



Guidebook for

**Merdeka Belajar - Kampus Merdeka
(Independent Learning-Independent Campus)**



**Directorate General of Higher Education
Ministry of Education and Culture
2020**

Guidebook for Merdeka Belajar - Kampus Merdeka (Independent Learning-Independent Campus)

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Disclaimer

This book is published as a guideline for implementing Merdeka Belajar - Kampus Merdeka. It is expected that Universities can use this guideline to develop programs optimally, effectively, and efficiently so as to produce high-quality programs according to the National Standards of Higher Education. This guidebook is expected to be useful for university managers or leaders, lecturers, students, industry partners, and other related parties.

This guidebook is compiled and reviewed by various parties under the coordination of the Directorate General of Higher Education, Ministry of Education and Culture of the Republic of Indonesia. It is used as a reference in the design, implementation, assessment, and evaluation stages of implementing the Merdeka Belajar - Kampus Merdeka policy.

This Guidebook is a "dynamic guide" that can constantly be improved, updated, and renewed following the dynamics of needs and time changes. Input from various groups is expected to improve the quality of this Guidebook.

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Foreword by the Director General of Higher Education

The rapid development of science and technology today has brought about rapid changes in many aspects of life. Our jobs and the way we work are changing. Many jobs are disappearing while new types of jobs are emerging. Economic, social, and cultural changes are also happening at a rapid pace. In this very dynamic period, universities must respond quickly and appropriately. It is necessary to transform learning to provide and prepare higher education graduates with skills to become an excellent generation. A generation that is responsive and ready to face the challenges of its era while remaining relevant to the cultural roots of its nation.

Creativity and innovation are important keys to ensuring sustainable development of Indonesia. Students currently studying at universities must be prepared to become true learners who are skilled, flexible, and resilient (agile learners). Merdeka Belajar - Kampus Merdeka policy introduced by the Minister of Education and Culture is a framework for preparing students to become resilient scholars, relevant to the needs of the times, and ready to become leaders with a high national spirit. Regulation of Minister of Education and Culture No. 3/2020 allows students to take three-semester study outside their study program. Through this program, there is a wide opportunity for students to enrich and improve their insights and competencies in the real world according to their passions and aspirations. We believe that learning can take place anywhere; the universe of learning is limitless, not only in classrooms, libraries, and laboratories, but also in villages, industries, workplaces, places of community service, research centers, and the community. Through close interaction between universities, the world of work, and the real world, universities will be a source for the nation's progress and development, directly contributing to the culture and civilization of the nation.

I would like to express my appreciation and gratitude to the team working tirelessly and dedicatedly to bring this guidebook to fruition. I would also like to thank all those who have provided valuable input, enriching the content of this guidebook. Hopefully, this book will be useful for universities. It can be used as inspiration for the implementation of Merdeka Belajar - Kampus Merdeka, and eventually, universities can prepare Indonesian people who are superior, pious, civilized, knowledgeable, professional, and competitive, and contribute positively to the welfare of the nation's life.

Jakarta, April 2020
Director General of Higher Education,

Nizam

Foreword by the Director of Learning and Student Affairs

Merdeka Belajar - Kampus Merdeka, is a policy of the Minister of Education and Culture, which aims to encourage students to master various sciences helpful in entering the world of work. The Kampus Merdeka provides opportunities for students to choose the courses they are going to take.

The Merdeka Belajar - Kampus Merdeka policy is in accordance with the Regulation of the Minister of Education and Culture Number 3 of 2020 on National Standards of Higher Education in Article 18 stating that the fulfillment of the study period and study load for undergraduate or applied undergraduate students can be carried out: 1) participating in the entire learning process in the study program at the university according to the study period and study load, and 2) participating the learning process in the study program to fulfill a partial study period and study load and the rest by participating in the learning process outside the study program.

Through Merdeka Belajar - Kampus Merdeka, students have the opportunity to take 1 (one) semester equivalent to 20 (twenty) credits of learning outside the study program at the same university; and a maximum of 2 (two) semesters equivalent to 40 (forty) credits of learning in the same study program at different universities, learning in different study programs at different universities; and/or learning outside the university.

Learning in the Kampus Merdeka provides challenges and opportunities for the development of students' creativity, capacity, personality, and needs, as well as developing independence in seeking and discovering knowledge through the realities and dynamics of the field, such as ability requirements, real problems, social interaction, collaboration, self-management, performance demands, targets, and their achievement.

We would like to express our gratitude and appreciation to the team of authors of the Guidebook for Merdeka Belajar - Kampus Merdeka and to those who have contributed dedicated suggestions and thoughts until this guidebook can be published. This first edition guidebook could be better; therefore, we look forward to input, criticism, and suggestions from various parties, especially university managers. This guidebook will be helpful for universities, students, and other related parties to manage and improve Kampus Merdeka continuously.

Jakarta, April 2020
Director of Learning and Student Affairs
Directorate General of Higher Education

Aris Junaidi

Introducing Belajar Merdeka - Kampus Merdeka

Independent Learning

PROVIDING FREEDOM AND AUTONOMY TO EDUCATIONAL INSTITUTIONS AND INDEPENDENCE FROM BUREAUCRATIZATION, PROVIDING LECTURERS WITH FREEDOM FROM CONVOLUTED BUREAUCRACY AND STUDENTS WITH THE FREEDOM TO CHOOSE THEIR PREFERRED FIELDS.

NADIEM ANWAR MAKARIM

MINISTER OF EDUCATION AND CULTURE



CHAPTER I INTRODUCTION

A. Legal Foundation

Merdeka Belajar - Kampus Merdeka is one of the policies of the Minister of Education and Culture, Nadiem Makariem. One of the programs from the Merdeka Belajar - Kampus Merdeka policy is the Right to Three-Semester Study outside the Study Program. The program is mandated by various regulations/legal foundations for higher education to improve the quality of learning and higher education graduates. The legal foundations for the implementation of the policy on the Right to Three-Semester Study outside the Study Program include, among others, the following:

1. Law No. 20/2003, on the National Education System.
2. Law Number 12 of 2012, on Higher Education.
3. Law No. 6 of 2014, on Villages.
4. Government Regulation Number 04 of 2014 on the Implementation of Higher Education and the Management of Higher Education
5. Presidential Regulation Number 8 of 2012, on IQF.
6. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 on National Standards of Higher Education.
7. Regulation of the Minister of Villages, Development of Disadvantaged Regions, and Transmigration Number 11 of 2019 on Priorities for the Use of Village Funds in 2020.
8. Regulation of the Minister of Villages, Development of Disadvantaged Regions, and Transmigration Number 16 of 2019 on Village Consultative Meeting.
9. Regulation of the Minister of Villages, Development of Disadvantaged Regions, and Transmigration Number 17 of 2019 on General Guidelines for Village Community Development and Empowerment.
10. Regulation of the Minister of Village, Development of Disadvantaged Regions, and Transmigration Number 18 of 2019 on General Guidelines for Village Community Assistance.

B. Background

In order to prepare students to cope with changes in social, culture, the world of work and rapid technological advances, it is vital to provide students with competencies that are relevant to the needs of the times. Link and match is not only performed with the world of industry and the world of work, but also with a rapidly changing future. Universities are required to be able to design and implement innovative learning processes so that students can achieve learning outcomes covering attitudes, knowledge, and skills optimally and always relevant.

The Merdeka Belajar - Kampus Merdeka policy is expected to meet these demands. The Kampus Merdeka is a form of learning in universities that is autonomous and flexible to create an innovative, not restrictive learning culture that aligns with student needs.

The main programs are ease of opening new study programs, changes in the university accreditation system, ease of state universities becoming legal entity state universities, and the right to three-semester study outside the study program. Students are provided with the freedom to take credits outside the study program. Three semesters mean 1 semester of opportunity to take courses outside the study program and 2 semesters to carry out learning activities outside the university.

Various forms of learning activities outside universities include conducting internships/work practices in the industry or other workplaces, carrying out community service projects in villages, teaching in educational units, participating in student exchanges, conducting research, conducting entrepreneurial activities, making independent studies/projects, and participating in humanitarian programs. All of these activities must be carried out with guidance from lecturers. The Kampus Merdeka is expected to provide contextual field experiences to improve students' competencies and prepare them to work or create employment.

The learning process in the Kampus Merdeka is one of the manifestations of student-centered learning, which is essential. Learning in the Kampus Merdeka provides challenges and opportunities for the development of students' innovation, creativity, capacity, personality, and needs, as well as developing independence in seeking and discovering knowledge through the realities and dynamics of the field, such as ability requirements, real problems, social interactions, collaboration, self-management, performance demands, targets, and achievements. Therefore, students' hard skills and soft skills will be formed strongly through the Merdeka Belajar program, designed and implemented correctly.

The Merdeka Belajar - Kampus Merdeka program is expected to answer the challenges of universities to produce graduates suitable for the times, advances in science and technology, the demands of the business and the industrial world, and the dynamics of society.

C. Objectives

The objective of the Merdeka Belajar - Kampus Merdeka policy, "the right to three-semester study outside the study program", is to improve the competence of graduates, both soft skills and hard skills, to be better prepared and relevant to the needs of the times, preparing graduates as future leaders of a superior nation and personality. Experiential learning programs with flexible pathways are expected to facilitate students to develop their potential according to their passions and talents.

CHAPTER II

MERDEKA BELAJAR – KAMPUS MERDEKA

“RIGHT TO THREE-SEMESTER STUDY OUTSIDE STUDY PROGRAM”

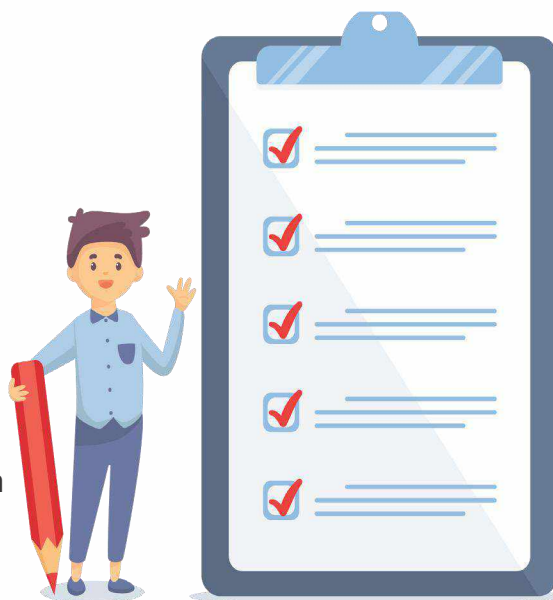
A. General Requirements

In the implementation of the Merdeka Belajar - Kampus Merdeka policy, the "right to three-semester study outside the study program", there are several general requirements that must be fulfilled by students and universities, including as follows:

1. Students must come from an accredited study program.
2. Students must be active students registered with PDDikti.

Universities should develop and facilitate the implementation of the Merdeka Belajar program by creating academic guidelines. The programs should be compiled and agreed upon between universities and partners.

The Merdeka Belajar program can be either a national program prepared by the Ministry or by universities registered in the Higher Education Database.



