



Journal of Education, Teaching, and Learning is licensed under  
A [Creative Commons Attribution-Non Commercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/).

# Lecturer And Student Perceptions Of The Merdeka Belajar Kampus Merdeka Program In Higher Education Institutions In Tasikmalaya

Yus Darusman<sup>1)</sup>, Ahmad Hamdan<sup>2)</sup>, Bayu Adi Laksono<sup>3)</sup>✉

<sup>1)</sup> Universitas Siliwangi, Tasikmalaya, Indonesia

E-mail: [yus.darusman@unsil.ac.id](mailto:yus.darusman@unsil.ac.id)

<sup>2)</sup> Universitas Siliwangi, Tasikmalaya, Indonesia

E-mail: [ahmad.hamdan@unsil.ac.id](mailto:ahmad.hamdan@unsil.ac.id)

✉<sup>3)</sup> Universitas Siliwangi, Tasikmalaya, Indonesia

E-mail: [bayu.adi@unsil.ac.id](mailto:bayu.adi@unsil.ac.id)

✉ Correspondence Author

**Keywords:** Merdeka Belajar Kampus Merdeka; lecturer perceptions; student competencies

© **Copyright:** 2025. Authors retain copyright and grant the JETL (Journal of Education, Teaching and Learning) right of first publication with the work simultaneously licensed under a [Creative Commons Attribution License](https://creativecommons.org/licenses/by-nc/4.0/)

## Abstract

This study aims to explore the perceptions of lecturers and students regarding the Merdeka Belajar Kampus Merdeka (MBKM) Program in higher education institutions in Tasikmalaya. Using a quantitative approach, this research employed a survey method involving 152 students and 40 lecturers from several universities in Tasikmalaya. The research instrument was a structured questionnaire using a 5-point Likert scale to measure understanding, clarity of information, alignment of the program with Learning Outcome Standards, and the program's impact on student competencies. The results showed that the majority of respondents, both lecturers and students, had a good understanding of the MBKM concept and considered the information provided by their institutions to be sufficiently clear. A total of 82.9% of students stated that the program aligned with their future plans, while 84.6% of lecturers believed that the MBKM program positively contributed to improving student competencies. However, a small group of respondents expressed doubts regarding the clarity of information and the program's alignment. This study provides deep insights into the perceptions of MBKM implementation and offers recommendations for improving the program's quality to more effectively support student development.

**How to cite:** Darusman, Y., Hamdan, A., & Laksono, B. (2025). Lecturer And Student Perceptions Of The Merdeka Belajar Kampus Merdeka Program In Higher Education Institutions In Tasikmalaya. *JETL (Journal of Education, Teaching and Learning)*, 10(1). doi:<http://dx.doi.org/10.26737/jetl.v10i1.6907>

## INTRODUCTION

Higher education in Indonesia is currently facing increasingly complex challenges in preparing students to cope with global changes and the continuously evolving dynamics of the job market. Global uncertainties and future challenges demand that university graduates possess not only expertise in their specific fields but also interdisciplinary skills (Waruwu et al., 2022). In response to this reality, the government has initiated concrete measures, one of which is through interdisciplinary skill development programs embodied in the Merdeka Belajar Kampus Merdeka

(MBKM) Program. MBKM aims to provide students with additional opportunities to broaden their knowledge, skills, and experiences beyond the formal curriculum, with the expectation of producing graduates who are not only academically competent but also capable of competing globally (Zahra & Anriva, 2023). In this context, the MBKM Program serves as an important milestone in efforts to improve the quality of higher education. By providing students with opportunities to develop interdisciplinary skills and experiences beyond the classroom, the program aims to produce graduates who not only possess expertise in their academic fields but can also quickly adapt to the dynamic changes of the working environment. Additionally, MBKM opens opportunities for students to expand their professional networks and build leadership and entrepreneurial skills (Sabatini et al., 2022). Through this approach, it is expected that the graduates produced will not only become skilled professionals but also agents of change who can contribute positively to societal development. Therefore, the effective implementation of the MBKM Program is crucial in ensuring that higher education remains relevant and adaptive to the ever-evolving demands of the times.

Tasikmalaya, as one of the rapidly growing educational centers, has become a focal point in the evaluation of the implementation and effectiveness of the MBKM Program. A thorough evaluation is urgently needed, given the complexity of various aspects involved in this program. In this context, the perceptions of lecturers and students regarding the MBKM Program are a crucial focus in the evaluation, as many perceptions formed from the program have been leaning towards a positive view (Meke et al., 2022). The perceptions of various stakeholders not only serve as a reflection of the program's success but also provide critical insights for identifying potential challenges that may arise during its implementation (Alpionita et al., 2020). A deeper understanding of the views of lecturers and students opens up opportunities to identify potential improvements and further developments in the implementation of the MBKM Program at higher education institutions in Tasikmalaya. A more comprehensive understanding of any subject allows for a more balanced and scientific assessment (Ridwan et al., 2021). This evaluation is expected to provide more targeted guidance for the relevant stakeholders to optimize the benefits of the MBKM Program for students while also adjusting the appropriate strategies to support the program's success in the future. This aligns with the function of evaluation, which serves to ensure the success of a program that can be carried out systematically and in stages (Muryadi, 2017).

Assessment or evaluation can be conducted comprehensively, covering aspects such as inputs, processes, outputs, and outcomes of a program or activity (Darodjat & Wahyudhiana, 2015). The survey research process involves the following steps: determining the suitability of the survey, identifying research questions, population, and sampling framework, determining survey design and procedures, developing instruments, administering instruments, analyzing data, and preparing the research report (Abduh et al., 2023). In the context of research on the perceptions of lecturers and students regarding the MBKM Program in higher education institutions in Tasikmalaya, a problem-solving approach through surveys becomes essential. A survey is a research method that collects data from a small portion of the population using questionnaires or interviews, with the aim of representing various aspects of the entire population (Maidiana, 2021). The survey was designed with a clear objective, namely to identify the views and assessments of both parties regarding the MBKM Program. Through the use of structured and relevant questions, along with the selection of a representative sample, the survey was conducted with careful attention to the need for accurate and informative data. This research involved 152 students and 40 lecturers from Universitas Siliwangi, Universitas Muhammadiyah Tasikmalaya, Universitas Perjuangan, Universitas Mayasari Bakti, and UPI Tasikmalaya Campus.

Although previous studies have examined the perceptions of lecturers and students regarding the MBKM Program, this research brings novelty by focusing on the specific context of Tasikmalaya. By concentrating on higher education institutions in this city, the study offers a

unique contribution to the understanding of the implementation and effectiveness of the MBKM Program at the local level. Additionally, the use of a survey approach as the primary method for collecting perception data represents an innovative aspect in this context, as it provides more measurable and detailed data. By integrating new findings with previous research, this study is expected to offer a more comprehensive understanding of how the MBKM Program can be implemented and improved in Tasikmalaya.

