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Integration of Local Wisdom in the Implementation of the *Merdeka Belajar Kampus Merdeka (MBKM)* Policy in the Biology Education Study Programs in Indonesia: Analysis and Evaluation

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Abstrak: Program Belajar Kampus Merdeka (MBKM)" pada Program Studi Pendidikan Biologi (BESP) di berbagai kampus di Indonesia dengan fokus khusus pada integrasi kearifan lokal. Penelitian ini merupakan penelitian deskriptif yang menggunakan pendekatan kualitatif. Partisipan dalam penelitian ini terdiri dari 44 orang pengelola BESP yang berasal dari 22 Perguruan Tinggi Negeri dan 22 Perguruan Tinggi Swasta. Instrumen utama yang digunakan dalam penelitian ini adalah angket campuran terbuka dan tertutup. Data yang telah terkumpul dianalisis dengan menggunakan teknik analisis tematik, dimulai dengan mentabulasi data item kuesioner tertutup untuk kemudian diuraikan secara kuantitatif. Hasil analisis menunjukkan bahwa sebagian besar program studi di kampus negeri (75%) telah melakukan reposisi kurikulum dan melaksanakan berbagai bentuk kegiatan MBKM seperti pertukaran mahasiswa (70,45%), magang/praktik kerja (68,18%), dan pengajaran. bantuan. Integrasi kearifan lokal menjadi salah satu aspek penting, dengan banyaknya program studi yang memanfaatkan kearifan lokal dalam kegiatan akademik maupun pengembangan produk bisnis, seperti pemanfaatan tanaman obat tradisional untuk produk kesehatan. Saran utama dari responden antara lain perlunya standarisasi pedoman, bantuan keuangan bagi siswa, evaluasi berkala, dan penyesuaian kurikulum dengan kebutuhan zaman. Sebagian besar program studi telah memastikan kegiatan MBKM mengikuti Capaian Pembelajaran Program (PLO) yang dirumuskan, sebanyak 63,64% program studi menyatakan selalu memastikan kesesuaian tersebut. Namun masih terdapat tantangan dalam proses pengenalan kegiatan MBKM ke dalam mata kuliah dan mengintegrasikan kegiatan tersebut ke dalam skripsi atau tugas akhir, dimana 77,27% program studi tidak melakukan integrasi tersebut. Studi ini menyimpulkan bahwa meskipun MBKM telah berjalan dengan baik, namun masih ada ruang untuk perbaikan. Perlu ada upaya lebih lanjut dalam hal mengintegrasikan kearifan lokal, dukungan finansial, dan memperkuat kolaborasi antara lembaga pendidikan dan masyarakat lokal. Penerapan pedoman yang jelas dan terstandar serta evaluasi yang berkesinambungan sangat penting untuk meningkatkan efektivitas dan manfaat program MBKM.
Kata kunci: MBKM; kearifan lokal; reposisi kurikulum; pertukaran pelajar; asistensi mengajar.

Abstract: This study analyzes the implementation of the "*Merdeka Belajar Kampus Merdeka (MBKM)*" program in the Biology Education Study Program (BESP) on various campuses in Indonesia with a special focus on the integration of local wisdom. This research is descriptive

research that is using qualitative approach. Participants in this study consisted of 44 managers of the BESP from 22 State Universities and 22 Private Universities. The main instrument used in this study was an open and closed mixed questionnaire. The data that has been collected is analyzed using thematic analysis techniques, starting with tabulating data for closed questionnaire items to then be described quantitatively. The results of the analysis show that the majority of study programs at state campuses (75%) have repositioned the curriculum and implemented various forms of MBKM activities such as student exchanges (70.45%), internships/work practices (68.18%), and teaching assistance. The integration of local wisdom is emerging as an important aspect, with many study programs using local wisdom in academic activities and business product development, such as using traditional medicinal plants for health products. Key suggestions from respondents included the need for standardization of guidelines, financial assistance for students, periodic evaluations, and adjusting the curriculum to the needs of the times. Most study programs have ensured that MBKM activities follow the formulated Program Learning Outcomes (PLO), with 63.64% of study programs stating that they always ensure this suitability. However, there are still challenges in the process of recognizing MBKM activities into courses and integrating these activities into a thesis or final project, with 77.27% of study programs not carrying out this integration. The study concludes that although MBKM has been doing well, there is still room for improvement. There needs to be further efforts in terms of integrating local wisdom, financial support, and strengthening collaboration between educational institutions and local communities. Clear and standardized implementation of guidelines, as well as continuous evaluation, are essential to improve the effectiveness and benefits of the MBKM program.
Keyword: MBKM, local wisdom, curriculum repositioning, student exchange, teaching assistance

1. Introduction

Higher education in Indonesia is undergoing a significant transformation with the implementation of Merdeka Belajar Kampus Merdeka (MBKM) (Independent Campus Participative Learning [1]. This policy aims to provide flexibility and freedom to students in determining their learning path, with the hope of producing graduates who are better prepared to face the challenges of a dynamic and diverse world of work [2] [3] [4]. In this context, it is important to consider how this policy can be adapted in various study programs, including Biology Education, which have specific characteristics and needs, one of which is the integration of local wisdom in MBKM activities.

Local wisdom is a rich and diverse cultural asset owned by the people of Indonesia. Each region has unique and valuable traditional knowledge, values, and local practices. In the field of education, local wisdom can be a significant source of learning that not only enriches teaching materials but also instills cultural values and local identity in students. Therefore, the integration of local wisdom in the Biology Education curriculum becomes relevant to advance contextual and culture-based education [5] [6] [7] [8] [9] [10] [11].