B. Implementation

1. Roles of Related Parties

- a. University
 - 1) Regulation of Minister of Education and Culture Number 3 of 2020 on National Standards of Higher Education:
Universities **must accommodate** students' rights (whether they decide to take the credits outside the university or not) to:
 - a. Take credits outside the University for a maximum of **2 semesters or equivalent to 40 credits**.
 - b. Take credits in different study programs at the same University for **1 semester or equivalent to 20 credits**.
 - 2) Develop academic policies/guidelines to facilitate learning activities outside the study program
 - 3) Create cooperation documents (MoU/SPK) with partners.
- b. Faculty
 - 1) Prepare a list of faculty-level courses students across study programs can take.
 - 2) Prepare cooperation documents (MoU/SPK) with relevant partners.
- c. Study Program
 - 1) Develop or adapt the curriculum to the implementation model of the kampus merdeka.

- 2) Facilitate students who will take cross-program learning at the University.
 - 3) Offer courses that students can take outside of study programs and outside of University along with the requirements.
 - 4) Conduct equivalence of courses with learning activities outside study programs and the University.
 - 5) If some courses/credits have not been fulfilled from learning activities outside the study program and the University, an alternative online course should be prepared.
- d. Students
- 1) Make a plan with the Academic Advisor regarding the courses/programs that will be taken outside the study program.
 - 2) Register for activity programs outside the study program.
 - 3) Complete the requirements for activities outside the study program, including attending the selection, if any.
 - 4) Follow the activity program outside the study program according to the provisions of the existing academic guidelines.
- e. Partners
- 1) Prepare cooperation documents (MoU/SPK) with universities/faculties/study programs.
 - 2) Implement the activity program outside the study program according to the provisions in the cooperation document (MoU/SPK).

2. Forms of learning activities

The forms of learning activities in accordance with the Regulation of the Minister of Education and Culture No. 3 of 2020 Article 15 paragraph 1 can be carried out within and outside the Study Program, including.



a. Student Exchange

Many student exchanges with full credit transfers have been carried out with partner foreign universities. However, the number of credit transfers systems between domestic universities still needs to be improved. Student exchanges are organized to form several student attitudes as stated in the Regulation of the Minister of Education and Culture (Permendikbud) Number 3 of 2020, namely respecting the diversity of cultures, views, religions, and beliefs, as well as the opinions or original findings of others; as well as working together and having social sensitivity and concern for society and the environment.

The objectives of students exchange are as follows:

- 1) To conduct cross-campus learning (domestic and foreign university), live with a host family at the destination campus, develop students' insights into Bhineka Tunggal Ika (unity in diversity), and strengthen the cross-cultural and ethnic brotherhood.
- 2) To build friendships among students from different regions, tribes, cultures, and religions, enhancing the spirit of national unity and integrity.
- 3) To organize the transfer of knowledge to cover educational disparities between domestic universities and the conditions of domestic and foreign higher education.

Several forms of learning activities that can be carried out within the framework of study exchange are as follows.

- 1) Student Exchange between Study Programs at the same University
Students can take learning activities to support the fulfillment of learning outcomes, both those already contained in the study program curriculum structure and in the curriculum development to enrich graduate learning outcomes in the form of elective courses.
 - a) Mechanism
 - (1) Study Program
 - Formulating or adjusting a curriculum that facilitates students to take courses in other study programs.
 - Determining and offering courses students can take from outside the study program.
 - Regulating the quota of participants who take courses offered in the form of learning in other study programs at the same university.
 - Regulating the number of credits that can be taken from other study programs.
 - (2) Students
 - Obtaining approval from the Academic Advisor (DPA).
 - Participating in activity programs outside the study program following the provisions of existing academic guidelines.
 - b) Learning activities in other study programs at the same university can be conducted face-to-face or online.

c) Example of activities

Table 2.1. Examples of learning activities in other Study Programs at the same University

Study Program	Graduate Learning Outcomes (CPLs)	Additional Competence	Study Program
Product Design	1. To be able to design a product	To be able to prepare, analyze, and interpret financial planning	Accounting
	2. To be able to evaluate design objects	To be able to implement marketing functions	Management
	3. To be able to prepare and deliver design solutions visually	To be able to design a program in advertising	Communication

Explanation of Table 2.1.

Product Design students must be able to master at least the three CPLs of the study program. However, it requires additional competencies that can be taken from other study programs that support graduate competencies. Therefore, the relevant students can take courses in accounting, management, and communication study programs.

2) Student Exchange in the same Study Program at different Universities

Students can take learning activities to enrich their experience and scientific context gained at other universities with unique characteristics or facilities to support learning to optimize CPLs.

a) Mechanism

(1) Study Programs

- Developing or adjusting a curriculum that facilitates students to take courses in the same study program at other universities.
- Making agreements with partner universities, including the learning process, semester credit recognition and assessment, and financing schemes.
- Carrying out bilateral, consortium (study program association), cluster (based on accreditation), or zoning (based on region) cooperation.
- Regulating the quota of participants who take courses offered in the form of learning in the same study program at other universities.
- Regulating the number of courses that can be taken from the same study program at other universities.
- Reporting activities to the Higher Education Database

(2) Students

- Obtaining approval from Academic Advisor (DPA).
- Participating in activity programs in the same study program at other university in accordance with the provisions of the academic guidelines owned by the university.
- Registered as a course participant in the same study program at other university.

b) Learning activities in the same Study Program at a different university can be conducted face-to-face or online. Online learning is performed with the provision that the courses offered must be recognized by the Ministry of Education and Culture.

c) Example of activities

Table 2.2. Examples of learning activities in the same Study Program at a Different University

Study Program	Graduate Learning Outcome (CPL)	Courses of Study Program at University A	Courses of Study Program at University B
Forestry	1. To be able to design and manage a forest ecosystem	1. Mangrove Forest Ecosystem Management 2. Mountain Forest Ecosystem Management	1. Lowland Forest Ecosystem Management 2. Coastal Forest Ecosystem Management

Explanation of Table 2.2.

The study programs of Forestry at University A and University B have one CPL, namely, to design and manage a forest ecosystem. Students of University A can take courses offered by University B or vice versa.

3) Student Exchange between Study Programs at Different Universities

Students can take learning activities at other universities to support the fulfillment of learning outcomes contained in the study program curriculum structure and curriculum development to enrich graduate learning outcomes.

a) Mechanism

(1) Study Program

- Preparing a curriculum that facilitates students to take courses in other study programs at different universities.
- Determining courses that students can take from outside the study program.
- Regulating the quota of participants who take courses offered in the form of learning in other study programs at different universities.

- Regulating the number of credits and the number of courses that can be taken from other study programs at different universities.
- Making agreements with partner universities, including the learning process, semester credit recognition and assessment, and financing schemes.
- Carrying out bilateral, consortium (study program association), cluster (based on accreditation), or zoning (based on region) cooperation.
- Reporting activities to the Higher Education Database.

(2) Students

- Obtaining approval from Academic Advisor (DPA).
- Participating in activity programs in other study programs at different universities in accordance with the provisions of the academic guidelines owned by the university.
- Registered as a course participant in the same study program at another university.

b) Learning activities in other study programs at different universities can be carried out face-to-face or online. Online learning is performed with the provision that the courses offered must be recognized by the Ministry of Education and Culture.

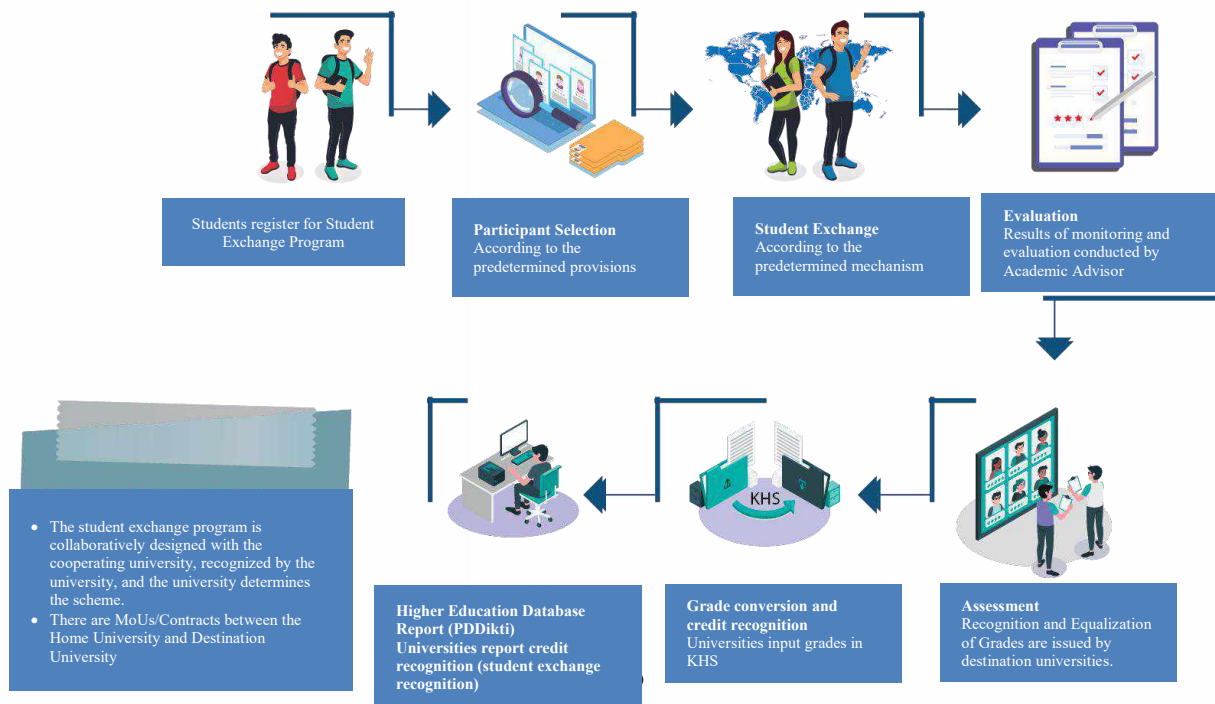
Table 2.3. Examples of learning activities in other study programs at Different universities

Study Program	Graduate Learning Outcomes of Study Program	Additional Competence	Courses of Other Study Programs at Other Universities
Industrial Engineering	To be able to design industrial systems/components, processes and products to meet the needs within realistic constraints (e.g. economic, environmental, health).	To be able to design products for agricultural needs	Energy and Agricultural Machinery
		To be able to build models to analyze resources and the environment	Resource and Environmental Economic Modeling

Explanation of Table 2.3.

Industrial Engineering students at University A must be able to master the CPL to design industrial systems/components, processes and products to meet the needs within realistic constraints (e.g. economic, environmental, health), but require additional competencies that can be taken from other study programs at different universities. Therefore, the relevant student can take the Energy and Agricultural Machinery course in the study program of Agricultural Technology of University B, and the Resource and Environmental Economic Modeling course in the study program of Economics of University C.

Process of Student Exchange Program



Notes:

Student exchanges can be conducted with both domestic and foreign universities.

Duties of Home Universities

- 1) Establishing cooperation with domestic and foreign universities or scientific consortiums to implement credit transfer that students can take.
- 2) Allocating quotas for inbound and outbound students (reciprocal).
- 3) Organizing student exchange selection that meets the principle of fairness for students, if necessary.
- 4) Monitoring the implementation of student exchanges.
- 5) Assessing and evaluating the results of student exchange for recognition of student credits.
- 6) Reporting the results of learning activities to the Directorate General of Higher Education through the Higher Education Database.