## **METHODS**

This study employed a quantitative approach using a survey method to explore the perceptions of lecturers and students regarding the implementation of the Merdeka Belajar Kampus Merdeka (MBKM) Program in higher education institutions in Tasikmalaya. The quantitative approach was chosen as it allows researchers to measure and statistically analyze numerical data, thus providing a comprehensive overview of the understanding, perceptions, and the impact of the MBKM Program on students' competency development. The population in this study consisted of lecturers and students from higher education institutions in Tasikmalaya, including Universitas Siliwangi, Universitas Pendidikan Indonesia Tasikmalaya Campus, Universitas Muhammadiyah Tasikmalaya, Universitas Perjuangan, and Universitas Mayasari Bakti. The sample was taken using the incidental sampling technique, where respondents were selected based on their willingness to participate in filling out the questionnaire. The total number of respondents involved in this study was 152 students and 40 lecturers.

The instrument used in this study was a structured questionnaire designed to measure several aspects, such as understanding of the MBKM concept, perceptions of the clarity of information provided by the institution, the alignment of the MBKM Program with Learning Outcome Standards, and the program's impact on improving student competencies, both soft skills and hard skills. Each question in the questionnaire used a 5-point Likert scale, allowing respondents to indicate their level of agreement with the given statements. The questionnaire was distributed both online via an online survey platform and offline to respondents who were approached directly on campus.

The collected data were analyzed using descriptive and inferential statistical methods. Descriptive statistics were used to describe the characteristics of the respondents and the distribution of their responses, while simple regression analysis was employed to examine the relationship between the clarity of MBKM information and the understanding of the program by lecturers and students. Additionally, Pearson correlation was used to explore the relationship between students' learning needs and their passion in relation to their involvement in the MBKM Program.

## **RESULT AND DISCUSSION**

### **Perception of Understanding Regarding the MBKM Program Concept**

Based on the distribution of understanding regarding the concept of the Merdeka Belajar Kampus Merdeka (MBKM) Program from the perspective of lecturers, the following conclusions can be drawn: Category 5 (Very Well Understood): 35% of respondents indicated that they fully understand the MBKM concept. This shows that more than one-third of participants are very confident in their understanding of the MBKM program. Category 4 (Understood): The majority of respondents, 55%, selected category 4, meaning that lecturers feel they have a good understanding of the MBKM concept. This indicates that most are fairly confident in their comprehension, though not to the highest degree. Category 3 (Uncertain): 10% of respondents expressed uncertainty about their understanding of the MBKM concept. Although this percentage is relatively small, it suggests that a portion of participants still require further clarification or feel that they do not fully grasp the

concept. No respondents chose category 1 (Very Poor Understanding) or category 2 (Poor Understanding), indicating that none of the participants felt they lacked understanding of the MBKM concept altogether. Overall, understanding of the MBKM concept tends to be high, with most respondents falling into the "understood" or "very well understood" categories. However, there is still room to strengthen understanding for those who remain uncertain. This feedback could be useful for organizing additional socialization or guidance for lecturers who are not fully confident in their understanding of the MBKM concept. Further findings indicate that lecturers who expressed uncertainty had participated in MBKM activities such as internships, teaching assistance, independent studies, and research. Additional analysis suggests that the uncertainty may stem from a mismatch between the lecturers' areas of expertise and the nature of the MBKM programs they participated in, such as teaching assistance (teaching on campus), which is more education-oriented but was followed by lecturers from engineering backgrounds.

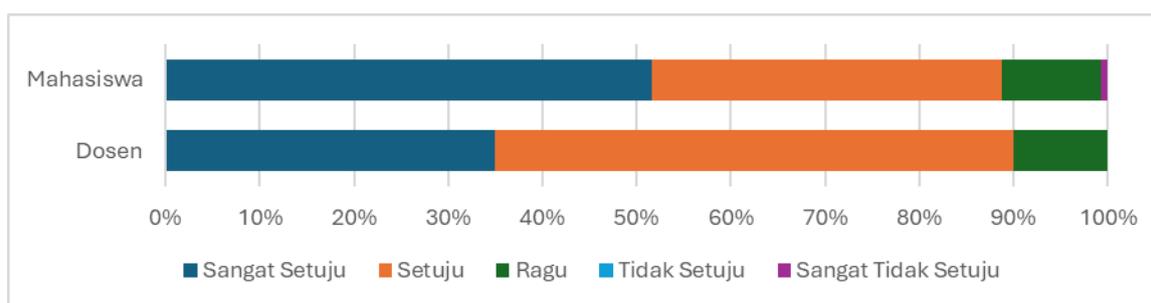


Figure 1. Perception of Understanding Regarding the Concept of the MBKM Program

From the students' perspective, the majority of respondents, 50.98%, strongly agreed that they fully understood the concept of the Merdeka Belajar Kampus Merdeka (MBKM) Program, indicating that most students have a strong and confident understanding of the program. A total of 36.60% of respondents agreed, though they may not be entirely certain, yet they still demonstrated a good level of understanding. On the other hand, 10.46% of respondents expressed uncertainty about their understanding of the MBKM concept, reflecting a lack of certainty or understanding within this group. Only 1.96% of respondents strongly disagreed, signifying that only a small portion of students felt they did not understand the program at all. Overall, 87.58% of respondents believed they had a good understanding of the MBKM concept, while 12.42% indicated a need for improved comprehension. Further analysis revealed that students who responded with a very poor understanding of the MBKM program had participated in entrepreneurship programs, humanitarian projects, and independent studies under MBKM. This suggests there is confusion or insufficient information received regarding how these activities are integrated into the MBKM concept. Entrepreneurship activities, in particular, were mentioned several times, possibly indicating that the entrepreneurship concept within MBKM requires further explanation or a deeper understanding for students.

Merdeka Belajar Kampus Merdeka (MBKM) initiative is a transformative approach to education in Indonesia, aimed at enhancing the learning experience by granting students greater autonomy in their educational journey. The MBKM program is designed to empower students by allowing them to choose their courses, engage in extracurricular activities, and develop skills beyond the traditional university curriculum. This flexibility is crucial in preparing students for the competitive job market, as it aligns with contemporary demands for a more flexible and skilled workforce (Nafisah et al., 2023). This initiative is not merely a policy change but the realization of a new educational paradigm that emphasizes experiential learning, which is essential for fostering both hard and soft skills among students (Sa'diyah et al., 2022). Implementing MBKM requires significant changes in the roles and responsibilities of educators. Lecturers are expected to adapt

their teaching methodologies to accommodate this new framework, which emphasizes student-centered learning and guidance (Syahrudin & Tambaip, 2023). This transition can be challenging, particularly for educators who may not yet fully understand the fundamental principles of MBKM. Therefore, additional training and guidance for faculty members are essential to ensure they can effectively facilitate this new learning environment. The success of MBKM depends on the readiness of both students and lecturers to embrace these changes, highlighting the importance of comprehensive training programs and workshops aimed at enhancing understanding of the MBKM framework (Saputro et al., 2023). Additionally, the MBKM initiative is rooted in the educational philosophy of prominent Indonesian figures such as Ki Hajar Dewantara, who advocated for inclusive and responsive education that meets students' needs (Sa'diyah et al., 2022). This philosophical foundation underscores the importance of character education and the development of a holistic educational experience that prepares students not only academically but also socially and ethically. Integrating these values into the MBKM framework is crucial for nurturing a generation of students who are not only knowledgeable but also possess the moral compass needed to navigate the complexities of modern society.

