at other institutions or non-governmental institutions. PT through various activities such as internships, student exchanges, KKN, social service, and final assignments. Implementation of the Student-Centered Learning (SCL) Learning Approach: The curriculum developed uses the SCL learning approach, where students are actively involved in managing knowledge. Learning not only focuses on mastering the material but also on character development and the role of the lecturer as a facilitator.

Constructive Alignment Mapping: There is mapping carried out to ensure compatibility between courses, learning outcomes, learning methods, and assessments. It is important to ensure that learning is in accordance with the goals to be achieved. Periodic Monitoring and Evaluation: It was found that there is a monitoring and evaluation system that is carried out periodically, both through assessments of the learning process and student learning outcomes. This includes the use of various media for assessing and developing lecture journals. Efforts to Improve Quality Through Internal and External Quality Audits: There are efforts to improve the quality of education through internal and external quality audits carried out by quality assurance institutions. The findings from the audit are used as a basis for improvement and further development in the learning process. Expectations for Student Competencies: Through the implementation of the MBKM curriculum, it is hoped that students will have competencies that are in line with the demands of the times, both in terms of professionalism, morality, adaptability, and the ability to compete globally in the era of industry 4.0 and society 5.0. This emphasizes the importance of the relevance of the curriculum to current developments and market needs. These findings show the commitment of the PGMI Undergraduate Study Program at UIN Sunan Kalijaga Yogyakarta in providing quality and relevant education to current and future needs, as well as making them an example for other educational institutions in developing a curriculum that is adaptive and oriented towards student success.

**CONCLUSION**

The conclusion of this study shows that the S-1 PGMI UIN Sunan Kalijaga Yogyakarta program has implemented the Merdeka Belajar Kampus Merdeka (MBKM) policy and guidelines in a structured manner. Students are given the freedom to take compulsory and elective courses in their study programs, as well as courses in other study programs within the university, according to their interests and talents. In addition, students also have the opportunity to gain learning experience at other universities or outside universities through internship programs, student exchanges, thematic KKN, social services, and final assignments. The impact of the implementation of this MBKM policy can be seen in the improvement of the learning process, which allows students to develop competencies that are more in line with industry needs and challenges in the world of work. With practical experience, such as internships and social activities, students are better prepared to face professional demands in the future. The implementation of MBKM also encourages closer cooperation between universities, industry, and the community, which ultimately contributes to improving the quality of graduates, expanding network collaboration, and ensuring that performance remains relevant to market needs.

# REFERENCES

Al-Refai, N. (2020). "The Impact of a Mosque-Based Islamic Education to Young British Muslim Professionals". *International Journal of Learning, Teaching and Educational Research*, 19(9), 220–237.

Ardianti, Y., & Amalia, N. (2022). "Kurikulum Merdeka: Pemaknaan Merdeka dalam Perencanaan Pembelajaran di Sekolah Dasar". *Jurnal Penelitian Dan Pengembangan Pendidikan*, 6(3), 399–407. https://doi.org/10.23887/jppp.v6i3.55749

B, F. E. P., & Danim, S. (2023). "Study of Independent Learning", *Independent Campus in Constructivism Philosophy (Vol. 1). Atlantis Press SARL*. https://doi.org/10.2991/978-2-38476-108-1

Badrudin, B. (2020). "The Management Of Strengthening The Mosque-Based Religious Character Education". *Nadwa: Jurnal Pendidikan Islam*, 13(2), 179–204.

Baharuddin, M. R. (2021). "Adaptasi Kurikulum Merdeka Belajar Kampus Merdeka (Fokus: model MBKM program studi)". *Jurnal Studi Guru Dan Pembelajaran*, 4(1), 195–205.

Bhakti, Y. B., Simorangkir, M. R. R., Tjalla, A., & Sutisna, A. (2022). "Kendala Implementasi Kebijakan Merdeka Belajar Kampus Merdeka (MBKM) Di Perguruan Tinggi". *Research and Development Journal of Education*, 8(2), 783. https://doi.org/10.30998/rdje.v8i2.12865

Christinawati, S., Yusmansyah, E. F., Karimah, I., Warta, W., & Sulastini, R. (2023). "Implementasi Merdeka Belajar Kampus Merdeka (MBKM) Di Universitas Nasional Pasim". *Media Bina Ilmiah*, 17(9), 2065–2074.

Dian, D., Ahmad, C. F., Arsal, F. R., & Mahmudah, S. (2023). "Implication And Application MBKM's Curriculum In Education (Madrasah And Universities)". *At-Ta'dib*, 18(1), 106–122. https://doi.org/10.21111/attadib.v18i1.9910

Fuadi, T. M., & Aswita, D. (2021). Merdeka Belajar Kampus Merdeka (MBKM): Bagaimana Penerapan dan Kendala yang Dihadapi Oleh Perguruan Tinggi Swasta Di Aceh. Merdeka Belajar Kampus Merdeka. (Fuadi & Aswita, 5(2), 603–614.

Green, B. (2022). "Understanding Curriculum As Practice, Or On The Practice Turn (S) In Curriculum Inquiry". *Curriculum Perspectives*, 42(1), 77–83.

Gusteti, M. U., & Neviyarni, N. (2022). "Pembelajaran Berdiferensiasi Pada Pembelajaran Matematika Di Kurikulum Merdeka". *Jurnal Lebesgue : Jurnal Ilmiah Pendidikan Matematika, Matematika dan Statistika*, 3(3), 636–646. https://doi.org/10.46306/lb.v3i3.180

Ingsih, K., Darmi Astuti, S., Perdana, T. A., & Riyanto, F. (2022). "The Role Of Digital Curriculum And Off-Campus Learning (MBKM) To Face Industry 4.0: Evidence In Indonesian Gen-Z Students". *Journal of Positive School Psychology*, 2022(12), 832–853.