Duties of Destination Universities

- 1) Establishing cooperation with domestic and foreign universities or scientific consortiums to implement credit transfer that students can take.
- 2) Ensuring the implementation of student learning programs and student off-campus activities under the agreement contract.
- 3) Allocating quotas for inbound and outbound students (reciprocal).
- 4) Organizing student exchange selection that meets the principle of fairness for students, if necessary.
- 5) Conducting regular monitoring of the student exchange process.

- 6) Conducting quality assurance and managing the implementation of student exchange.
- 7) Providing grades and final evaluation results for students to be recognized at their Home universities.
- 8) Reporting the results of learning activities to the Directorate General of Higher Education through the Higher Education Database.

b. Internships/Work Practices

Students have limited work experience in the industry/real professional world during this time, so they are less prepared for work. On the other hand, short-term internships (less than six months) are needed to provide industrial experience and competence for students. Companies that accommodate internships also state that short-term internships are not beneficial and even interfere with activities in the industry.

The objectives of the internship program include:

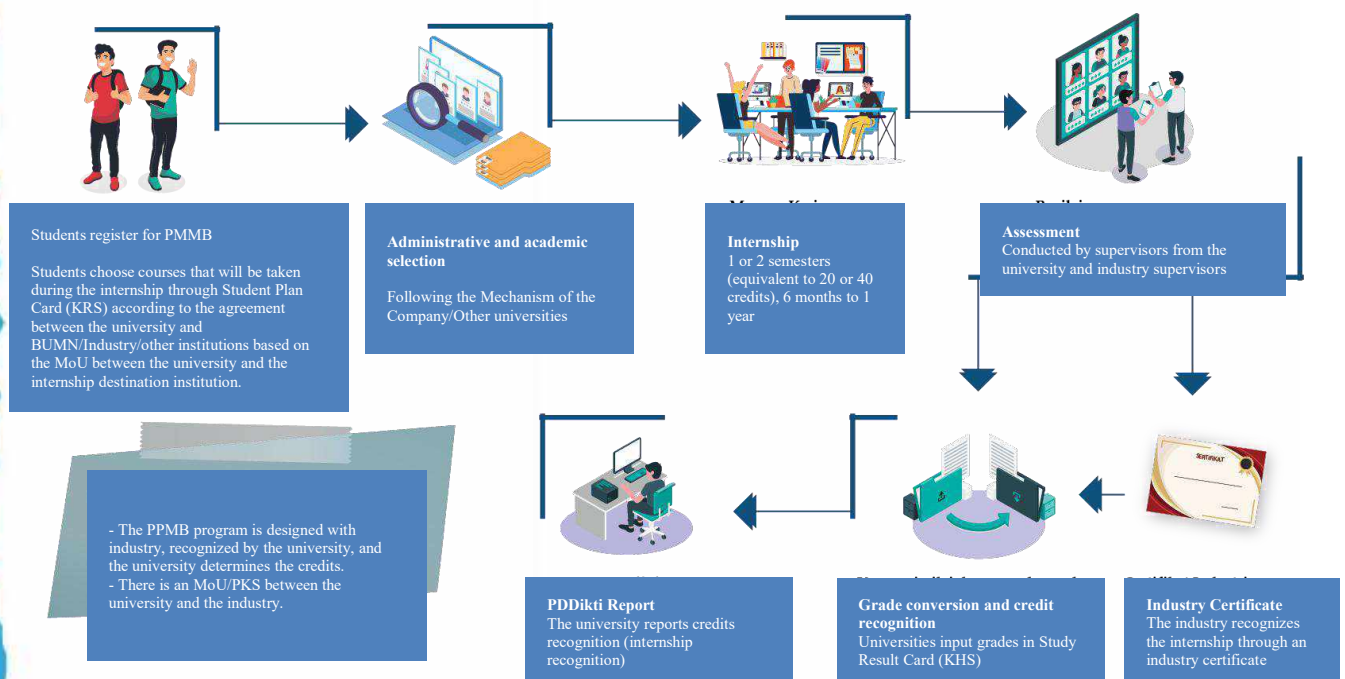
The internship program for 1-2 semesters provides students with sufficient experience and experiential learning in the workplace. During the internship, students will acquire hard skills ("technical skills, complex problem-solving, analytical skills, and other skills"), as well as soft skills ("professional/work ethics, communication, cooperation, and other skills"). At the same time, the industry can hire graduates who, if compatible, can be directly recruited, thereby reducing recruitment and initial training/induction costs. Students familiar with the workplace will be more confident in entering the world of work and their careers. This activity exposes universities to industrial issues, thus updating lecturers' teaching and learning materials and ensuring that university research topics will be more relevant.

Learning activities are conducted with partners, including companies, non-profit foundations, multilateral organizations, government institutions, and startups. The mechanism for implementing internships/work practices is as follows.

- 1) Universities
 - a. Making agreements through cooperation documents (MoU/SK) with partners, including the learning process, semester credit recognition, and assessment.
 - b. Organizing internship programs with partners in terms of the content of the internship programs, the competencies that students will obtain, and the rights and obligations of both parties during the internship process.
 - c. Assigning a supervisor who will guide students during the internship.
 - d. If possible, the supervisor visits the internship site for monitoring and evaluation.
 - e. The academic advisor and the supervisor compile a logbook and assess student achievements during the internship.
 - f. Monitoring of the internship process through the Higher Education Database.

- 2) Internship Partner
 - a) Together with universities, preparing and arranging internship programs for students.
 - b) Ensuring a quality internship process following the cooperation documents (MoU/SPK).
 - c) Providing supervisors/mentors/coaches to accompany students/student groups during the internship.
 - d) Providing rights and guarantees following laws and regulations (health insurance, work safety, internship honorarium, and intern employee rights).
 - e) Supervisors accompany and assess student performance during the internship and provide an assessment with the academic advisor.
- 3) Students
 - a) With the approval of the advisor, students register/apply and take part in the internship selection according to the provisions of the internship place.
 - b) Obtaining approval from the Academic Advisor (DPA) and obtaining an internship supervisor.
 - c) Performing internship activities at the direction of the supervisor and internship supervisor.
 - d) Completing the logbook as per activity.
 - e) Preparing activity reports and submitting reports to the supervisor and the advisor.
- 4) Academic Advisor & Supervisor
 - a) The advisor provides students with debriefing before leaving for the internship.
 - b) The advisor provides direction and tasks for students during the internship process. Supervisors become mentors and guide students during the internship process.
 - c) The advisor and supervisors evaluate and assess the internship results.

Process of Internship Program



Notes:

- 1) The internship topic carried out by students can be different from the study program/major.
- 2) Internships that run for one semester must obtain a minimum of 20 credits (cannot be less but can be more)

Credit Weight, Equivalency and Assessment

The focus of the Merdeka Belajar program is on learning outcomes. Higher Education Curriculum is not merely a set of courses but is a design of a series of educational/learning processes to produce learning outcomes. A curriculum is broadly defined as the totality of student experiences that occur in the educational process, (Kelly, 2009).

In general, the equalization of the weight of Merdeka Belajar - Kampus Merdeka activities can be grouped into two forms, namely the free form and the structured form.

1) The Free Form

Independent learning activities for six months are equivalent to 20 credits without equivalence to courses. The 20 credits are expressed as competencies obtained by students during the program, both hard and soft skills, based on the desired learning outcomes. For instance, for the engineering field, examples of hard skills as part of learning outcomes are the ability to formulate complex engineering problems (complex engineering problem definition), analyze and solve engineering problems based on scientific and mathematical knowledge, etc. In contrast, examples of soft skills are the ability to communicate in a professional work environment, team work in teams, carry out professional ethics, etc. Learning outcomes and assessments can be expressed in these competencies.

For example: Student Internship in Industry for 6 months

Hard skills:

- Formulating engineering problems	: 3 Credits	A
- Solving technical problems in the field	: 3 Credits	B
- Having synthesis ability in the form of design	: 4 Credits	A

Soft skills:

- Communication skills	: 2 Credits	A
- Cooperation skills	: 2 Credits	A
- Hard work	: 2 Credits	A
- Leadership	: 2 Credits	A
- Creativity	: 2 Credits	B

In addition to assessing outcomes, the experience/competence gained during the internship can be written in a portfolio as an SKPI (Diploma Supplement).

2) The Structured Form

Merdeka Belajar activities can also be structured following the curriculum taken by students. The twenty credits shall be expressed as equivalence with the courses offered whose competencies are related to the internship activities.

For example, if a chemistry engineering student performs a 6-month internship in a Petrochemical Industry, it would be equivalent to taking the following course:

• Transport Phenomenon	2 Credits
• Operational Unit	3 Credits
• Chemical process industry	3 Credits
• Chemical reaction engineering	3 Credits
• Chemical process control	3 Credits
• Separation technology	2 Credits
• Final report as a substitute for thesis	4 Credits

In addition to these two forms, it is also possible to design a hybrid form, a combination of the free and the structured form.

c. Teaching Assistant in Educational Units

Primary and secondary education quality in Indonesia still needs to be improved (According to PISA 2018, Indonesia ranked 7th from the bottom). The number of educational units in Indonesia is enormous, and there are various problems in formal, non-formal, and informal education units. Learning activities such as teaching assistant are carried out by students in educational units of elementary, middle, and high schools. Schools for teaching practice can be located in cities or remote areas.

The objectives of the teaching assistant program in educational units include:

- 1) To provide opportunities for students interested in education to participate in teaching and deepen their knowledge by becoming a teacher in an educational unit.
- 2) To help improve the equitable distribution of education quality and the relevance of primary and secondary education to higher education and the times.

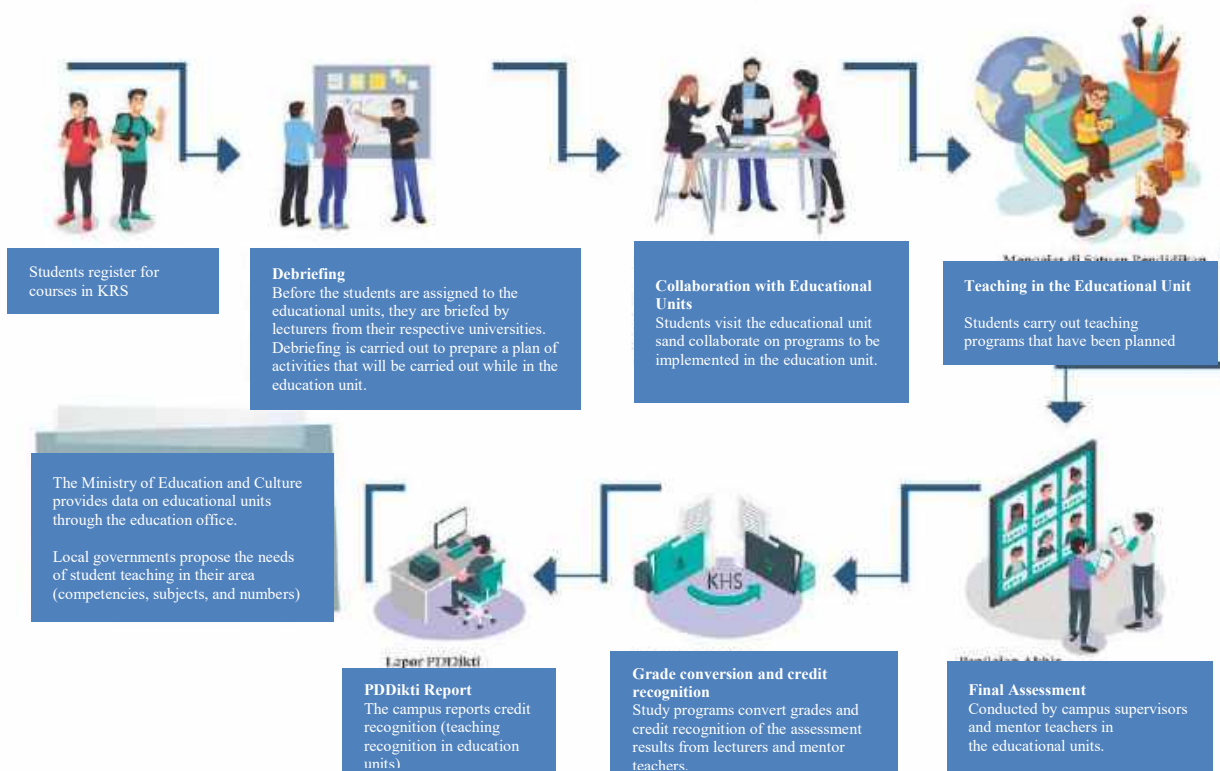
The mechanisms for implementing teaching assistant in education units are as follows.