In implementing the MBKM policy in the BESP, there is a great opportunity to utilize local wisdom as part of a learning strategy. For example, in ecology and conservation studies, local knowledge of local flora and fauna as well as traditional conservation practices can give students a deeper understanding [13] [8]. In addition, local wisdom can also be applied in the field of biotechnology and natural resource utilization, which often has direct relevance to the needs and conditions of local communities [6] [10].

The use of local wisdom in education can also increase community involvement in the learning process. By involving local communities as sources of knowledge and partners in academic projects, students can learn directly from best practices that have been proven effective locally [12]. This not only improves the quality of learning but also strengthens the relationship between the university and the community, and encourages the application of more relevant and applicable knowledge [13] [14] [11].

Through this research, it is hoped that effective strategies can be found in integrating local wisdom into the Biology Education curriculum under the MBKM policy. This research also aims to identify challenges and opportunities that exist in implementing these strategies, as well as provide practical recommendations for the development of a more inclusive and contextual curriculum. Thus, this research is expected to make a significant contribution to the development of higher education in Indonesia, especially in producing graduates who not only have high academic competence but also have awareness and appreciation of local wisdom.

2. Research Method

This research is descriptive research with the aim of understanding in depth the response of the BESP in responding to the Merdeka curriculum policy rolled out by the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia. In particular, this study reveals the form of utilizing local wisdom in the implementation of the Freedom of Learning policy in the BESP. The qualitative approach was chosen because it was able to explore richer and deeper information about perceptions, experiences, and views from various stakeholders, especially managers of BESPs.

Participants in this study consisted of 44 managers of the BESP from 22 State Universities and 22 Private Universities. Accreditation from participating study programs consists of C (good) as many as 5 study programs (11.36%), B (very good) as many as 24 study programs (54.55%), A (Excellent) as many as 11 study programs (25%). In addition, 3 study programs have been internationally accredited (ASIIN, AQAS, and so on) (6.82%).

The main instrument used in this study was an open and closed mixed questionnaire. In items that require a definite answer, closed questions are used that have been provided alternative answers. In items that require open and in-depth information, open questions are used. In-depth information mining was carried out to obtain information about the perceptions and experiences of study program managers related to the application of local wisdom in the curriculum.

This research is carried out through several main stages. The first stage is a preliminary study to understand the context and problems of the independent curriculum, especially about MBKM policies and design research instruments in the form of open and closed mixed questionnaires. In the Second Stage, the questionnaire is packaged in a Google form so that it is easy to distribute and transmit to participants. The third stage, the Google form questionnaire is distributed to the managers of study programs. In the fourth stage, the data that has been collected is analyzed using thematic analysis techniques, starting with tabulating data for closed questionnaire items to then be described quantitatively. As for open items, coding is carried out, and the

code is divided into main themes. The last stage is the interpretation and writing of research reports, which include the preparation of findings, discussions, and recommendations based on the results of data analysis.

3. Results and Discussion

a. Courses Repositioning

The response of BESPs in Indonesia to the Merdeka Belajar Kampus Merdeka policy is quite diverse. Some study programs reposition courses, namely by changing the order of course presentations. Some courses are presented in different semesters with the initial design of the curriculum. In detail, it was found that as many as 31 (70%) study programs repositioned, and as many as 13 (30%) study programs did not reposition courses as presented in Figure 1.

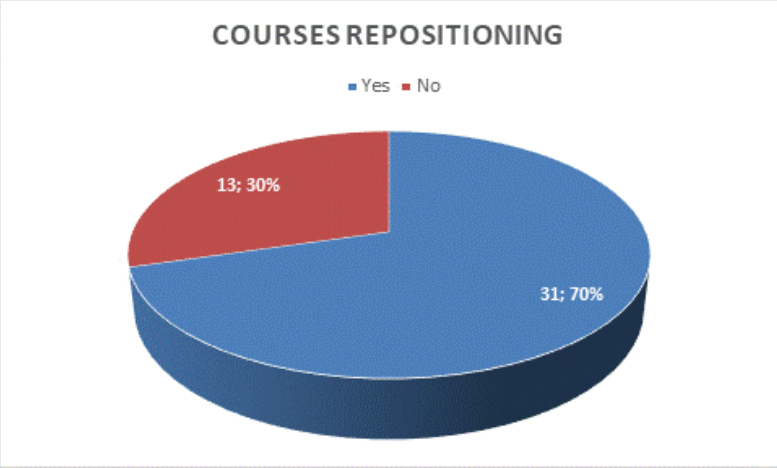

Figure 1. BESP in Indonesia Carries Out Course Repositioning

Furthermore, based on the status of the campus, BESPs from private campuses reposition more courses than state campuses in response to the MBKM policy. Course repositioning data based on campus status are presented in Table 1 and Figure 2.