The evaluation of the MBKM program has shown that it has produced positive outcomes in terms of student satisfaction and engagement. Research indicates that students appreciate the freedom to choose their educational pathways, which enhances their motivation and commitment to learning (Harahap, 2023). This increase in satisfaction is an indication of the successful implementation of the MBKM policy, as it aligns with the program's goal of creating a more engaging and relevant educational experience. However, it is crucial to continuously assess and refine the program based on feedback from students and educators to ensure its ongoing effectiveness and relevance in a rapidly changing educational landscape (Nafisah et al., 2023). The MBKM initiative represents a significant advancement in Indonesian higher education, promoting a more flexible and student-centered approach to learning. However, for its implementation to succeed, it is essential to provide adequate support and training for educators, ensuring they are well-equipped to navigate this new paradigm. Additionally, ongoing evaluation and adaptation of the program will be necessary to meet the evolving needs of students and the demands of the job market. By fostering a culture of collaboration and continuous improvement, the MBKM initiative has the potential to truly transform the educational landscape in Indonesia, preparing students for future success.

### **Perceptions of Clarity of MBKM Program Information from Institutions**

Based on the research findings regarding the clarity of information or guidance about the Merdeka Belajar Kampus Merdeka (MBKM) program, the majority of lecturers, 45%, feel that the information provided by the institution is very clear. Additionally, 32.5% of lecturers stated that the information is fairly clear, although some parts may require further clarification. On the other hand, 7.5% of lecturers expressed uncertainty about the clarity of the information, while 12.5% considered the information to be somewhat unclear. Only 2.5% of respondents indicated that the information was very unclear. Overall, 77.5% of respondents assessed that the information provided was adequate, but about 22.5% felt there was confusion or lack of clarity in understanding the guidance related to MBKM. While most lecturers are satisfied with the clarity of the information provided, there is still room for improvement in reaching the group that feels uncertain or unclear. This underscores the importance of effective communication in the educational context. Good communication not only focuses on delivering information but also on how that information is received and understood by the recipients. Research shows that the quality of academic resources, including lecturers' ability to convey material, significantly contributes to student satisfaction (Tokan et al., 2021). The functions of communication and socialization play a vital role in building and maintaining social relationships. According to Nasir and Yusof, small talk as a driver of

communication serves to sustain social interaction in various contexts, including in the use of modern communication technologies such as messaging platforms (Nasir & Yusof, 2022). Hartatik and Lestari emphasize that verbal and non-verbal communication can strengthen intimacy and social interaction among users, demonstrating that digital media also contributes to the function of social communication (Hartatik & Lestari, 2021). Furthermore, research by Rosmala shows that communication plays an important role in building organizational identity and reputation, which also reflects aspects of socialization in a professional context (Rosmala, 2021). Finally, Putra et al. revealed that group therapy can improve the communication abilities of patients experiencing social isolation, highlighting the importance of socialization in the context of mental health (Putra et al., 2022).

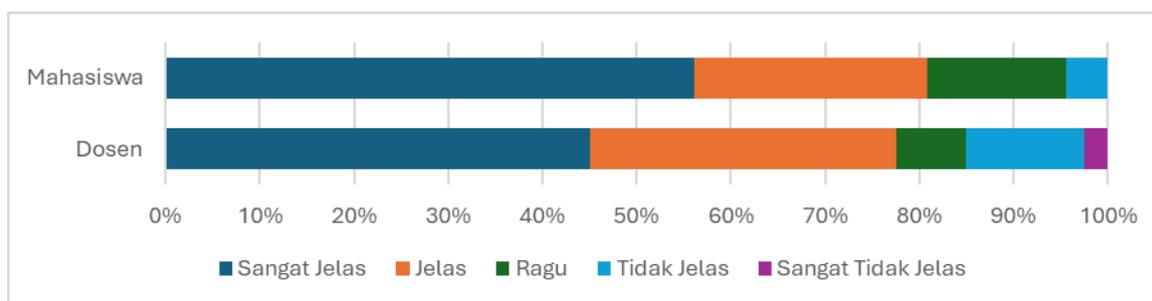


Figure 2. Perceptions of Clarity of MBKM Program Information from Institutions

Further findings regarding the clarity of information about the MBKM program in relation to lecturers' understanding of the MBKM program concept indicate a positive and significant influence. Specifically, the clarity of information received about the MBKM program has an impact of 11.7% on lecturers' understanding of the MBKM program.

**Table 01. Results of Regression Statistical Analysis (Lecturer)**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.342 <sup>a</sup>	.117	.093	.60025

On the other hand, based on the data obtained from students, the majority of respondents, 56.05%, stated that the information or guidance regarding the Merdeka Belajar Kampus Merdeka (MBKM) program was very clear. A total of 24.84% of students felt that the information was fairly clear. However, 14.65% of students expressed uncertainty about the clarity of the information provided, and 4.46% felt that the information was unclear. From these results, it can be concluded that the majority of students have a good understanding of the MBKM guidelines, although there are still some who require further information or clarification to reduce uncertainty or confusion.

**Table 02. Results of Regression Statistical Analysis (Students)**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.381 <sup>a</sup>	.146	.140	.76304

Further findings regarding the clarity of information about the MBKM program in relation to students' understanding of the MBKM program concept indicate a positive and significant influence. Specifically, the clarity of information received about the MBKM program has an impact of 14.6% on students' understanding of the MBKM program.

### Perception of the Alignment of the MBKM Program with Study Program Learning Outcomes and Student Plans

From the analysis results, there is an interesting relationship between the perceptions of lecturers and students regarding the Merdeka Belajar Kampus Merdeka (MBKM) program. Based on data from lecturers, 40% of respondents stated that the MBKM program is fairly aligned with the Learning Outcome Standards (CPL) of the study programs, while 25% felt it was very well aligned. This means that the majority of lecturers believe that MBKM has been designed to support the achievement of the expected competencies of graduates, although 32.5% were uncertain and 2.5% felt it was not well aligned. On the other hand, from the students' perspective, 48.03% felt that the MBKM program was very aligned with their future plans, and 34.87% felt it was fairly aligned. This shows that the majority of students view the MBKM program as a relevant tool to help them achieve their future career or academic goals.

Most students regard the Merdeka Belajar Kampus Merdeka (MBKM) program as a relevant tool to achieve their career and academic goals. Research indicates that 89% of students are interested in participating in MBKM activities, which focus on developing both hard and soft skills needed in the workforce (Anwar, 2023). This program gives students the freedom to choose fields of study aligned with their interests, which in turn increases their readiness to face challenges in the professional world (Bhakti et al., 2022). Moreover, evaluations of the impact of the MBKM program highlight significant benefits for both students and lecturers, reaffirming the relevance of this program in supporting educational objectives (Mulyana et al., 2022). Thus, MBKM not only enhances academic knowledge but also prepares students to contribute effectively to society.