1) Universities

- a) Preparing cooperation documents (MoU/SPK) with education unit partners, permission from the Education Office, and developing programs with local education units.
- b) This program can be carried out in collaboration with Indonesia Mengajar program, Forum Gerakan Mahasiswa Mengajar Indonesia (FGMMI), and other programs recommended by the Ministry of Education and Culture.
- c) Providing opportunities for students to participate in the teaching program in formal or non-formal education units.

- d) Data on educational units can be obtained from the Ministry of Education and Culture or the local education office. The need for the number of teaching assistants and their subjects is based on the needs of each local government through the provincial/city education office.
 - e) Assigning advisors to assist, train, monitor, and evaluate teaching activities in education units carried out by students.
 - f) Equalizing/recognizing hours of teaching activities in education units as credits.
 - g) Reporting the results of learning activities to the Directorate General of Higher Education through the Higher Education Database.
- 2) Schools/Educational Units
 - a) Ensuring teaching activities in educational units followed by students according to the agreement in the cooperation contract.
 - b) Appointing teachers/mentors who carry out teaching activities in educational units.
 - c) Together with the advisor, monitoring and evaluating the activities followed by students.
 - d) Providing grades to be recognized as student credits.
 - 3) Students
 - a) With the approval of the Academic Advisor (DPA), students register and participate in the teaching assistant selection in educational units.
 - b) Carrying out teaching assistant activities in educational units under the guidance of supervisors.
 - c) Completing the logbook as per the activity.
 - d) Preparing activity reports and delivering reports in the form of presentations.

Process of Internship Program



d. **Research**

For students interested in becoming researchers, the Merdeka Belajar program can be applied through research activities at the research institute/study center. By researching, students can build critical thinking, essential for various scientific clusters at the higher education level. With the ability to think critically, students will explore, understand, and be able to conduct research methods more effectively. For students with an interest and passion for research, they would like to have the opportunity to join an internship in a research center laboratory. In addition, research laboratories/institutes sometimes need more research assistants when conducting short-term research projects (1 semester - 1 year).

The objectives of the research program include:

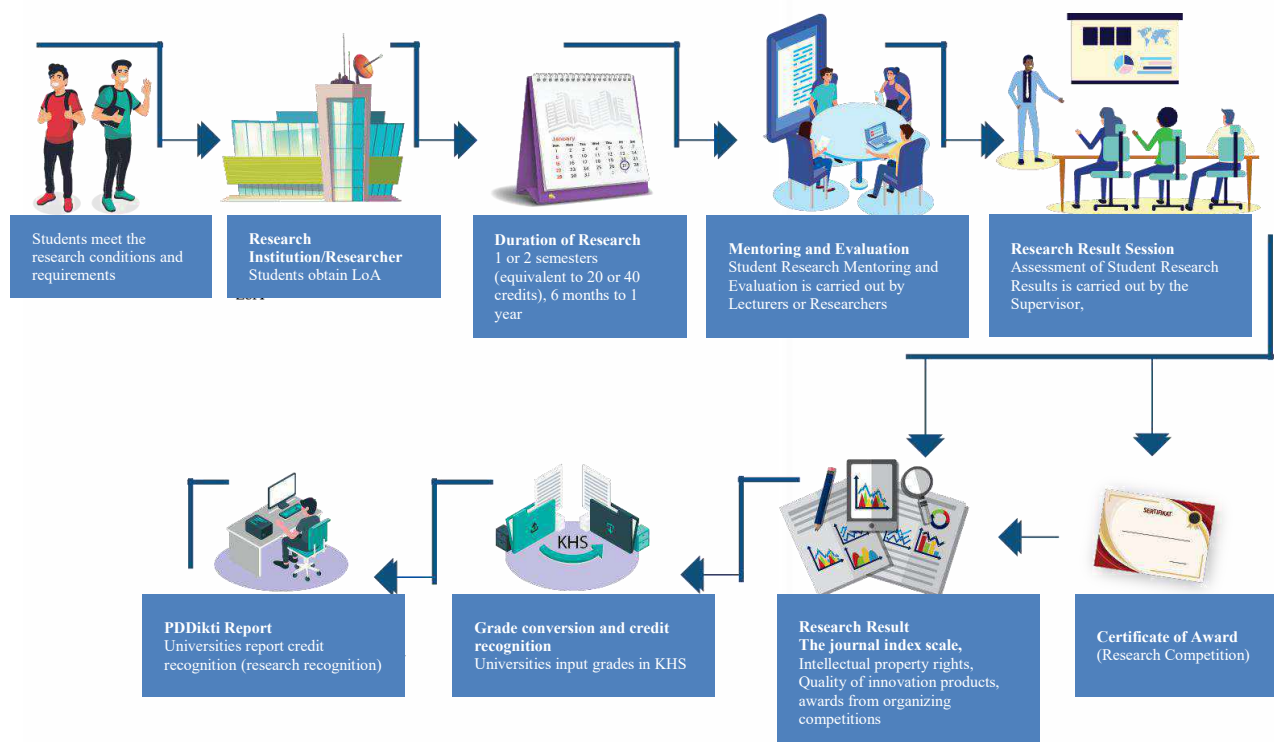
- 1) The quality of student research is expected to be improved. In addition, student experience in extensive research projects will strengthen the pool talent of researchers topically.
- 2) Students gain research competence through direct mentoring by researchers at research institutions/study centers.
- 3) To improve the ecosystem and quality of research in Indonesian laboratories and research institutions by providing research resources and early regeneration of researchers.

The mechanism for conducting research is as follows.

- 1) Universities
 - a) Making agreements through cooperation documents (MoU/SPK) with partners from research institutions/laboratories.
 - b) Provide students with the right to participate in selecting and evaluating research programs at off-campus research institutions/laboratories.
 - c) Appointing advisors to provide guidance, supervision, and together with researchers at research institutions/laboratories to give grades.
 - d) Lecturers and researchers will compile a logbook form.
 - e) Conducting final evaluation and equalization of research activities in institutions/laboratories into relevant course credits (SKS) and sustainable programs.
 - f) Preparing technical guidelines for learning activities through research.
 - g) Reporting the results of learning activities to the Directorate General of Higher Education through the Higher Education Database.
- 2) Partner Institutions
 - a) Ensuring the implementation of student research activities at partner institutions according to the agreement.
 - b) Appointing a mentor for students in carrying out research.
 - c) Together with the advisors, evaluate and assess the research projects conducted by the students.
- 3) Students
 - a) With the approval of Academic Advisor (DPA), students register for the research assistant program.

- b) Carrying out research activities following the directions of the research institute/study center where the research is conducted.
- c) Completing the logbook as per the activity.
- d) Preparing activity reports and submitting reports as research reports/thesis or scientific publications.

Process of Research Program



e. Humanitarian Projects

Indonesia has experienced natural disasters, including earthquakes, volcanic eruptions, tsunamis, hydrological disasters, and many more. Universities have been helping to overcome disasters through humanitarian programs. In addition, many international organizations (UNESCO, UNICEF, WHO, etc.) have conducted in-depth studies and created development pilot projects in Indonesia and other developing countries. Students with their youth spirit, scientific competence, and interest can become "foot soldiers" in humanitarian and development projects in Indonesia and abroad.

The objectives of the humanitarian project program include:

- 1) To prepare excellent students who uphold human values in carrying out their duties based on religion, morals, and ethics.
- 2) To train students to have social sensitivity to explore and dive into existing problems and contribute to providing solutions according to their interests and expertise.

The mechanism for implementing humanitarian projects is as follows.

1) Universities

- a) Making agreements through cooperation documents (MoU/SPK) with domestic partners (local government, PMI, BPBD, BNPB, etc.) and foreign institutions (UNESCO, UNICEF, WHO, UNOCHA, UNHCR, etc.).

- b) Designating assistant lecturers to assist, supervise, assess, and evaluate humanitarian project activities conducted by students.
- c) Lecturers, together with partner institutions, prepare logbook forms.
- d) Conducting final evaluation and equalization of student humanitarian project activities into relevant courses (Credit) and sustainable programs.
- e) Preparing technical guidelines for learning activities through humanitarian projects.
- f) Reporting the results of learning activities to the Directorate General of Higher Education through the Higher Education Database.

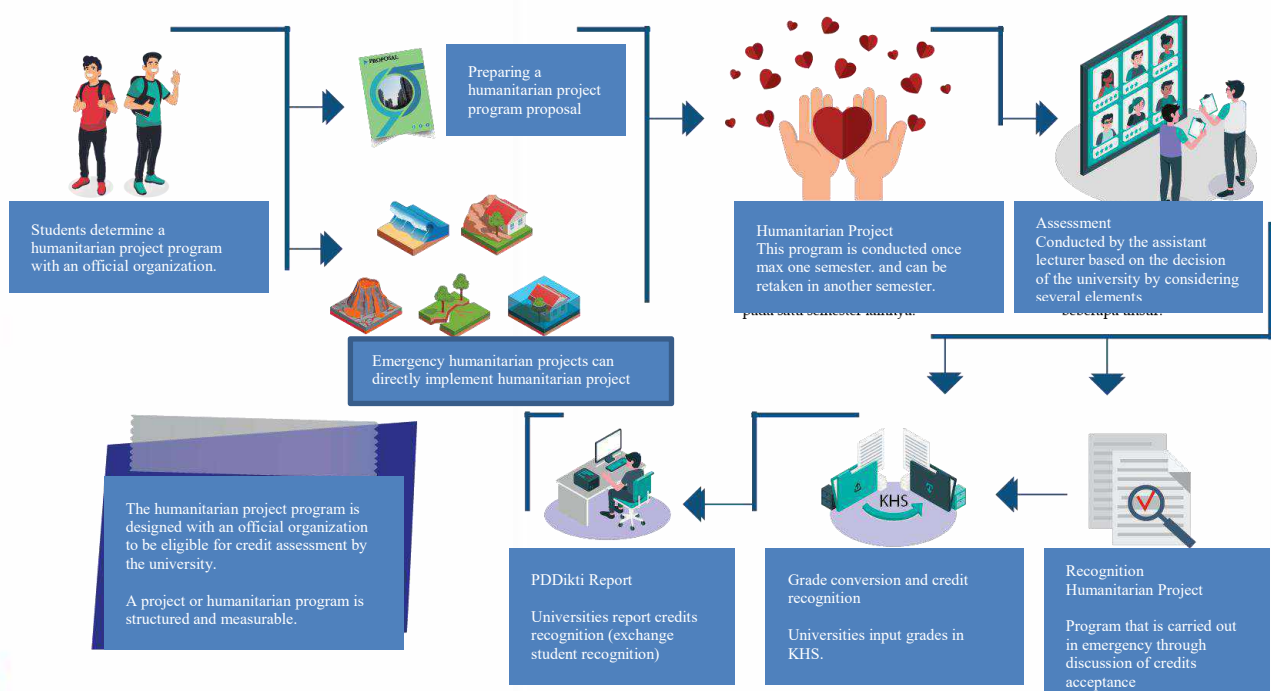
2) Partner Institutions

- a) Ensuring that humanitarian activities participated by students follow the agreement of cooperation document (MoU/SPK).
- b) Ensuring students' rights and safety while participating in humanitarian projects.
- c) Designating supervisors/mentors in humanitarian projects participated by students.
- d) Monitoring and evaluating with supervisors the activities participated by students.
- e) Providing grades to be recognized as student credits.