Table 1. Courses repositioning based on campus status

Campus Status	Repositioned (Count)	Repositioned (Percentage)	Not Repositioned (Count)	Not Repositioned (Percentage)
Public	14	63.64%	8	36.36%
Private	17	77.27%	5	22.73%

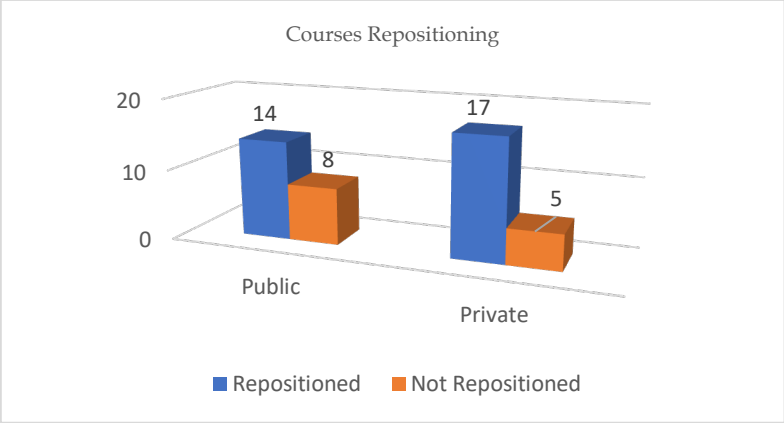

Figure 2. Courses Repositioning Based on Campus Status

The speed of the study program's response to the MBKM policy by repositioning courses also varies. Some carry out repositioning in the first year (2020), some in the second year (2021), and so on. The difference in the year of course repositioning may be caused by the internal consolidation process of each study program, faculty, and university which also tends to vary. The complete year of course repositioning is shown in Figure 3.

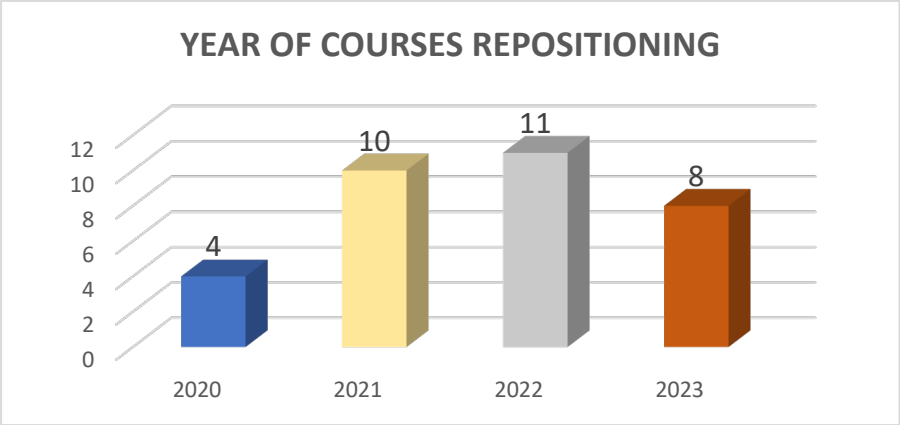

Figure 3. Year of Course Repositioning

Repositioning of courses in the curriculum is carried out to provide opportunities for students to develop their competencies outside the study program. This repositioning does not begin with the reformulation of graduate learning outcomes or the formulation of the scientific vision of the study program. For the time being, the learning outcomes of graduates and the scientific vision of the study program are still considered relevant. The only issue that is considered important when repositioning is done is the order of course presentations in each semester. Generally, courses that are considered potential for students outside the study program will be placed in semesters 6, 7, or 8 [15] [16].

b. Curriculum Reconstruction

As a new policy in the world of education, MBKM demands more serious changes, especially in the curriculum of study programs. A more serious study program response is seen with efforts to reconstruct the curriculum. Most BESPs have reconstructed the curriculum. More data is shown in Table 2.

Table 2. Curriculum Reconstruction Summary

Curriculum Reconstruction	Count	Percentage
Yes	38	86.36%
No	6	13.64%

Until 2024, most BESPs in Indonesia have carried out reconstruction as a response to the MBKM policy. More clearly seen in the graph of Figure 4. The implementation of curriculum reconstruction for each study program is different, in detail presented in Figure 5.