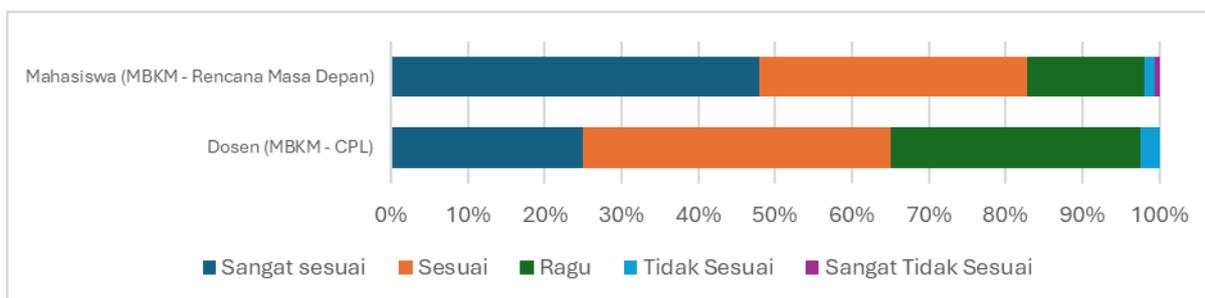


Figure 3. Perception of the Alignment of the MBKM Program with Study Program Learning Outcomes and Student Plans

The correlation between the results from lecturers and students shows that the MBKM program is not only perceived as relevant by lecturers in achieving Learning Outcome Standards (CPL) but is also felt by students to support their personal and professional aspirations. In other words, the alignment of the MBKM program with CPL is important not only in an academic context but also provides practical benefits for students in preparing themselves for the workforce or their future. However, since some lecturers and students remain uncertain or feel the program is less aligned, this presents an opportunity for further development to ensure that the MBKM program can better integrate academic needs with students' future plans.

The Merdeka Belajar Kampus Merdeka (MBKM) program demonstrates significant relevance for both lecturers and students in achieving Learning Outcome Standards. Research by Sulistiyani et al. (2021) indicates that the MBKM program supports both personal and professional aspirations, with 84.06% of respondents from health faculties and 92.80% of respondents from non-health faculties acknowledging the existence of similar programs at their universities (Sulistiyani et al., 2022). This shows that the program is not only important in an academic context but also offers practical benefits in preparing students for the workforce. However, some lecturers and students

still question the program’s suitability, indicating room for further development so that the MBKM program can be more integrated with both academic needs and students' future plans (Sulistiyani et al., 2022). Therefore, it is essential to continuously evaluate and adapt the program to meet the expectations of all parties involved.

### Perception of Student Competency Improvement

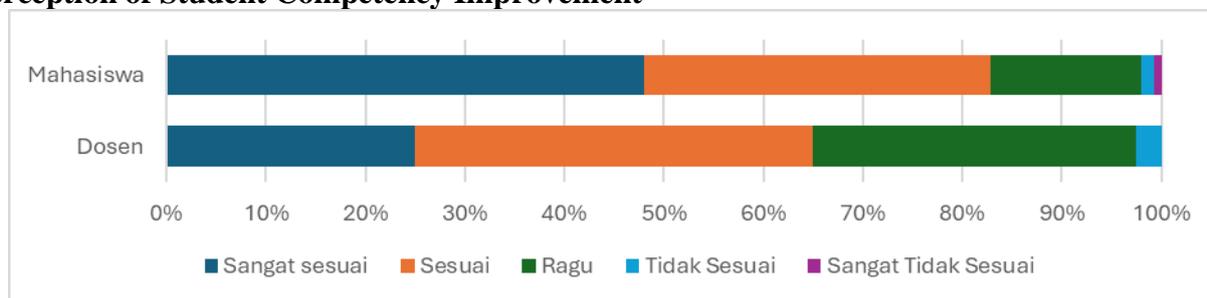


Figure 4. Perception of Student Competency Improvement

Based on data from the lecturers' perspective regarding the improvement of student competencies after participating in the MBKM program, 41.03% of lecturers believe that the MBKM program greatly contributes to the enhancement of students' competencies, both in soft skills and hard skills (category 5). A total of 43.59% of lecturers stated that the improvement in competencies was quite significant (category 4). Meanwhile, 12.82% of lecturers remain uncertain (category 3) about the program's impact on student competencies, and 2.56% of lecturers feel that the improvement in competencies is less apparent (category 2). These results indicate that the majority of lecturers observe significant improvements in student competencies after participating in the MBKM program, with a focus on the development of both soft and hard skills. From the students' perspective on competency improvement after participating in the MBKM program, 72.78% of students feel that the MBKM program has greatly improved their competencies, both soft and hard skills (category 5). A total of 22.78% feel that the improvement was quite significant (category 4). Meanwhile, 3.16% of students remain uncertain (category 3), and only 0.63% feel that there is little or no improvement in competencies (categories 1 and 2). These results indicate that the majority of students experience a significant positive impact from the MBKM program on the development of their competencies.

Based on data from the perspectives of both lecturers and students regarding competency improvement after participating in the Merdeka Belajar Kampus Merdeka (MBKM) program, there is a shared view between the two, although students exhibit a higher level of optimism. From the lecturers' side, 41.03% believe that the MBKM program significantly contributes to the improvement of student competencies, and 43.59% consider the improvement to be quite significant. On the other hand, students display greater confidence, with 72.78% feeling that the MBKM program greatly helped them improve their competencies, both soft skills and hard skills, and 22.78% seeing the improvement as quite meaningful. However, a small portion of both lecturers (12.82%) and students (3.16%) remain uncertain about the program’s impact. Overall, the majority of lecturers and students agree that the MBKM program has a positive impact, though students tend to be more optimistic in assessing the competency improvements they directly experienced during the program.

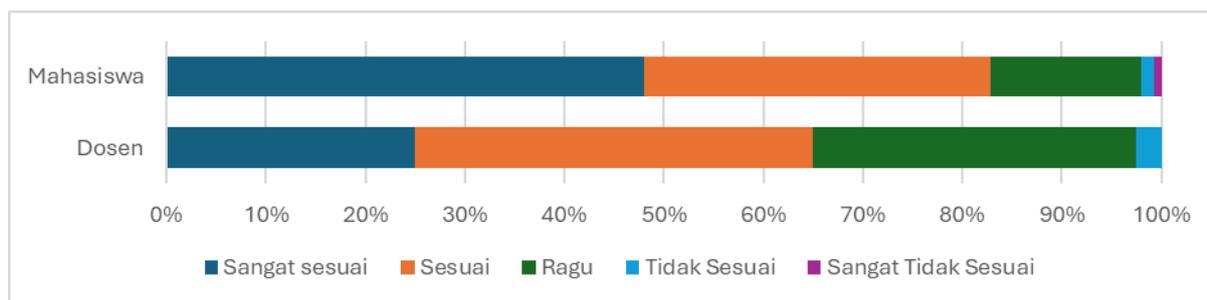


Figure 5. Perception Of How The MBKM Program Will Help Students Enter The Workforce

Based on data from the lecturers' perspective regarding predictions of how the MBKM program will help students enter the workforce, 52.5% of lecturers believe that the program is fairly helpful (category 4), while 30% of lecturers feel that the program is very helpful (category 5). A total of 15% of lecturers remain uncertain (category 3), and 2.5% feel that the program is less helpful (category 2). These results indicate that the majority of lecturers believe the MBKM program will positively contribute to preparing students for the workforce, although a small portion remains uncertain. From the students' perspective regarding predictions of how the MBKM program will help them enter the workforce, 45.39% of students believe the program is fairly helpful (category 4), while 40.13% feel that the MBKM program is very helpful (category 5). A total of 10.53% of students remain uncertain (category 3), and 3.29% feel that the program is less helpful (category 2), with only 0.66% feeling that the program is not helpful at all (category 1). These results indicate that the majority of students believe the MBKM program will play an important role in preparing them for the workforce.