3) Students

- a) With the approval of Academic Advisor (DPA), students register for humanitarian program.
- b) Conducting humanitarian project (volunteer) activities under the guidance of assistant lecturers and field supervisors/mentors.
- c) Completing the logbook as per the activity.
- d) Preparing activity reports and delivering reports as publications or presentations.

Process of Humanitarian Project Program



f. Entrepreneurial Activities

Based on the Global Entrepreneurship Index (GEI) in 2018, entrepreneurs in Indonesia were only 21% or ranked 94th out of 137 countries surveyed. Furthermore, according to a research conducted by IDN Research Institute in 2019, 69.1% of millennials in Indonesia have an interest in entrepreneurship. Unfortunately, the entrepreneurial potential of the millennial generation so far has not been adequately managed. The Merdeka Campus policy encourages the development of students' entrepreneurial interests with appropriate learning activity programs.

The objectives of the entrepreneurial activities program include:

- 1) To facilitate students with entrepreneurial interests to develop their businesses early and under guidance.
- 2) To overcome unemployment problems that result in intellectual unemployment among bachelors.

Both entrepreneurial learning activities included and have not included in the study program curriculum have requirements regulated in the academic guidelines issued by the University. The mechanism for implementing entrepreneurial activities is as follows.

1) Universities

- a) Student entrepreneurship programs should be developed at higher education level by preparing a syllabus of entrepreneurial activities sufficient to meet 20 credits/semester or 40 credits/year.
- b) The program can combine several courses from various study programs offered by faculties within or outside the university, including online and offline training/micro-credentials.
- c) A rubric of assessment or a measure of success of learning outcomes can be prepared to assess entrepreneurship programs. For example, if students have successfully created a start-up at the end of the program, they earn an A with a weight of 20 credits/40 credits.
- d) During the entrepreneurship program, students are guided by assistant lecturers, mentors, and entrepreneurial experts/successful entrepreneurs.
- e) Universities that have an incubation center are expected to integrate this program with the center. Those that do not have one can cooperate with business incubation and acceleration centers.
- f) Universities cooperate with partner institutions in providing an entrepreneurial learning system integrated with hands-on practice. This learning system may include training facilitation, mentoring, and guidance from mentors/business owners.
- g) Preparing technical guidelines for learning activities through entrepreneurship.

2) Students

- a) With the approval of academic advisor, students register for an entrepreneurial activity program.
- b) With the guidance of the incubation center or entrepreneurship supervisor/mentor, students develop an entrepreneurial activity proposal.
- c) Conducting activities under the guidance of entrepreneurial supervisors or mentors.

d) Delivering the results of entrepreneurial activities and reports as presentations.

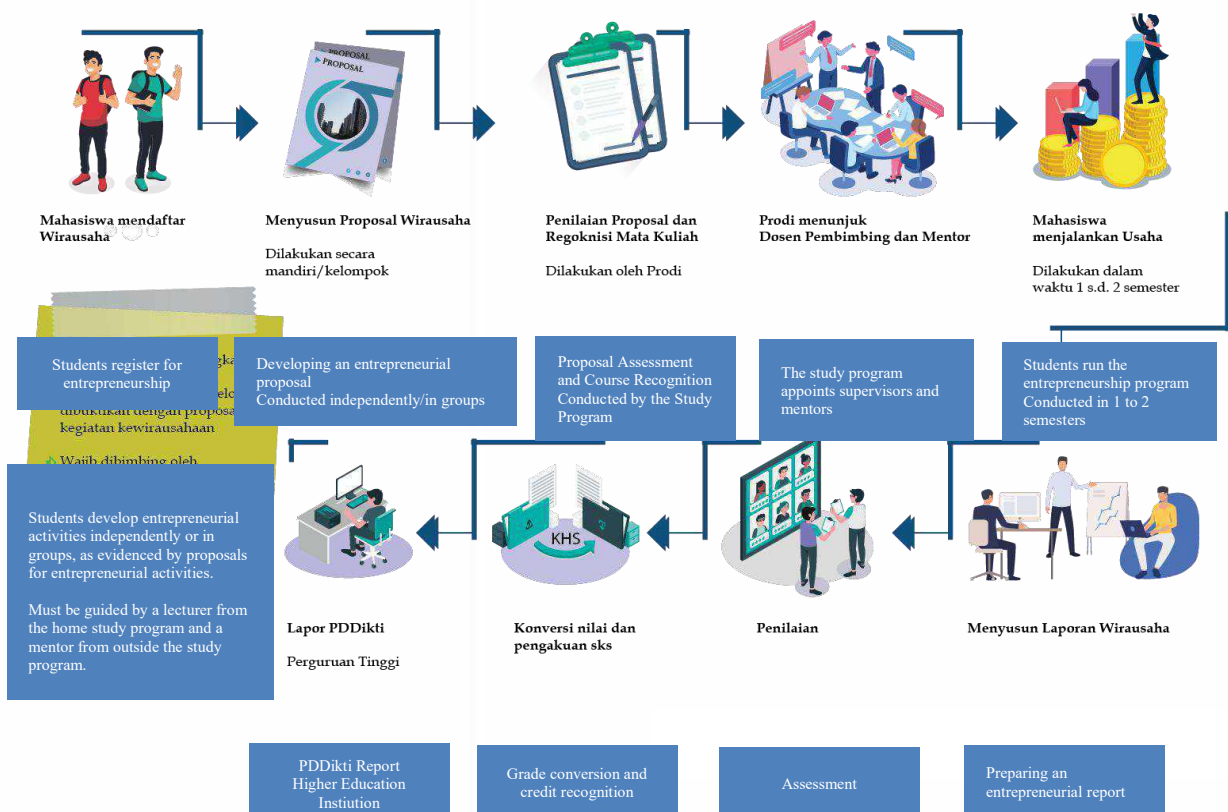
Table 2.4. Example of Learning Outcomes for Communication Science Students Participating in Entrepreneurial Activities (Blended Form)

Study Program	Graduate Learning Outcome (CPL) for Entrepreneurship	Course Equivalence	Number of Credit
Communication Science	To be able to carry out initial entrepreneurial practices with a comprehensive understanding of entrepreneurial concepts	Social Entrepreneurship	3
		Business Ethics	2
		Introduction to Management and Business	3
		Digital Marketing	3
		Entrepreneur	
		1. Entrepreneurial Design and Presentation	3
		2. Entrepreneurial Practice	4
		3. Entrepreneurial Report and Presentation	3
Total		6 courses	20 credits

Explanation of Table 2.4.

Communication Science students take entrepreneurship as a learning activity to enhance their competence in entrepreneurship. The competencies achieved through a series of entrepreneurial learning activities are consistent with the CPL. The process of attaining the CPL can be equivalent to the courses of Social Entrepreneurship, Business Ethics, Introduction to Management and Business, Digital Marketing, Entrepreneurial Design and Presentation, Entrepreneurial Practice, and Entrepreneurial Report and Presentation, which are equivalent to 20 credits.

Process of Entrepreneurship Program



g. Independent Studies/Projects

Many students are passionate about bringing great work to international competitions or creating work from innovative ideas. Independent studies/projects are ideally run to complement curriculum taken by students. Universities or faculties can also allow independent studies to cover topics that are not included in the lecture schedule but are still available in the syllabus of the study program or faculty. Independent project activities can be carried out in group work across scientific disciplines.

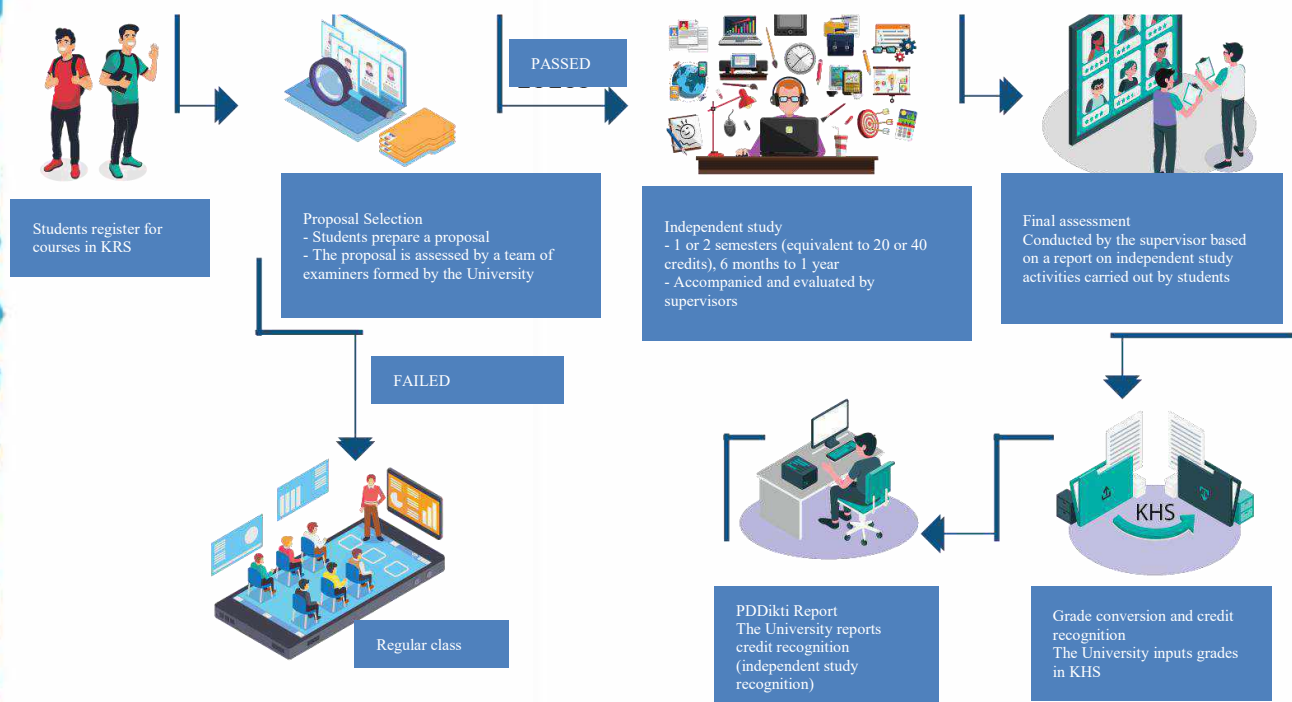
The objectives of the independent study/project program include:

- 1) To bring students' ideas into existence in developing innovative products based on their ideas.
- 2) To organize research and development-based education (R&D).
- 3) To improve student achievement in national and international events.