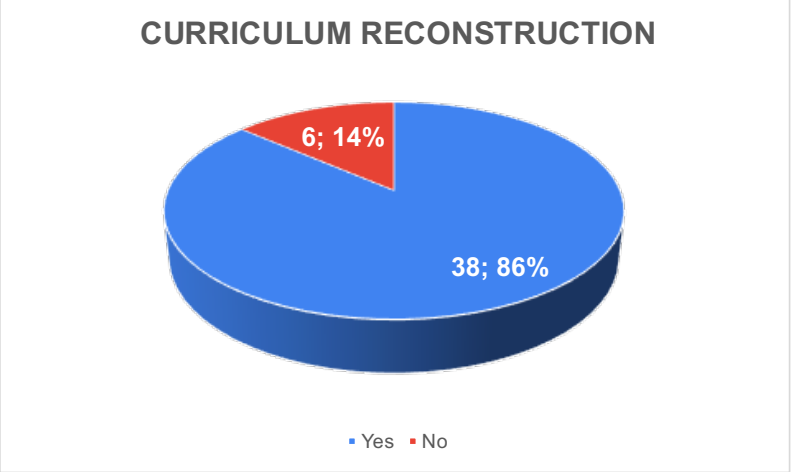

Figure 4. BESP in Indonesia Carries Out Curriculum Reconstruction

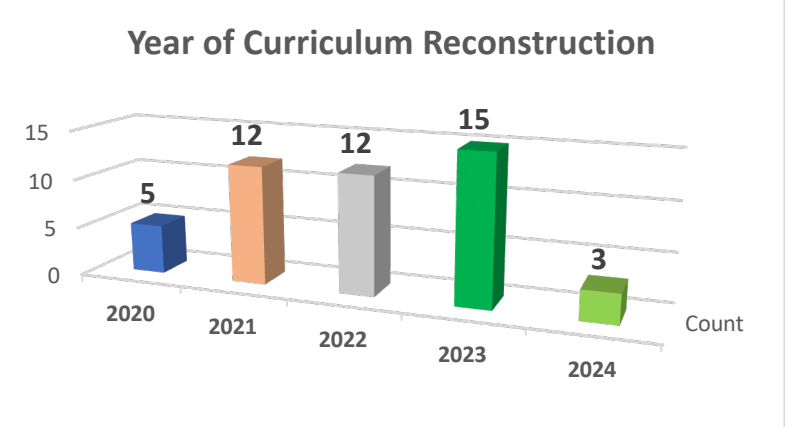

Figure 5. Year of Curriculum Reconstruction

In response to the new MBKM policy, the BESPs in Indonesia showed significant changes, especially in curriculum reconstruction. Table 2 shows that as many as 86.36% of BESPs have reconstructed their curriculum, while the remaining 13.64% have not made these changes. This step is a form of adaptation to the demands of MBKM who want to improve the quality of education through curriculum adjustments that are more relevant to the needs of industry and society.

This curriculum reconstruction has been ongoing from 2020 until 2024, as presented in Figure 5. In 2020, it was recorded that 10.64% of study programs had carried out curriculum reconstruction, this figure increased to 25.53% in 2021 and 2022, then peaked in 2023 with 31.91% of study programs reconstructing. Until 2024, it is recorded that 6.38% of study programs are still

in the process of reconstruction. The graphs in Figures 4 and 5 provide a clearer visualization of this curriculum reconstruction trend, showing the strong commitment of the BESPs in adjusting to the MBKM policy.

The changes made by the BESPs in responding to the MBKM policy are in line with curriculum theory which emphasizes the importance of the curriculum as a tool to achieve relevant and adaptive educational goals. According to Ralph W. Tyler's curriculum theory, curricula should be designed based on four main principles: educational objectives, experiential learning, organization of learning experiences, and evaluation. The curriculum reconstruction carried out by the majority of Biology Education study programs reflects the application of this principle, in which educational goals that are more adaptive and relevant to the needs of industry and society are set first. The learning experience is then organized and structured in such a way as to support the achievement of these goals, followed by continuous evaluation to ensure the effectiveness and relevance of the curriculum. Thus, this curriculum reconstruction not only meets the demands of MBKM policy but also strengthens the theoretical basis in the development of a responsive and dynamic curriculum.

c. Implementation of MBKM Model and Learning Activities Form

The implementation pattern of MBKM by BESP in Indonesia is applied variously, some apply free form, structured form, and blended form. More data is presented in Table 3.

Table 3. MBKM Implementation Forms Summary

MBKM Implementation Form	Count	Percentage
Free Form	21	36.84%
Structured Form	18	31.58%
Blended Form	18	31.58%

Table 3 informs that most BESPs in Indonesia apply the free-form model, namely as many as 21 study programs (36.84%), the rest carry out the structured form and blended form models of 18 study programs each (31.58%). Free form means that students are given complete freedom to determine the learning

activities they want to participate in outside the formal curriculum. They can choose courses, workshops, internships, or other activities according to their interests and needs. While structured form means providing a more structured framework for MBKM activities. While students still have the option to choose learning activities outside the formal curriculum, there are guidelines or lists of approved activities that must be followed. Meanwhile, blended form means students are given several activities that are already available or approved, but they also have the freedom to add additional learning activities according to their interests [17].

The campus has the freedom and authority to provide Learning Activity Forms (LAF) that can be chosen by students in implementing MBKM. LAF information provided by BESPs in Indonesia is presented in Table 4.

Table 4. LAF Facilitated in MBKM Implementation

Learning Activity Form	Count	Percentage
Student Exchange	34	77.27%
Internship/Work Practice	30	68.18%
Teaching Assistance in Education Units	33	75.00%
Research	15	34.09%
Entrepreneurship	15	34.09%
Independent Study/Project	12	27.27%
Village Development / Thematic Community Service	14	31.82%
Humanitarian Project	9	20.45%

Based on Table 4, it can be concluded that BESPs in various universities in Indonesia have adopted various forms of learning activities in the application of Merdeka Belajar Kampus Merdeka (MBKM). The most commonly implemented form of activity is Student Exchange, with 34 study programs (77.27%) carrying it out. This shows that student exchange is considered an effective way to enhance student's learning experience through interaction with different academic environments. Most study programs have provided opportunities for students to meet the period and study load outside their study program both on the same campus and different campuses, even outside of college [18].

Internship or Work Practice is also a popular activity, adopted by 30 study programs (68.18%). Internships allow students to gain real-life work experience relevant to their field of study, preparing them to enter the

workforce after graduation [19] [20] [21]. In addition, Teaching Assistance in Education Units is applied by 33 study programs (75.00%). This activity allows students to get hands-on teaching experience, especially for those who are interested in becoming educators [22].