Both perspectives, from lecturers and students, demonstrate agreement that the Merdeka Belajar Kampus Merdeka (MBKM) program plays an important role in helping students enter the workforce, although there are differences in the level of confidence between them. From the students' perspective, 40.13% feel that the MBKM program is very helpful, and 45.39% believe it is fairly helpful in preparing them for their future careers. Meanwhile, from the lecturers' perspective, 30% stated that the MBKM program is very helpful, and 52.5% consider it fairly helpful in preparing students for the workforce. Students tend to be more optimistic, with more of them feeling that the program is highly relevant to their careers. Although a small portion of lecturers (15%) and students (10.53%) remain uncertain about the extent to which this program will help, the general consensus is that the MBKM program has a positive and significant impact on preparing students for the workforce. The Merdeka Belajar Kampus Merdeka (MBKM) program in Indonesia has been widely recognized as an initiative that provides a positive impact in preparing students for the workforce. Research indicates that the program allows students to choose fields of study aligned with their interests, which in turn enhances skills and knowledge relevant to industry needs (Bhakti et al., 2022). At the Faculty of Cultural Studies, Universitas Komputer Indonesia, students reported positive perceptions of the MBKM program implementation, indicating that they felt more prepared to enter the workforce after participating in the program (Setiana et al., 2022). Additionally, students from the Development Economics Program at Universitas Trilogi emphasized the importance of campus support in participating in the program, which they viewed as a critical step toward improving their competencies (Panjaitan et al., 2022). Overall, research findings show that the implementation of MBKM significantly contributes to students' readiness to face challenges in the workforce (Fauzannur et al., 2023).

### Perception of the Alignment of the MBKM Program with Student Circumstances

Based on data regarding the alignment of the MBKM program with students' passions and aspirations, the majority of students, 42.76%, feel that the program is highly aligned with their

passions and goals, while 37.5% believe it is fairly aligned. This indicates that most students view the MBKM program as a relevant tool to support their interests and career objectives. However, 15.79% of students remain uncertain about how well the program truly helps them in pursuing their aspirations. Only 1.97% of students feel that the program is not aligned or is very misaligned with their passions. Overall, 80.26% of students consider the MBKM program to be relevant to their goals and interests, suggesting that the program is designed to support individual development in line with their career aspirations.

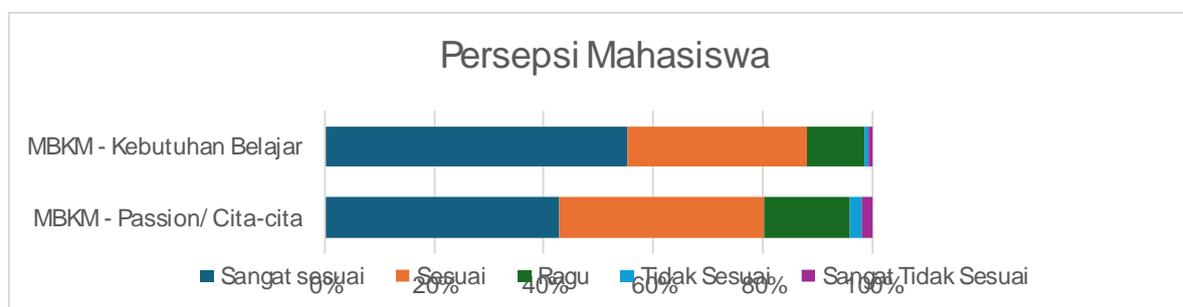


Figure 6. Perception of the Alignment of the MBKM Program with Student Circumstances (Students)

Based on data regarding the alignment of the MBKM program with students' learning needs, the majority of students, 55.26%, feel that the program is highly aligned with their learning needs, while 32.89% believe it is fairly aligned. This suggests that most students feel the MBKM program provides relevant learning opportunities that support their personal development. However, 10.53% of students remain uncertain about how well the program truly aligns with their learning needs. Only 0.66% of students feel that the program does not meet their needs. Overall, 88.16% of students consider the MBKM program to be relevant to their learning needs, indicating that the program has been well-designed to support students' academic and skill development.

Both sets of data regarding the alignment of the MBKM program with students' passions and aspirations, as well as their learning needs, show a strong connection. The majority of students feel that the MBKM program not only supports their passions (42.76%) but also meets their learning needs (55.26%). This relationship suggests that when educational programs are aligned with students' passions and academic needs, they tend to be more motivated and actively engaged. Students who see the program as supporting their aspirations also feel that it provides relevant learning to achieve their goals. Motivation driven by the alignment of passion becomes even stronger when learning needs are met, which collectively enhances the quality of learning. However, around 10.53% of students still feel uncertain about this alignment, indicating room for improvement in terms of personalizing the program to better meet individual needs and aspirations. In conclusion, the alignment between passion and learning needs is key to the success of the MBKM program in creating a productive and relevant learning environment for students. Furthermore, the Pearson correlation coefficient (0.572) indicates a moderate positive correlation between needs and passion. This means that as a person's needs increase, their passion also tends to increase. This correlation value shows a fairly strong, but not perfect, relationship between the two variables.

Table 03. Correlation Analysis

		necessity	passion
necessity	Pearson Correlation	1	.572**
	Sig. (2-tailed)		.000

	N	152	152
passion	Pearson Correlation	.572**	1
	Sig. (2-tailed)	.000	
	N	152	152

As an individual's needs increase, there is a tendency for their passion to also increase. This can be explained through the concept of motivation, which arises from a combination of needs, drive, and rewards. High work motivation can be formed through factors such as interest or passion, which are closely related to an individual's need to feel secure and connected interpersonally (Amuntai et al., 2024). Additionally, the Merdeka Belajar-Kampus Merdeka policy proposed by Indonesia's Minister of Education and Culture, Nadiem Anwar Makarim, aims to enhance graduates' competencies by providing students with the space to develop their passions and talents through flexible learning programs (Annas & Muhajir, 2022). With the increasing need for relevant skills, individuals tend to be more motivated to pursue their passions, which in turn can boost productivity and satisfaction in their professional lives (Sudaryanto et al., 2020).