Independent studies/projects can complement or replace required courses. The equivalence of independent studies into courses is calculated based on the contribution and role of students as evidenced in activities under the coordination of the assistant lecturer. The mechanism for implementing independent studies/projects is as follows.

- 1) Universities
 - a) Providing a team of assistant lecturers to assist the independent project proposed by the student team following the expertise of the proposed independent project topic.
 - b) Facilitating the formation of an independent project team involving interdisciplinary students.
 - c) Assessing the feasibility of the proposed independent project.
 - d) Organizing guidance, mentoring, and training in the independent project process carried out by the student team.
 - e) Evaluating and assessing student independent projects to be equalized into relevant courses (SKS).
- 2) Students
 - a) Obtaining approval from Academic Advisor (DPA).
 - b) Preparing a cross-disciplinary Independent Study activity proposal.
 - c) Conducting Independent Study activities.
 - d) Producing products or participating in national or international competitions.
 - e) Preparing activity reports and delivering reports as presentations.

Process of Independent Study/Project Program



h. Building Village /Thematic Community Service

Thematic Community Service Program (KKNT) is an education providing learning experiences for students to live in the community outside the campus. They directly work with the community to identify potential problems and handle them. Therefore, they will develop the potential of the village/region and formulate solutions to problems in the village. KKNT activities are expected to hone the soft skills of partnership, interdisciplinary/scientific teamwork (cross-competence), and student leadership in managing development programs in rural areas. Universities have been running the KKNT program, but the Semester Credit Units (SKS) have not been able to be recognized according to the independent campus program where the credit recognition is equivalent to 6 - 12 months or 20 - 40 SKS, with its implementation based on several models. It is also expected that after the implementation of KKNT, students can make a report on their activities and the results as a final project.

KKNT aims to support cooperation with the Ministry of Villages, Development of Disadvantaged Regions, and Transmigration of the Republic of Indonesia and other ministries/stakeholders. Through this Ministry, the government distributes village funds of 1 billion per village to a total of 74,957 villages in Indonesia. This number is based on the 2019 Developing Village Index (IDM) data; there were 6,549 significantly underdeveloped and 20,128 underdeveloped villages. KKNT can be conducted in significantly underdeveloped, underdeveloped and developing villages, where human resources are unable to plan development with these extensive funding facilities. Therefore, it is necessary to increase the effectiveness of the use of village funds to drive economic growth, one of which is through community service where students can become human resources to further utilize village funds.

The objectives of the building village/community service program include:

- 1) To provide students who take 6-12 months of community service with opportunities to apply their knowledge, technology, and skills in collaboration with a wide range of stakeholders in the field.
- 2) To help accelerate development in rural areas together with the Ministry of Villages, Development of Disadvantaged Regions, and Transmigration of the Republic of Indonesia.

The benefits of the building village/community service program include:

- 1) For students:
 - a) Facilitating students to see the village's potential, identify problems, and find solutions to improve the village's potential for becoming an independent village.
 - b) Facilitating students to collaboratively develop and prepare the Village Medium-Term Development Plan (RPJMDes), Village Development Work Plan (RKPDDes), and other strategic programs in the village with Assistant Lecturers, Village Government, Community Development Worker (PSM), Village Community Empowerment Cadres (KPMD), local village assistants, and community elements.
 - c) Facilitating students to apply their knowledge collaboratively with the Village Government and community elements to develop the village.
 - d) Facilitating students to utilize their knowledge, technology, and skills in their preferred field.
- 2) For Universities
 - a) Providing feedback for universities on science and technology needed by the community.
 - b) Providing a means for universities to form networks or strategic partners in assisting village development.
 - c) Providing a means to develop the *tridharma* of higher education.
 - d) Providing a means of actualizing lecturers in the development of science.
- 3) For Villages
 - a) Obtaining ideas and energy from educated personnel to develop the Village Medium-Term Development Plan (RPJMDes) and Village Development Work Plan (RKPDDes).
 - b) Assisting in the change/improvement of village governance.
 - c) Encouraging the formation of young personnel needed in village community empowerment.
 - d) Assisting the enrichment of community insights into village development.
 - e) Accelerating development in rural areas.

In addition to the general requirements contained in the implementation of the Merdeka Belajar-Kampus Merdeka policies above, KKNT has several additional requirements that students must meet, as follows:

- 1) Students have completed the learning process after the 6th semester.
- 2) It should be conducted in groups, with \pm 10 members per group and/or according to the needs of the village, and the members should be from multidisciplinary areas (from different study programs/faculties/clusters)

- 3) Participants must live in the community at a predetermined location.
- 4) Participants must be physically and mentally healthy and not pregnant for women.
- 5) Minimum GPA of 2.00 up to semester 5.
- 6) The implementing universities can regulate other provisions.

The mechanism for implementing the building village/community service program is as follows.

- 1) Universities
 - a) Establishing cooperation with the Ministry of Villages, Development of Disadvantaged Regions, and Transmigration of the Republic of Indonesia, and the Ministry of Education and Culture in the implementation of project programs in villages or establishing direct cooperation with local governments for the performance of project programs in the village.
 - b) Managing the registration and placement of students in the destination village.
 - c) Assigning assistant lecturers to guide students during the thematic community service program (KKNT).
 - d) If possible, the assistant lecturers visit the KKNT site for monitoring and evaluation.
 - e) Deploying and returning students from campus to the program placement location.
 - f) Providing debriefing, health checks, and health and safety insurance to prospective KKNT participants.
 - g) Preparing SOPs to implement KKNT by considering student safety and security at the site.
 - h) Briefings on local community wisdom and ethical behavior while carrying out KKNT activities.
 - i) Reporting the results of KKNT activities to the Directorate General of Higher Education.
- 2) Students
 - a) Students are required to live in the specified location.
 - b) If students do not meet the equivalent of 20 credits during the competency implementation process, then they can take online course or other courses according to the provisions of the Universities.
 - c) Students make reports on the process and results of activities at the University.
 - d) The activity results can be equivalent to an undergraduate thesis or final project according to the provisions of the University.
- 3) Supervisors
 - a) University Academic Advisors are responsible for student activities from the beginning to the end.
 - b) Supervisors are from the village government at the location.
 - c) Involving partner elements, such as the Community Development Worker (PSM) and other aspects according to the scope of the activity.
 - d) Assistant lecturers and supervisors in the village guide and assess the program carried out by students.
 - e) The implementing universities can regulate other provisions.

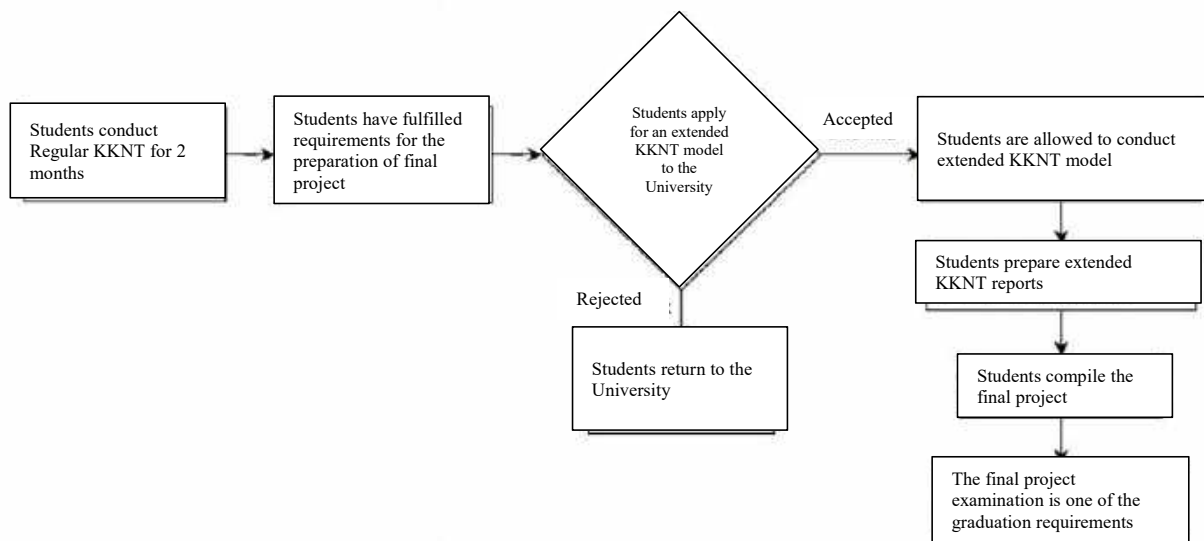
- 4) Location for program implementation
 - a) Location is based on recommendations from the Directorate General of Higher Education.
 - b) Significantly underdeveloped, underdeveloped, and developing villages.
 - c) Villages assisted by implementing universities.
 - d) The radius of the KKNT location village with the university is 200 km.
 - e) Other villages proposed by partners (local government, industry, and others).
- 5) Partners
 - a) Government (MoV, University-assisted Villages, Ministry of Health, Office of Public Works - Human Settlements and Spatial Planning (PUPR), Ministry of Agriculture, Ministry of Social Affairs, Ministry of Environment and Forestry (KLHK), Ministry of Home Affairs, Ministry of Foreign Affairs, Indonesian National Armed Forces (TNI), Indonesian Police Forces (Polri), and other institutions).
 - b) Local Government.
 - c) SOEs and Industries.
 - d) Social Investment.
 - e) Community Groups (migrants and youth and sports agencies).
- 6) Student Safety and Security (Special Conditions)
 - a) Students with illnesses and/or concerns that prevent them from participating in activities must report this situation to the KKNT manager of the implementing university, as evidenced by a certificate from an authorized party, so placement at the location can be arranged with consideration of distance and ease of access.
 - b) Universities develop SOPs to implement KKNT by considering student safety and security at the program location.
 - c) Universities provide briefings on local wisdom of the community and ethical behavior while carrying out KKNT activities.
- 7) Funding
 - a) Funding Sources
 - (1) Universities.
 - (2) Partners.
 - (3) Other non-binding sources.
 - (4) Students.
 - b) Components of Fund Usage
 - (1) Transportation.
 - (2) Living expenses.
 - (3) Accident and Health Insurance.
 - (4) Program fees.
 - (5) Other "incidental" costs incurred with the program implementation in the field.
 - (6) Further financing components will be prepared according to the provisions of the implementing universities.

There are several models in the implementation of the KNKT, as follows.

1) KKNT Extended Model

In this model, universities prepare a package of competencies that students will obtain in implementing regular KKNT, and students can apply for an extension of KKNT for a maximum of 1 semester or equivalent to 20 credits. To continue the extended KKNT program, students can take advantage of the Holistic program for Village Development and Empowerment (PHP2D) by following procedures from the Directorate of Belmawa. Extended KKNT activities can include community empowerment projects in the village and research for students' final assignments.