Research and Entrepreneurial Activities are each carried out by 15 study programs (34.09%). This shows that research and entrepreneurship are starting to receive significant attention in the Biology Education curriculum. Research helps students develop analytical and critical skills, while entrepreneurship encourages innovation and independence. Through research activities, students can contribute to the development of science and technology, as well as find solutions to various problems faced by society. Meanwhile, entrepreneurial activities not only equip students with business and management skills but also encourage them to create job opportunities and set up businesses that can have a positive impact on the local and national economy [23] [24]. Thus, the integration of research and entrepreneurship in the curriculum helps create graduates who are not only academically intelligent but also innovative and highly competitive in the world of work.

Independent Studies or Projects are implemented by 12 study programs (27.27%). These activities allow students to explore their academic or professional interests deeply and independently. Building a Village or Thematic Real Work Lecture is also quite popular, adopted by 14 study programs (31.82%). This activity provides opportunities for students to contribute directly to the development of rural communities, thereby strengthening their social involvement and understanding of local wisdom [25].

The Humanitarian Project, although the least commonly implemented, was adopted by 9 study programs (20.45%). These activities are important for building students' empathy and interpersonal skills through involvement in projects that help communities in need. Through participation in humanitarian projects, students learn to work in teams, understand social dynamics, and interact with various community groups [26] [27]. This experience not only enriches their insight into diverse social realities but also develops their ability

to communicate and solve problems in complex environments. In addition, involvement in humanitarian projects also strengthens students' sense of social responsibility, motivates them to contribute more actively to community building, and increases their awareness of humanitarian issues [26] [27]. Although the number of study programs that adopt humanitarian projects is still relatively small, the impact on the development of student's character and social competence is very significant.

Overall, the adoption of various forms of MBKM learning activities shows the commitment of the BESP in Indonesia to provide a diverse and comprehensive learning experience for students. The implementation of MBKM not only enriches the curriculum but also prepares students with relevant skills and experience for their future. This also reflects the university's efforts to adapt to the needs and challenges of the times, while still appreciating and utilizing local wisdom in the educational process [26] [15].

d. The Relationship between LAF and Local Wisdom

The implementation of the Form of Learning Activities is carried out by varying according to the potential and situation of the region on each campus. BKP, which is claimed to have the potential to explore and utilize local wisdom in the formation of student competencies, manifests in various forms. More details are presented in Table 5.

Table 5. LAF Exploring Local Wisdom in MBKM Implementation

Learning Activity Form	Count	Percentage
Teaching Assistance in Education Units	28	63.64%
Student Exchange	25	56.82%
Internship/Work Practice	24	54.55%
Research	18	40.91%
Village Development / Thematic Community Service	15	34.09%
Entrepreneurship	13	29.55%
Independent Study/Project	9	20.45%
Humanitarian Project	6	13.64%

Table 5 shows various efforts made by the BESP to integrate local wisdom in various forms of learning activities. This reflects a heightened awareness of the importance of local wisdom in enriching students' learning experience, and in preparing them for future challenges.

Furthermore, each type of LAF is used variously in exploring and utilizing the potential of local wisdom in building student competencies. More information about the forms of learning activities carried out in the BESP and the use of local wisdom in building student competencies are presented in Table 6.

Table 6. LAF and Local Wisdom Utilization in MBKM Implementation

Learning Activity Form	Count	Percentage	Local Wisdom Utilization Examples
Teaching Assistance in Education Units	28	63.64%	Utilization of temple reliefs for learning, Cooperation with national parks, and Local wisdom as context for lectures
Student Exchange	25	56.82%	Multiculturalism, Local nature exploration
Internship/Work Practice	24	54.55%	Processing of milk into local cheese, Local nature exploration
Research	18	40.91%	Utilization of local materials, Ethnobotany
Community Service (Thematic KKN)	15	34.09%	Village management with local wisdom
Entrepreneurship	13	29.55%	Processing local materials for entrepreneurship products
Independent Study/Project	9	20.45%	Local products as teaching materials
Humanitarian Project	6	13.64%	Local environmental management based on local wisdom

Each LAF in the MBKM program is used variously to explore and utilize the potential of local wisdom in building student competencies. This shows that the integration of local wisdom not only enriches students' learning experience but also strengthens the relevance of higher education to the local cultural context and environment.

In the Teaching Assistance activity in the Education Unit, which was adopted by 28 study programs (63.64%), the use of local wisdom is very diverse. For example, the use of temple reliefs for historical and cultural learning, cooperation with national parks for ecological learning, and the use of local wisdom as a context for lecture materials. This shows that local wisdom can be

used to enrich the curriculum and increase students' understanding of their culture and environment [22] [26] [28] [29].

Student Exchange, adopted by 25 study programs (56.82%), also makes good use of local wisdom. This activity allows students to explore cultural and natural diversity, as well as learn the values of multiculturalism. Through these exchanges, students can develop their global horizons while still appreciating and utilizing local wisdom [30] [26] [31].

Internships or Work Practices, adopted by 24 study programs (54.55%), often involve the exploration and processing of local resources. For example, the processing of whole milk into local cheese or the exploration of local nature. This activity not only gives students practical experience but also helps them apply academic knowledge in a local context [23] [20] [24] [32].

The research, adopted by 18 study programs (40.91%), often utilizes local materials and ethnobotanical approaches to explore local wisdom. This research not only contributes to academic knowledge but also helps in the preservation and development of local wisdom. For example, the use of local ingredients in herbal medicine research or ethnobotanical studies documenting knowledge of local plants [26] [33] [34].

Thematic Real Work Lectures (RWL), adopted by 15 study programs (34.09%), also utilize local wisdom in village management and community development. Through thematic RWL, students can work directly with local communities, applying the knowledge they have learned to improve community welfare through an approach based on local wisdom [35] [26] [25] [36] [37].