Furthermore, from the lecturers' perspective on the alignment of the MBKM program with students' circumstances, specifically regarding the alignment of the MBKM program with students' passions and aspirations, 22.5% of lecturers feel that the program is highly aligned, while 47.5% believe that the program is fairly aligned. This indicates that the majority of lecturers believe the MBKM program supports students in pursuing their interests and career goals. However, 25% of lecturers remain uncertain about whether the program truly aligns with students' passions, and 5% feel that the program is less relevant. Overall, around 70% of lecturers consider the MBKM program to be relevant to students' passions, though some still doubt the level of alignment. Regarding the alignment of the MBKM program with students' learning needs, 25% of lecturers feel that the program is highly aligned, while 62.5% believe that it is fairly aligned with students' learning needs. Only 12.5% of lecturers are uncertain whether the program truly meets students' learning needs. These results show that the majority of lecturers (87.5%) believe the MBKM program is relevant and supports students' academic needs, although a small portion of lecturers still have doubts.

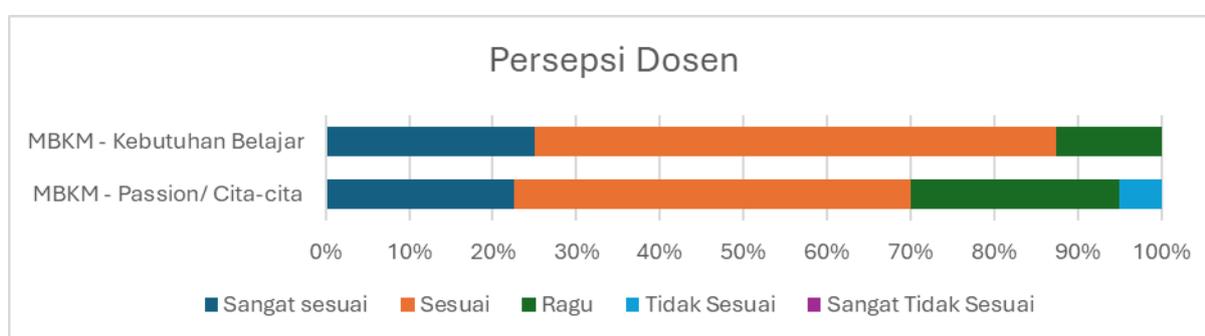


Figure 7. Perception of the Alignment of the MBKM Program with Student Circumstances (Lecturer)

From the lecturers' perspective regarding the alignment of the MBKM program with students' passions, aspirations, and learning needs, several interesting similarities and differences emerge. In terms of the alignment of the program with students' passions and aspirations, 70% of lecturers believe that the MBKM program supports these aspects, with 22.5% being highly confident and 47.5% fairly confident. However, 25% of lecturers are uncertain whether the program truly aligns with students' passions. On the other hand, regarding students' learning needs, lecturers'

support is stronger, with 87.5% feeling that the program aligns with students' learning needs, 25% of whom are highly confident and 62.5% fairly confident, and only 12.5% expressing uncertainty. This difference suggests that lecturers are more confident that the MBKM program is effective in meeting students' academic needs compared to helping them pursue personal passions and aspirations. The higher level of uncertainty regarding passions (25% compared to 12.5% for learning needs) indicates that lecturers perceive the MBKM program as being stronger in the formal aspects of education, such as the development of academic and professional skills. This may also suggest that while the program is designed to support students' interests, there may be some limitations in how it connects with students' personal aspirations. Overall, lecturers view the MBKM program as relevant to both students' passions and learning needs, but they are more confident that the program is successful in fulfilling formal academic needs than in helping students pursue their personal interests and aspirations.

### Recommendations for the Sustainability of the MBKM Program

Based on data regarding the recommendation of the MBKM program to younger students or fellow students, the majority of students, 61.84%, strongly recommend the MBKM program they participated in, indicating that they find the program highly beneficial and worth recommending to their peers. A total of 26.32% of students fairly recommend the program, although there may be aspects that could be improved. Only 10.53% of students feel uncertain about recommending the program, and a very small percentage, 0.66%, do not recommend the program at all. Overall, more than 88% of students support the MBKM program and believe it provides significant positive value, both in terms of learning experiences and personal development, thus leading them to recommend the program to others.

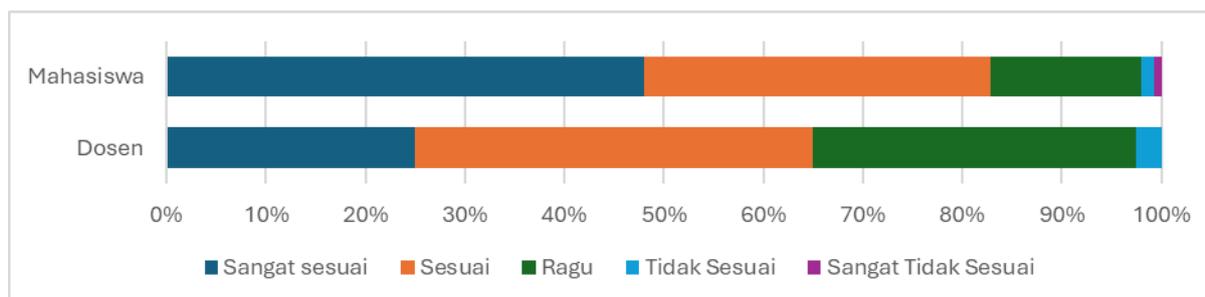


Figure 8. Recommendations for the Sustainability of the MBKM Program

From the lecturers' perspective regarding recommendations for improving the quality of the MBKM program to better support graduate outcomes, 62.5% of lecturers strongly recommend enhancing the quality of the program, indicating that the majority see room for improvement to increase the program's impact on graduates. A total of 32.5% of lecturers somewhat recommend improvements, meaning they recognize the program's benefits but still see potential for enhancement. Only 5% of lecturers feel uncertain or do not strongly emphasize the need for program improvement. Overall, lecturers strongly support efforts to improve the quality of the MBKM program to more effectively support optimal graduate outcomes. Lecturers generally show strong support for the Merdeka Belajar Kampus Merdeka (MBKM) program, which aims to enhance the quality of graduates. Research shows that students view this program as important for improving their competencies in preparation for the workforce, and they hope for full support from lecturers and the campus (Panjaitan et al., 2022). Additionally, the goal of the MBKM education program is to develop both hard and soft skills and to prepare students to be more relevant to contemporary needs (Susilawati, 2021). Although there are challenges in implementing the MBKM policy, such as additional costs that may arise, support from lecturers is essential to ensuring the

program's success (Supatmi et al., 2022). Therefore, lecturer support is key to achieving the optimal outcomes of the MBKM program, which is expected to produce outstanding and well-rounded graduates (Panjaitan et al., 2022).