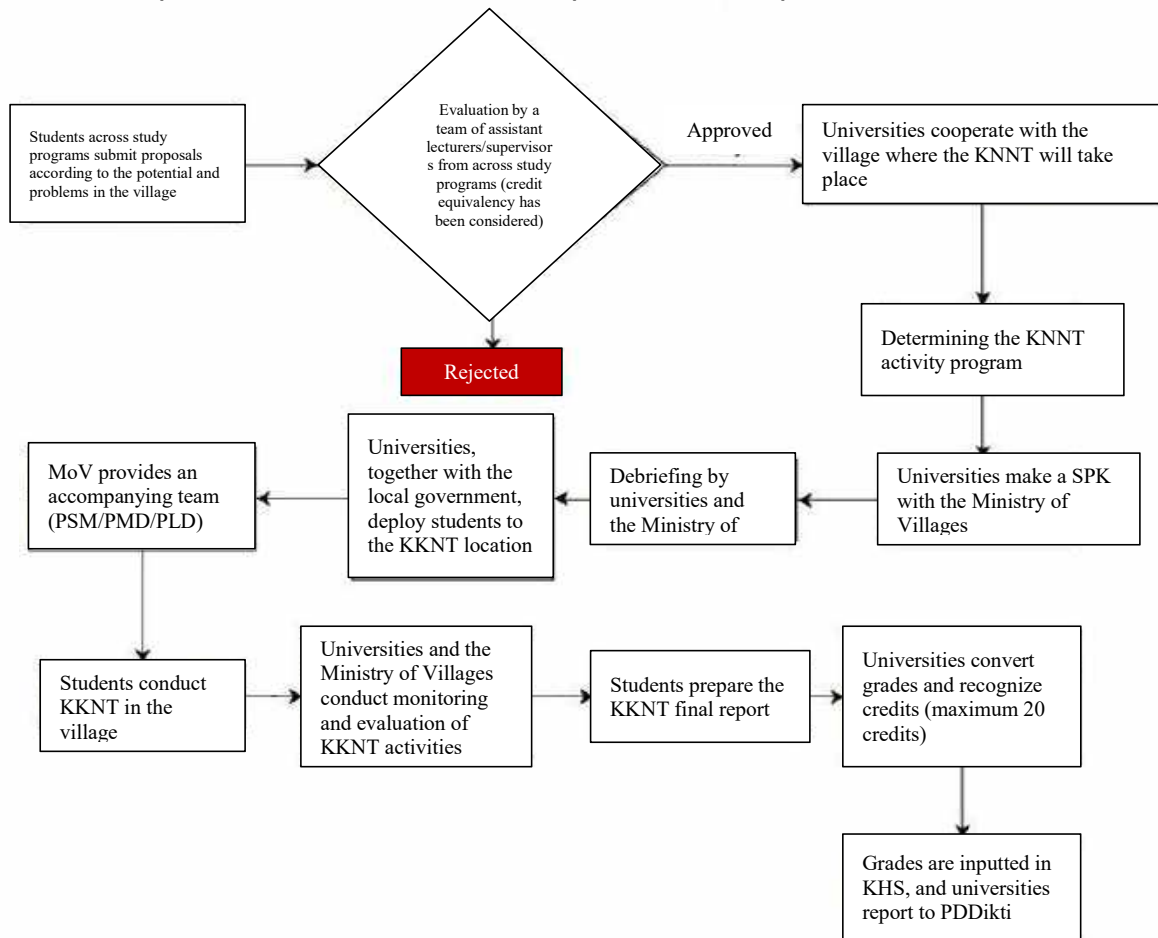
Example of KKNT Extended Model



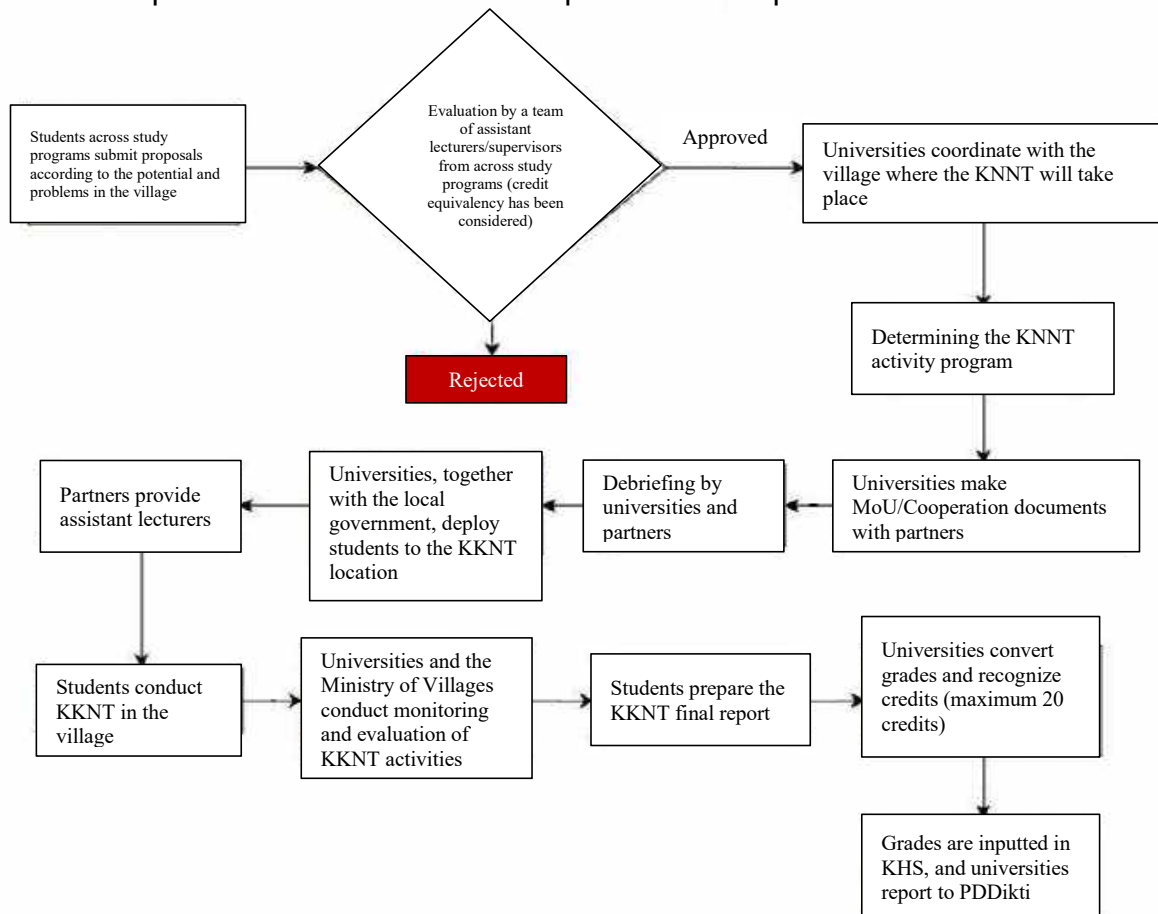
2) KKNT Model of Village Development and Empowerment

In this model, universities cooperate with partners in conducting KKNT for Village Development and Empowerment based on village opportunities/conditions in the form of competency packages/development of RPJMDes that students will obtain by implementing KKNT. The number and departments of students participating in this program adjust to the program's needs in the village. The implementation of KKNT Village Development and Empowerment is carried out for 6 - 12 months at the location or equivalent to a maximum of 20 credits. The calculation of learning outcomes equivalent to 20 credits can be equalized in several courses relevant to graduate competencies. For the conformity and achievement of graduate competence, a proposal/activity plan needs to be prepared that represents the field of expertise. Field supervisor must represent the study program of the last semester course. Students can also use the Holistic Program for Village Development and Empowerment (PHP2D) by following procedures from Directorate of Belmawa.

Example of KKNT Model of Development and Empowerment with MoV



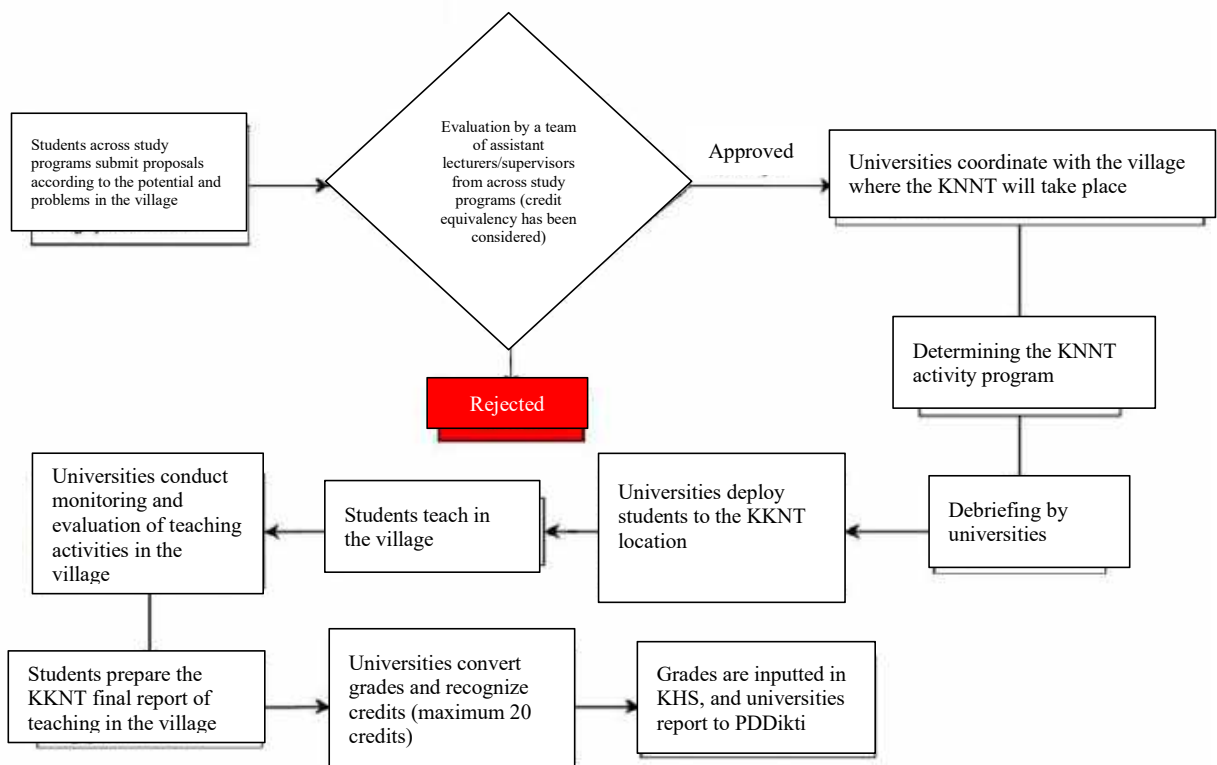
Example of KKNT Model of Development and Empowerment with Partners



3) KKNT Model Teaching in the Village

This activity is prioritized for students of the Education study program. Students from non-education study programs can carry out teaching activities according to their expertise to empower the community, for example, by applying appropriate technology. All KKNT teaching activities are to assist formal and non-formal teaching. If this activity is used as a final project, it must be planned from the beginning in a proposal that refers to the rules of the study program.