Entrepreneurship, adopted by 13 study programs (29.55%), shows that local wisdom can be integrated into entrepreneurial products. Students are encouraged to process local ingredients into high-value products, thus not only learning about business but also contributing to the local economy [23] [26] [24].

Independent Study or Project, adopted by 9 study programs (20.45%), provides flexibility for students to explore topics they are interested in, including local wisdom. These activities help students develop research skills and the practical application of local knowledge in a wider context [26].

The Humanitarian Project, although the least commonly adopted with only 6 study programs (13.64%), remains important in building student competencies. These activities often involve environmental management based on local wisdom, which helps students develop empathy and interpersonal skills. Through humanitarian projects, students can apply their knowledge in real and challenging contexts, strengthening their commitment to making a positive impact on society [26] [27].

e. Recognition of Student Activities As Course(S) and Thesis

The form of learning activities chosen by students will be calculated as course achievements through the course recognition mechanism. However, not all study programs carry out recognition. Study programs that recognize courses from student activities are presented in Table 7.

Table 7. Recognition of student activities as courses

Recognition of Student Activities	Count	Percentage
Yes	37	84.09%
No	7	15.91%

Study programs that have recognized student activities as courses dominate with significant proportions. Table 8 shows that the majority of study programs have adapted to the MBKM policy. The majority of courses have integrated various forms of learning activities such as internships, research, and community service into their curriculum to ensure that students' learning experiences are valued and recognized academically.

The courses recognized from student activities vary, according to the curriculum of each study program. In detail, course recognition from the results of student activities is presented in Table 8.

Table 8. Detailed recognition of Student Activities As Courses

Group	Recognized Activities as Courses
Internship	Internship, 20 credits 10 courses; Internship: ecology, waste management, biodiversity; Internship activities, research, Platform Merdeka Mengajar, teaching campus equivalent to 20 credits of regular courses; Community Service, entrepreneurship, Ecology, Microteaching, Internship...
Teaching Assistance	Teaching assistance: biology teaching innovation, biology teaching planning, biology teaching evaluation; For example, teaching assistance activities are recognized as School Practice courses, Teaching and Learning Strategies, Learning Evaluation, Learning and Teaching, Curriculum Review; Teaching assistance is recognized for several courses in the study program including school management, laboratory techniques, administration and supervision; Teaching assistance, MBKM Kemendikbud; Teaching assistance activities are recognized as community empowerment courses, Community Service and entrepreneurship, while teaching assistance activities are recognized as microteaching and School Practice I and School Practice II courses; Education courses recognized from teaching assistance activities
Research	Biotechnology; Scientific research grants, Inbound student exchange; Research and UNG Teaching Campus recognized as thesis, media development activities, and learning tools development courses such as Digital Learning Media, etc.; Research, conservation, and environmental knowledge; Mycology, Entrepreneurship; Biodiversity Management, Mushroom Cultivation, Microteaching, School Practice II, Curriculum Review; Evaluation and Assessment, Research Methods, Biology Curriculum Development, Community Service, School Introduction Practice
Entrepreneurship	Entrepreneurship in biology education, ethnobotany; Entrepreneurship, biological skills, etc.; Entrepreneurship in biology education, ethnobotany
School Practice/Microteaching	School Practice; School Practice, Microteaching, Curriculum Development, School-based Management, Thesis, etc.; Microteaching, School Introduction Practice (School Practice II) and Entrepreneurship; School Practice, microteaching, etc.; Community Service, School Practice I and School Practice II, Microteaching, etc.; School Practice I, Laboratory techniques, various teaching models, learning media, etc.; School Practice, Kubermas, Biology Learning Assessment, Biology Learning Design, Student Development
Community Service	Community Service, School Practice; School Practice, Kubermas, Biology Learning Assessment, Biology Learning Design, Student Development; Village development and entrepreneurship activities are recognized as community empowerment courses, Community Service and entrepreneurship, while teaching assistance activities are recognized as microteaching and School Practice I and School Practice II courses; Community Service, School Practice, Education Courses and courses that match the originating program with the destination program for student exchange; All courses; Community Service, entrepreneurship, Ecology, Microteaching, Internship...; Biodiversity Management, Mushroom Cultivation, Microteaching, School Practice II, Curriculum Review

In addition to course recognition from MBKM activities, some BESPs already exist that recognize these activities into a thesis or final project. More detail is presented in Table 9.

Table 9. Recognition of MBKM Activities as Thesis/Final Project

Response	Count	Percentage
No	34	77.27%
Yes	10	22.73%

Table 9 shows that the majority of BESPs in Indonesia have not recorded MBKM activities as student theses or final projects. A total of 34 study programs (77.27%) reported that they had never recognized MBKM activities as a thesis or final project. In contrast, only 10 study programs (22.73%) have carried out this recognition. This indicates that although the MBKM policy has been widely implemented, deeper application in the form of recognition of MBKM activities as the final project is still limited. Factors such as curriculum readiness, institutional support, and understanding of lecturers and students regarding the benefits of recognition of MBKM activities as a thesis or final project play a role in this low recognition rate. To improve the effectiveness of the MBKM program, there needs to be further efforts in socializing and facilitating the recognition of MBKM activities as an integral part of completing student studies [28] [15].

f. Campus Agreements and Student Exchange

The implementation of MBKM can be realized by collaborating with other campuses, especially for student exchange programs. However, not all campuses have established cooperation in student exchanges, the full data is presented in Table 10.