Based on data from the perspectives of both students and lecturers regarding recommendations for the MBKM program, both groups show positive support for the program, though with slightly different focuses. From the students' perspective, 61.84% strongly recommend the MBKM program to their peers or younger students, indicating that the majority of students experience direct benefits from the program in terms of personal and career development. A total of 26.32% of students also recommend the program, although there may be some aspects that could be improved. Only 10.53% of students feel uncertain, and very few do not recommend the program at all, signaling a high level of satisfaction. On the other hand, the lecturers' perspective shows that 62.5% strongly recommend improving the quality of the MBKM program to better support graduate outcomes. While lecturers support the program, they see room for improvement to make it more effective in achieving the desired results, particularly in the context of graduate development. A total of 32.5% of lecturers also feel fairly confident that quality improvements are necessary, with only 5% expressing uncertainty. This indicates that while the MBKM program is already functioning well, lecturers recognize the importance of strengthening and further enhancing the program to better align it with academic and professional graduate outcomes. Overall, students support the MBKM program due to their positive firsthand experiences, while lecturers, despite supporting the program, are more critical and recommend improvements to ensure the program not only has short-term impacts but also supports more optimal graduate outcomes in the future.

## **CONCLUSIONS**

The majority of lecturers (90%) and students (87.58%) have a good understanding of the Merdeka Belajar Kampus Merdeka (MBKM) concept, although there is a small group that remains uncertain, particularly lecturers who feel their expertise does not align well with the programs they participated in, and students who are confused about the entrepreneurship and independent study programs. Most lecturers (77.5%) and students (80.89%) also believe that the information provided by the institution about MBKM is clear, although some feel that the information is still lacking and affects their understanding of the program. Regarding the alignment of the program with Learning Outcome Standards (CPL) and students' future plans, 65% of lecturers and 82.9% of students find MBKM relevant, although a small portion remains uncertain. The majority of lecturers (84.62%) and students (95.56%) agree that MBKM significantly contributes to improving both soft and hard skills, with students showing higher optimism. The MBKM program is also seen as helping to prepare students for the workforce, according to 82.5% of lecturers and 85.52% of students. Additionally, 80.26% of students feel that the program aligns with their passions, and 88.16% believe it meets their learning needs, with a positive correlation between passion and learning needs. A total of 88% of students recommend the MBKM program to their peers, while 62.5% of lecturers recommend improving the quality of the program to better support optimal graduate outcomes, with lecturers being more critical in this regard compared to students.

## **CONFLICTS OF INTEREST STATEMENT**

Regarding this study, the author declares that there is no conflict of interest.

## **AUTHOR CONTRIBUTIONS**

Yus Darusman was responsible for the conceptualization of the research, developing the main idea, formulating the overarching research goals, and defining the study objectives. Ahmad Hamdan played a key role in project administration, managing and coordinating the research activities,

including the planning and execution of data collection and overall research implementation. Bayu Adi Laksono contributed to the formal analysis, applying statistical and computational techniques to analyze and synthesize the study data. All authors were actively involved in the writing, review, and editing process, ensuring the manuscript's accuracy, clarity, and coherence.

## REFERENCES

- Abduh, M., Alawiyah, T., Apriansyah, G., Sirodj, R. A., & Afgani, M. W. (2023). Survey Design: Cross Sectional dalam Penelitian Kualitatif. *Jurnal Pendidikan Sains Dan Komputer*, 3(01), Art. 01. <https://doi.org/10.47709/jpsk.v3i01.1955>
- Alpionita, Y., Arifin, J., & Harahap, A. (2020). Persepsi Masyarakat Terhadap Program Kampung Kb Dilihat Dari Aspek Bina Keluarga Balita (Bkb) Di Desa Nawin Kecamatan Haruai Kabupaten Tabalong. *JAPB*, 3(2), 746-757.
- Amuntai, K., Bukhori, M., & Ruspitasari, W. (2024). Pengaruh Lingkungan Kerja, Motivasi Dan Kompetensi Terhadap Produktivitas Kerja Karyawan Di Perusahaan Pt. Ajidharma Corporindo. *Jurnal Ilmiah Riset Aplikasi Manajemen*, 2(1), Art. 1. <https://doi.org/10.32815/jiram.v2i1.52>
- Annas, A., & Muhajir, H. (2022). Perbandingan Implementasi Kebijakan Kurikulum Merdeka Belajar Kampus Merdeka (MBKM) Perguruan Tinggi Swasta (PTS) Kota Makassar. *Journal of Government and Politics (JGOP)*, 4(2), 231–251. <https://doi.org/10.31764/jgop.v4i2.11152>
- Anwar, R. N. (2023). Persepsi Mahasiswa Terhadap Program Kebijakan Merdeka Belajar Kampus Merdeka. *Jurnal Simki Pedagogia*, 6(1), Art. 1. <https://doi.org/10.29407/jsp.v6i1.231>
- 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), Art. 2. <http://dx.doi.org/10.30998/rdje.v8i2.12865>
- Darodjat, D., & Wahyudhiana, W. (2015). MODEL EVALUASI PROGRAM PENDIDIKAN. *Islamadina : Jurnal Pemikiran Islam*, 0(0), Art. 0. <https://doi.org/10.30595/islamadina.v0i0.1665>
- Fauzannur, F., Zainab, S., & Nurliana, N. (2023). PERSEPSI MAHASISWA TERHADAP PELAKSANAAN MERDEKA BELAJAR KAMPUS MERDEKA. *Jurnal Mahasiswa BK An-Nur : Berbeda, Bermakna, Mulia*, 9(1), Art. 1. <http://dx.doi.org/10.31602/jmbkan.v9i1.9070>
- Harahap, R. N. (2023). Student Satisfaction Index of Merdeka Belajar Kampus Merdeka (MBKM) at Tanjungpura University. *QALAMUNA: Jurnal Pendidikan, Sosial, Dan Agama*, 15(2), 1039–1052. <https://doi.org/10.37680/qalamuna.v15i2.3381>
- Hartatik, S. F., & Lestari, H. D. (2021). Penggunaan WhatsApp sebagai Media Komunikasi Pembelajaran Bahasa Inggris. *Jurnal Nomosleca*, 7(1), Art. 1. <https://doi.org/10.26905/nomosleca.v7i1.5535>
- Maidiana, M. (2021). Penelitian Survey. *ALACRITY: Journal of Education*, 20–29. <https://doi.org/10.52121/alacrity.v1i2.23>
- Meke, K. D. P., Astro, R. B., Bagenda, C., Sulaiman, S., Seda, P., & Djou, A. M. G. (2022). Persepsi Mahasiswa Terhadap Desain Implementasi Merdeka Belajar Kampus Merdeka:

- Survei pada Program Studi Ilmu Hukum Universitas Flores. *EDUKATIF : JURNAL ILMU PENDIDIKAN*, 4(1), Art. 1. <https://doi.org/10.31004/edukatif.v4i1.2060>
- Mulyana, M., Wahyudin, Y., Lesmana, D., Muarif, M., Mumpuni, F. S., & Farastuti, E. R. (2022). Evaluasi Dampak Program Merdeka Belajar Kampus Merdeka (MBKM) pada Bidang Studi Akuakultur. *EDUKATIF : JURNAL ILMU PENDIDIKAN*, 4(1), Art. 1. <https://doi.org/10.31004/edukatif.v4i1.2182>
- Muryadi, A. D. (2017). MODEL EVALUASI PROGRAM DALAM PENELITIAN EVALUASI. *JURNAL ILMIAH PENJAS* (Penelitian, Pendidikan Dan Pengajaran), 3(1)
- Nafisah, N., Fikri, M. A., & Zuhriyah, I. A. (2023). Evaluation Analysis of The Implementation of The Merdeka Belajar - Kampus Merdeka (MBKM) Program: A Literature Review. *Edumaspul: Jurnal Pendidikan*, 7(2), Art. 2. <https://doi.org/10.33487/edumaspul.v7i2.5845>
- Nasir, S. N. N. B. M., & Yusof, M. (2022). Penggerak Komunikasi dalam Perbualan dan Teknologi Komunikasi: Satu Sorotan Literatur Bersistematik. *Malaysian Journal of Social Sciences and Humanities (MJSSH)*, 7(10), Art. 10. <https://doi.org/10.47405/mjssh.v7i10.1837>
- Panjaitan, M., Rini, A. D., Agusalm, L., Abdullah, Z., Purwandaya, B., & Pasaribu, B. (2022). Persepsi Mahasiswa Program Studi Ekonomi Pembangunan Universitas Trilogi Terhadap Program Merdeka Belajar Kampus Merdeka (MBKM). *Islamic Banking : Jurnal Pemikiran Dan Pengembangan Perbankan Syariah*, 7(2), 351–362. <https://doi.org/10.36908/isbank.v7i2.394>
- Putra, A. A., Sumartyawati, N. M., Santosa, I. M. E., & Susilawati, R. (2022). Pengaruh Terapi Aktivitas Kelompok Sosialisasi Sesi 1-7 dan Terapi Okupasi Terhadap Kemampuan Komunikasi Verbal Pasien Isolasi Sosial: The Effect of Socialization Group Activity Therapy Session 1-7 and Occupational Therapy on Verbal Communication Ability of Social Isolation Patients. *Journal Nursing Research Publication Media (NURSEPEDIA)*, 1(3), Art. 3. <https://doi.org/10.55887/nrpm.v1i3.21>
- Ridwan, M., Am, S., Ulum, B., & Muhammad, F. (2021). Pentingnya Penerapan Literature Review pada Penelitian Ilmiah. *Jurnal Masohi*, 2(1), 42. <https://doi.org/10.36339/jmas.v2i1.427>
- Rosmala, R. (2021). Fungsi komunikasi korporat Humas PT. Perkebunan Nusantara V Pekanbaru. *PRofesi Humas*, 5(2), 143–164. <https://doi.org/10.24246/j.js.2022.v12.i3.p182-192>
- 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), Art. 3. <https://doi.org/10.24246/j.js.2022.v12.i3.p182-192>
- Sa'diyah, M., Nurhayati, I., Endri, E., Supriadi, D., & Afrianto, Y. (2022). The Implementation of Independent Learning Independent Campus: The New Paradigm of Education in Indonesia. *Journal of Educational and Social Research*, 12(4), Art. 4. <https://doi.org/10.36941/jesr-2022-0114>
- Saputro, R., Wahyuni, E. S., & Prayogo, I. (2023). Investigating the Effect of Merdeka Belajar Kampus Merdeka on the Success of Its Implementation: Moderating Role of Readiness to Change. *Global Journal of Business, Economics & Social Development*, 1(1), Art. 1. <https://doi.org/10.56225/gjbesd.v1i1.2>
- Setiana, S. M., Bustam, M. R., Ali, M., Febrianty, F., & Sari, R. P. (2022). Dampak Implementasi Program Pembelajaran Merdeka Belajar Kampus Merdeka Pada Fakultas Ilmu Budaya

- Universitas Komputer Indonesia. *Majalah Ilmiah UNIKOM*, 20(1), 15–24. <https://doi.org/10.34010/miu.v20i1.7710>
- Sudaryanto, S., Widayati, W., & Amalia, R. (2020). Konsep Merdeka Belajar-Kampus Merdeka dan Aplikasinya dalam Pendidikan Bahasa (dan Sastra) Indonesia. *Kode : Jurnal Bahasa*, 9(2), Art. 2. <https://doi.org/10.24114/kjb.v9i2.18379>
- Sulistiyani, E., Khamida, K., Soleha, U., Amalia, R., Hartatik, S., Putra, R. S., Budiarti, R. P., & Andini, A. (2022). Implementasi Merdeka Belajar Kampus Merdeka (MBKM) pada Fakultas Kesehatan dan Non Kesehatan. *EDUKATIF : JURNAL ILMU PENDIDIKAN*, 4(1), Art. 1. <https://doi.org/10.31004/edukatif.v4i1.1943>
- Supatmi, S., Herdiana, B., Utama, J., Pohan, M. A. R., & Rahajoeningroem, T. (2022). Analisis Hasil Survei SPADA Dikti 2021 dan Dampaknya Terhadap Rekomendasi Kebijakan Implementasi Kampus Merdeka. *EDUKATIF: JURNAL ILMU PENDIDIKAN*, 4(1), Art. 1. <https://doi.org/10.31004/edukatif.v4i1.1894>
- Susilawati, N. (2021). Merdeka Belajar dan Kampus Merdeka Dalam Pandangan Filsafat Pendidikan Humanisme. *Jurnal Sikola: Jurnal Kajian Pendidikan Dan Pembelajaran*, 2(3), Art. 3. <https://doi.org/10.24036/sikola.v2i3.108>
- Syahrudin, & Tambaip, B. (2023). Implementation of the Independent Campus Learning Policy "MBKM": An Overview from the Perspectives of Students and Lecturers. *Journal of Education Research and Evaluation*, 7(3), 351–361. <https://doi.org/10.23887/jere.v7i3.61918>
- Tokan, M. K., Sukarjita, I. W., & Imakulata, M. M. (2021). Analisis Kepuasan Mahasiswa FKIP Undana pada Perkuliahan Secara Online dan Faktor yang Mempengaruhinya. *Haumeni Journal of Education*, 1(1), Art. 1. <https://doi.org/10.35508/haumeni.v1i1.4582>
- Waruwu, E., Ndraha, A. B., & Lase, D. (2022). Peluang Dan Tantangan G20 Dalam Transformasi Manajemen Pendidikan Di Era Revolusi Industri 4.0 Dan Civil Society 5.0 Pasca Pandemi Covid-19. *JURNAL ILMIAH MAKSITEK*, 7(3), Art. 3.
- Zahra, S. N., & Anriva, D. H. (2023). Program MBKM Sebagai Peningkatan Soft Skill Mahasiswa Akuntansi Dalam Menghadapi Dunia Pekerjaan. *Inisiatif: Jurnal Dedikasi Pengabdian Masyarakat*, 2(1), Art. 1. <https://doi.org/10.61227/inisiatif.v2i1.113>