Jusuf, H., & Sobari, A. (2022). "Pembelajaran Paradigma Baru Kurikulum Merdeka Pada Sekolah Dasar". *Jurnal Pengabdian Kepada Masyarakat UBJ*, 5(2), 185–194. https://doi.org/10.31599/jabdimas.v5i2.1360

Lhutfi, I., & Mardiani, R. (2020). "Merdeka Belajar-Kampus Merdeka Policy: How Does It Affect the Sustainability on Accounting Education in Indonesia?", *Dinamika Pendidikan*, 15(2), 243–253.

Loisa, R., Paramita, S., & Sari, W. P. (2022). "Penerapan Program Merdeka Belajar Kampus Merdeka Tingkat Fakultas Di Universitas". *Jurnal Muara Ilmu Sosial, Humaniora, dan Seni*, 6(1), 70–79.

Mujib, M., Wardhani, M. F., & Kurniawan, R. (2023). "Reducing Resistance to Organizational Change by Promoting Change Leadership: A Study of The MBKM Curriculum Implementation in Higher Educational Institutions". *International Journal of Science, Technology & Management*, 4(6), 1660–1666.

Pangruruk, F. A., Siregar, B., Illya, G., Arifin, A., & Agatha, D. A. (2022). "Analisis Hasil Survei Kebijakan dan Implementasi Medeka Belajar Kampus Merdeka (MBKM) di Universitas Matana". *Syntax Literate ; Jurnal Ilmiah Indonesia*, 7(2), 2331. https://doi.org/10.36418/syntax-literate.v7i2.6262

PGMI, T. P. D. (2020). Kurikulum Kampus Merdeka PGMI S-1 UIN Sunan Kalijaga Yogyakarta. 1.

Ramis, M. A. C. (2021). "Tourism education in Spain's secondary schools: The curriculums' perspective". *Journal of Hospitality, Leisure, Sport & Tourism Education*, 29, 100292.

Rasyid, M. N. A. (2023). "Reinforcing Quality of Higher Education in Digital Era: An Anthropology of Education Study About Strategy and Innovation of Development in Adab and Humanities Faculty, State Islamic University of Makassar". *Proceedings of the 4th International Conference on Progressive Education 2022 (ICOPE 2022)*, 746, 317.

Sabatini, S. N., Novianri, P. P., & Amijaya, S. Y. (2022). "Strategi Adaptasi Penerapan Program MBKM yang Kolaboratif dan Partisipatif". *Scholaria: Jurnal Pendidikan Dan Kebudayaan*, 12(3), 182–192. https://doi.org/10.24246/j.js.2022.v12.i3.p182-192

Setiyo, M., Waluyo, B., Suryawan, A., Triyono, M. B., & Murniati, D. E. (2020). "Alternative model of curriculum development for vocational higher education: Indonesian perspective". *Curriculum Perspectives*, 40, 173–187.

Sibawaihi, S., & Fernandes, V. (2023). "Globalizing higher education through internationalization and multiculturalism: The case of Indonesia. Higher Education Quarterly", 77(2), 232–245.

Sözeri, S., Altinyelken, H. K., & Volman, M. L. L. (2022). "The role of mosque education in the integration of Turkish–Dutch youth: perspectives of Muslim parents, imams, mosque teachers and key stakeholders. Ethnic and Racial Studies", 45(16), 122–143.

Susilo, M. J., Dewantoro, M. H., & Yuningsih, Y. (2022). "Character education trend in Indonesia". *Journal of Education and Learning (EduLearn)*, 16(2), 180–188.

Susilo, M. J., & Kartowagiran, B. (2023). "Alternative curriculum model: Mosque-based education integration". *Journal of Education and Learning (EduLearn)*, 17(3), 462–471. https://doi.org/10.11591/edulearn.v17i3.20714

Sutaga, I. W. (2022). "Tingkatkan Kompetensi Guru Melalui Pembelajaran Berdiferensiasi". *Jurnal Inovasi*, 8(9), 58–65.

Suwanti, V., Suastika, I. K., Ferdiani, R. D., Harianto, W., & Ketut Suastika, I. (2022). "Analisis Dampak Implementasi Program Mbkm Kampus Mengajar Pada Persepsi Mahasiswa". *Jurnal Pajar (Pendidikan dan Pengajaran)*, 6(3), 814–822.

Vhalery, R., Setyastanto, A. M., & Leksono, A. W. (2022). "Kurikulum Merdeka Belajar Kampus Merdeka: Sebuah Kajian Literatur". *Research and Development Journal of Education*, 8(1), 185–201.

Wibisono, E., & Umiyati, E. (2023). "Kampus Merdeka (Independent Campus) Policy in Indonesia: a Brief Overview". *Kwangsan: Jurnal Teknologi Pendidikan*, 11(1), 255. https://doi.org/10.31800/jtp.kw.v11n1.p255--278

Wika Yuni, T., Sailah, I., & K. Pandjaitan, N. (2023). "Independent Learning-Independent Campus (MBKM) Policy: Perceptions and Attitudes of Private Universities". *International Journal of Research and Review*, 10(1), 269–276. https://doi.org/10.52403/ijrr.20230130