Table 10. Agreements and Student Exchange Activities with Other Campuses

Agreements and Student Exchange Activities	Count	Percentage
Yes	26	59.09%
No or Not Yet	18	40.91%

Based on the data analyzed, there are several universities that are partners for student exchanges, both within Indonesia and abroad. For campuses in Indonesia, here is the list: Universitas Hamzanwadi Lombok, Universitas Sebelas Maret, Universitas Ahmad Dahlan, Universitas Negeri Jakarta, Universitas Pendidikan Indonesia, Universitas Negeri Padang, Universitas Andalas, Universitas Syiah Kuala, Universitas Muhammadiyah Malang, Universitas Muhammadiyah Maumere, Soe Education Institute, Universitas Flores, Universitas Lambung Mangkurat, Universitas Mercu Buana, IAIN Palangkaraya, Universitas Pendidikan Ganesha, LPTK, Universitas Sriwijaya, Universitas Terbuka, Universitas Khairun, Universitas Bengkulu, Universitas Negeri Semarang, Universitas Negeri Gorontalo, Universitas Pattimura, Institut Budi Utomo Malang, Universitas Muhammadiyah Surabaya, BESPs under the Directorate of Islamic Religious Higher Education, Universitas Samudra, Universitas Palangkaraya, FORKOM, Universitas Pasundan, Universitas Mataram, IAIN Kudus, campus network in the Ministry of Religion Merpati application. For overseas campuses, here is the list: Nanyang University Singapore, Universiti Teknologi Malaysia, and SEA Teacher Program.

g. Ensure The Student Activities Suitable with PLOs

In carrying out MBKM activities, not all BESPs in Indonesia ensure that the activities carried out by students are in accordance with the learning outcomes that have been formulated. Complete data on the implementation of checking the suitability of student activities with PLOs are presented in Table 11.

Table 11. Frequency of ensuring MBKM activities align with PLOs

Frequency	Count	Percentage
Often	13	29.55%
Sometimes	10	22.73%
Always	21	47.73%

In carrying out MBKM activities, not all BESPs in Indonesia ensure that the activities carried out by students are always in accordance with the learning outcomes that have been formulated. Table 11 shows that as many as 21 study

programs (47.73%) always ensure the suitability of activities with PLO. A total of 13 study programs or 29.55% often do this, while 10 study programs (22.73%) only occasionally ensure such conformity. This shows that there are variations in the level of commitment of study programs in ensuring that MBKM activities truly support the achievement of expected learning outcomes. The lack of consistency in supervision and quality assurance of MBKM activities can have an impact on the effectiveness of the program in building student competencies in accordance with curriculum objectives.

The lack of consistency is caused by some study programs holding the view that the Independent curriculum is designed to provide freedom for students to develop their competencies beyond the main competencies designed through the study program curriculum. For study programs that remain of the view that the study program curriculum is designed to produce certain competencies, MBKM activities are considered as one of the factors that have the potential to reduce the portion of study programs in shaping the core scientific competencies of the study program [38] [39] [40] [41] [34] [16]. This was revealed through this study, where some participants agreed and even strongly agreed with the existence of the opinion. The complete data is presented in Table 12 and Figure 6.

Table 12. Opinions on Whether MBKM Policy Reduces Program's Role in Shaping Students' Competencies According to Core Discipline

Opinion	Count	Percentage
Strongly Agree	4	9.09%
Agree	14	31.82%
Disagree	23	52.27%
Strongly Disagree	3	6.82%

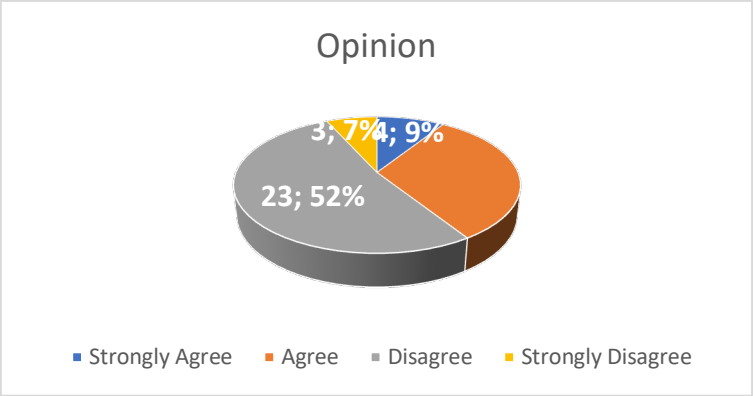

Figure 6. Opinions on Whether MBKM Policy Reduces Program's Role in Shaping Students' Competencies According to Core Discipline

h. BESP Recommendations and Suggestions for MBKM Policy

In addition to implementing MBKM, the study programs also provide suggestions for better implementation of MBKM. In summary, the advice given by the BESP in Indonesia is presented in Table 13.