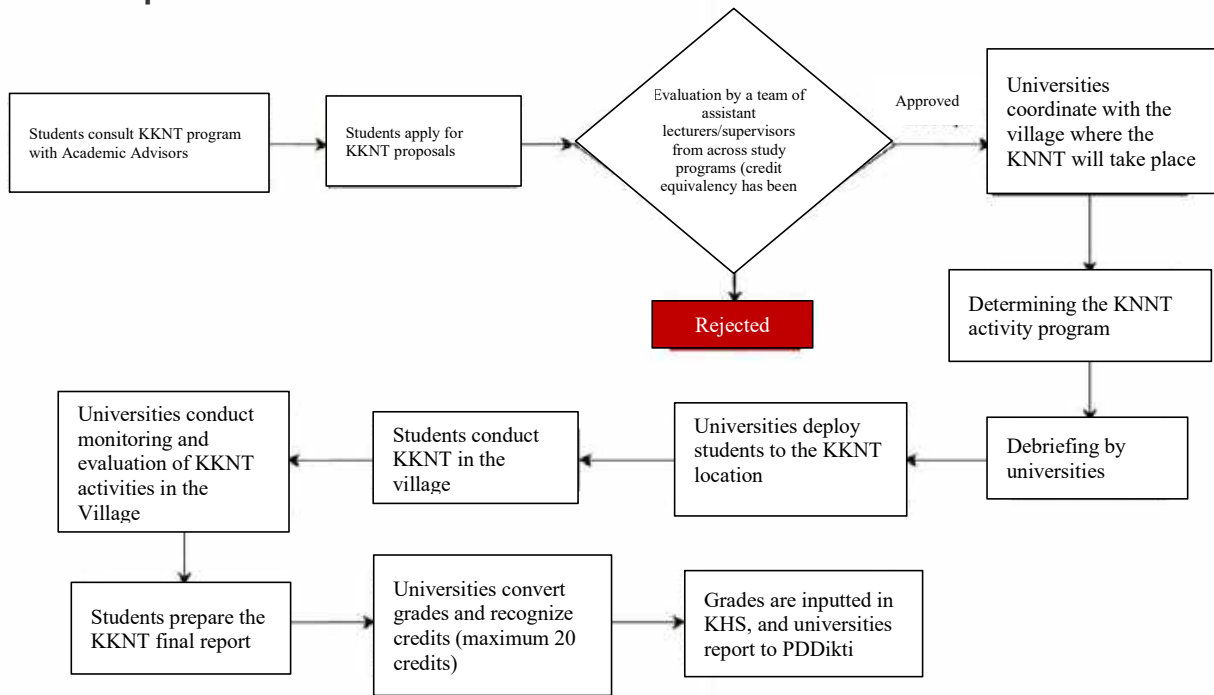
Example of KKNT Extended Model



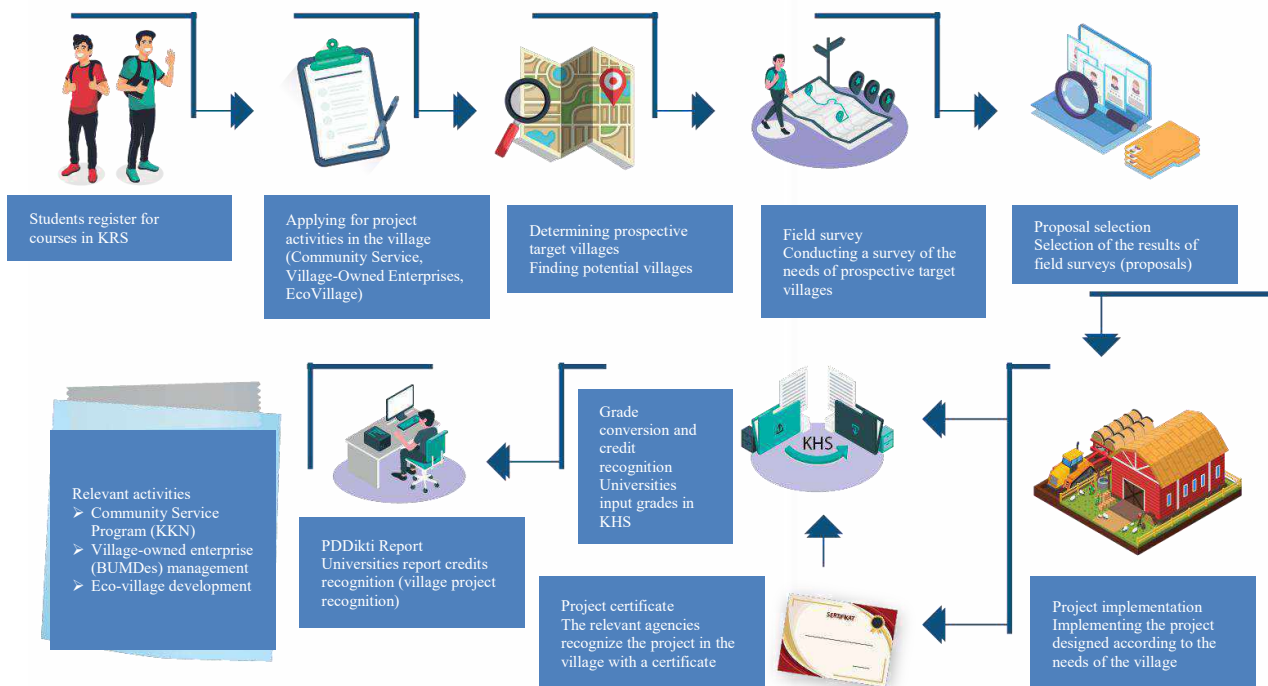
4) FreeForm KKNT Model

Students have the flexibility to determine and carry out the form of the KKNT program that will be implemented with partners. In preparing this KKNT model program, students must consider the curriculum related to activities and consult with Academic Advisors.

Example of KKNT Extended Model



Process of Village Building/Thematic Community Service Program



CHAPTER III

QUALITY ASSURANCE

A. Preparing Quality Policies and Manuals

1. Universities prepare quality policies and manuals for the Kampus Merdeka Program integrated with university quality assurance.
2. It is recommended to refer to the applicable quality policies and manuals of the universities when preparing quality policies and manuals for the Kampus Merdeka Program.
3. The established quality policies and manuals of Kampus Merdeka Program must be disseminated and socialized, especially to academic advisors, industry supervisors, and apprentices.

B. Defining Quality

For the implementation of the Merdeka Belajar - Kampus Merdeka policies, the "right to three-semester study outside the study program" can run with assured quality, it is necessary to determine several qualities, including:

1. Quality of participants' competencies.
2. Quality of implementation.
3. Quality of internal and external mentoring process.
4. Quality of facilities and infrastructure for implementation.
5. Quality of results' reporting and presentation.
6. Quality of assessment.

Some criteria suggested for off-campus activities to maintain quality and obtain full credits are as follows:

Table 3.1. Criteria for Off-Campus Activities

No.	Activity	Criteria to obtain full credits (20 credits)
1.	Internships/Work Practices	<ul style="list-style-type: none"> - The skill level required for internship must be equivalent to an undergraduate level (not high school level or below) - Students must be part of a team - actively involved in team activities - Students receive performance feedback every two months - Students must do a presentation at the end of the internship to one of the company's leaders.
2.	Teaching Assistant in Educational Units	<ul style="list-style-type: none"> - Determining the targets to be achieved during the activity (e.g. improving students' numerical skills, etc.) and their achievement evaluated at the end of the activity
3.	Research	<ul style="list-style-type: none"> - The type of research (difficulty level) should be appropriate for the undergraduate level. - Students must be involved in producing the final report/presentation of research results

4.	Humanitarian Projects	<ul style="list-style-type: none"> • Dedicated to 1 or 2 major projects, with focus on: <ul style="list-style-type: none"> ➢ Social problem-solving (e.g., lack of health workers in the region, inadequate sanitation) ➢ Providing labor assistance to ease the burden of disaster victims • Generating tangible impact at the end of the activity (e.g., becoming a medical personnel during an outbreak)
5.	Entrepreneurial Activities	<ul style="list-style-type: none"> • Having a short and long-term business plan and target • Successfully achieve sales targets according to the business plan targets set at the beginning • Human resource in the company grows according to the business plan
6.	Independent Studies	<ul style="list-style-type: none"> • The type of independent study (difficulty level) should be suitable for the undergraduate level. • The current University/study program curriculum does not include the independent study topic. • Students develop independent objectives and curriculum design, learning plan, type of final project, etc., to be achieved by the end of the study.
7.	Building Village	<ul style="list-style-type: none"> • Dedicated to 1 or 2 major projects, with focus on: <ul style="list-style-type: none"> ➢ Capacity building for community entrepreneurship, MSMEs, or village-owned enterprises (BUM Desa) ➢ Social problem-solving (e.g., lack of health workers in the village, inadequate sanitation development) • Generating tangible impact at the end of the activity (e.g., more adequate village irrigation, more profitable village cooperatives)
8.	Student Exchange	<ul style="list-style-type: none"> • The type of subjects taken must meet the requirements set by the Home study program to graduate (e.g., fulfill the primary curriculum, fulfill general lecture requirements, fulfill electives requirements, etc.).

C. Implementing Monitoring and Evaluation

The quality assurance unit in the university that organizes the Merdeka Belajar - Kampus Merdeka, the "right to three-semester study outside the study program", must have a formal mechanism to evaluate and monitor students periodically. Monitoring and evaluation are carried out from the preparation, implementation, and assessment stages to ensure the quality of the program. Assessment/evaluation is one of the activities in improving quality, performance, and productivity in implementing industrial internship programs. The evaluation focuses on individual students that is the achievements attained by students in implementing the internship. Through evaluation, students will get information about what has been achieved and what has not been achieved during the program. Evaluation can also provide information related to skills acquired by students during the program. In addition, through evaluation, a judgment can be made on the value or implications of the program results. Furthermore, this program is used to improve student competence.

1. Assessment Principles

Assessment in implementing the Merdeka Belajar - Kampus Merdeka policy, the "right to three-semester study outside the study program", refers to 5 (five) principles according to SNPT, comprising of educational, authentic, objective, accountable, and transparent principles carried out in an integrated manner.

2. Assessment Aspects

In line with the above assessment principles, the aspects assessed in the implementation of the Merdeka Belajar - Kampus Merdeka policy, the "right to three-semester study outside the study program", are at least as follows:

- a. attendance during debriefing and implementation;
- b. discipline and responsibility in carrying out tasks;
- c. attitude;
- d. ability to carry out tasks;
- e. ability to make reports.

3. Assessment Procedures

Following the principle of continuity, assessment in implementing the Merdeka Belajar - Kampus Merdeka policy, the "right to three-semester study outside the study program", is carried out during the activity (process assessment) and at the end of the program in the form of a learning activity report (results assessment). Assessment in the process is carried out through observation (personality and social) as the primary technique. The assessment of the result is carried out at the end of the program implementation on student reports. The assessment is carried out by assistants from third parties related to the activities taken by students and assistant lecturers at universities.

In addition to the above components, universities are required to make a system such as an online survey about students' experiences and assessments on the quality of the Merdeka Belajar program that they have taken during one semester outside the study program. This survey can be used to obtain student feedback as a means of evaluation for universities in developing programs in the future.

CHAPTER IV

CLOSING

This guidebook is therefore compiled; may it be helpful for universities and can be used as a reference for implementing the Merdeka Belajar - Kampus Merdeka program. It is expected that universities can produce civilized, knowledgeable, professional, and competitive graduates and contribute to the welfare of the nation's life.

**For further information,
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2020**