Table 13. Summary of Recommendations and Suggestions

Category	Suggestions or Recommendations
Opportunities and Flexibility	1) Do not make MBKM a mandatory Key Performance Indicator, 2) Ensure MBKM remains independent, do not let the existence of Key Performance Indicators reduce this independence, 3) Align the courses to be converted with the needs of the students.
Guidelines and Standardization	1) Create uniform guidelines for each MBKM scheme, 2) Standardize the recognition process for MBKM activities, 3) Provide clear guidelines on the recognition process, 4) Intensify the socialization of MBKM implementation guidelines to lecturers.
Curriculum and Recognition	1) Find a solution for converting grades with PLOs, 2) Simplify the recognition process for courses which can sometimes be confusing, 3) Align course recognition with Learning Outcomes and lecture duration suitability, it does not have to be 20 semester credit units, 4) Ensure MBKM reflects PLOs according to the program, 5) Align perceptions among all lecturers and leadership in MBKM implementation, 6) Implement Outcome-Based Education (OBE) Curriculum in every program, 7) Do not convert all MBKM activities into learning courses, 8) Provide clear guidelines on the recognition process, 9) Detail the implementation guidelines for MBKM so that programs can implement them more easily, 10) Conduct structured and programmed learning based on standardized course distribution, 11) Create clear and consistent course conversion rules.
Finance and Assistance	1) Provide financial assistance to students in need to participate in MBKM activities, 2) Address difficulties related to funding in the implementation of Independent MBKM.

Category	Suggestions or Recommendations
Evaluation and Monitoring	1) Conduct more intensive evidence-based monitoring, 2) Evaluate the implementation of MBKM regularly to determine its effectiveness.
Other Suggestions	1) Support local government, company partners, and education offices in the implementation of MBKM, 2) Map the uniqueness of the program so that MBKM activities (student exchange) can be implemented, 3) Strengthen the network of cooperation with institutions, business and industrial sectors, and institutions, even abroad, 4) Intensify the socialization of MBKM implementation guidelines to lecturers, 5) Align the MBKM activity schedule with the academic calendar, 6) Acknowledge that MBKM policies have a positive impact on the program.

Opportunity and Flexibility: One of the key recommendations is not to make MBKM as a mandatory Key Performance Indicators (KPI) [42]. This is important to maintain the independence of the MBKM program so that it is not disturbed by institutional performance targets. In addition, it is advisable to adjust the courses to be converted according to the needs of the student, ensuring that the activities taken by the student are truly relevant and beneficial to them [43] [44] [45] [16].

Guidelines and Standardization: Uniform guidelines are needed for each MBKM scheme, as well as standardization of the recognition process of MBKM activities. Clear guidelines will help facilitate the process of recognizing MBKM activities as part of the formal curriculum. In addition, intensive socialization of MBKM implementation guidelines to lecturers is needed so that all parties understand and can implement this program properly [46] [9] [47].

Curriculum and Recognition: It is important to find solutions to convert grades with PLO. The process of course recognition needs to be simplified so as not to confuse. The alignment of course recognition with Learning Outcomes and course duration must be considered, and does not always have to be 20 semester credit units (SKS). In addition, there must be a consistent perception between all lecturers and leaders in the implementation of MBKM. Implementation of OBE (Outcome-Based Education) Curriculum in each program is also recommended. Not all MBKM activities need to be converted into learning courses, and clear guidance on the recognition process is urgently

needed. Implementation should be carried out in a structured and programmatic manner based on a standardized distribution of courses, with clear and consistent course conversion rules [10] [45] [48] [16].

Finance and Aid: Financial assistance for students in need in participating in MBKM activities is very necessary. This assistance can be in the form of transportation, accommodation, and other study expenses, which will ensure that all students, regardless of their economic background, have equal opportunities to participate in MBKM activities. In addition, it is necessary to address difficulties related to funding in the implementation of independent MBKM. Study programs and universities should work with governments, the private sector, and donor agencies to secure additional funding sources. This can include finding sponsors, grants, or partnerships with businesses and industries to support MBKM activities. With adequate financial support, the MBKM program can run more smoothly and provide maximum benefits for students [32].

Evaluation and Monitoring: Evidence-based monitoring needs to be done. Periodic evaluations are also needed to determine the effectiveness of MBKM implementation. This evaluation must cover various aspects, including the suitability of activities with PLOs, the impact of activities on student competencies, and feedback from students and lecturers involved [49]. The use of comprehensive evaluation tools, such as surveys, interviews, and qualitative and quantitative data analysis, is essential to get an accurate picture of program success. In addition, the evaluation results should be used to make continuous improvements, ensuring that each iteration of the MBKM program becomes better and better suited to student needs and industry demands. Thus, evaluation and monitoring not only serves as a supervisory tool, but also as a mechanism for the development and improvement of the overall quality of the MBKM program [44] [40] [34].

Other Suggestions: Support from local governments, corporate partners, and education offices is essential to support MBKM to contribute greatly to the region. The uniqueness and excellence of the study program must be mapped so that MBKM activities such as student exchanges can be carried out.

Strengthening cooperation networks with domestic and foreign partner institutions, business sectors and industry needs to be improved. Intensive socialization of MBKM implementation guidelines to lecturers must continue. Scheduling MBKM activities should be adjusted to the academic calendar. These various recommendations and suggestions, if implemented properly, can increase the effectiveness and success of the MBKM program in building student competencies that are relevant to the needs of industry and society, while maintaining the relevance and quality of higher education in Indonesia [50] [32].

4. Conclusion

The conclusion of the study is that although MBKM has been doing well, there is still room for improvement. There needs to be further efforts in terms of integrating local wisdom, financial support, and strengthening collaboration between educational institutions and local communities. Clear and standardized implementation of guidelines, as well as continuous evaluation, are essential to improve the effectiveness and benefits of the MBKM program.

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