Legal Policy of Independent Learning Independent Campus (MBKM) Program in Indonesia: Tracing the Literature

M Afif Hasbullah

Universitas Islam Darul Ulum, Lamongan, Indonesia; afif@unisda.ac.id

ARTICLE INFO	ABSTRACT
	The notion of MBKM allows students to choose their learning activities. It takes the willingness of lecturers to respond to this policy to succeed. In the development of the MBKM, there are pros and cons in the community, so a clear legal umbrella is needed to accommodate the policy. This study uses an approach with data collection through library searches sourced from electronic journal articles. After getting several articles, the articles that meet the requirements with a data inclusion strategy are selected and then analyzed descriptively. Five articles were taken as the data and analyzed using content analysis from the selection process. The study results show that the independent campus policy is a government breakthrough in providing autonomy and independence to each university from complicated employees and giving students the freedom to choose their study programs. In its development, this policy took the form of reaping the pros and cons in the community so that several legal umbrellas were made that could accommodate them. However, in the author's view, the legal umbrella is still significant because only ministerial regulations need to be made, such as laws or higher regulations of government.

Corresponding Author:
M Afif Hasbullah
Universitas Islam Darul Ulum, Lamongan, Indonesia; afif@unisda.ac.id

1. INTRODUCTION

Information technology in everyday life plays an essential role in human life, as evidenced by information technology that touches all areas of life such as politics, society and culture, education, economics, and business that have tried to apply information technology (Husain, 2014). In the era of globalization, the role of technology and information is very vital. As one of the fields that utilize information technology, education must increase the various sources and materials needed by its students to create a superior and advanced education (Abdulatif, 2021). Education today is considerably different from education in the past, especially in terms of the difficulties of the times. Adults educate children to live correctly following the times (Barni, 2019). Education is a deliberate and methodical procedure of giving advice. For the family, informal education includes majlis ta'lim

and other social activities, while official education includes schools or madrasas (Abdulatif, 2021).

Educational challenges come from the perspective of the quality of education as demands in the millennial era to then prepare resources that can compete with the global world (Fajriana & Aliyah, 2019). The responsibility and role of an educator are weighty and not as easy as imagined or said because educators are a nation's cadres who are all unique and complex. An educator must be ready to face an educational challenge even though it is a challenge in the future (Musa, 2016). Student competencies must be ready to evolve in response to current demands to better prepare Indonesian students for the challenges of social and cultural change, the workplace, and rapid technology advancement (Syamsuar, S., & Reflianto, 2018). It is essential to keep up with the times and adapt to an ever-changing world of work and industry. If universities are serious about providing students with the best possible education, they must devise and execute cutting-edge methods for teaching and learning (Disas, 2018). It is imperative for universities in this period of the Fourth Industrial Revolution to disrupt themselves and prepare students for a lifetime of sensitive and adaptable learning to changing times. For this reason, campuses need to open opportunities for each student to develop potential according to each student's specialization through experience-based learning or experience learning (Priatmoko, S., & Dzakiyyah, 2020).

The Ministry of Education and Culture created the Independent Learning Program-Independent Campus (MBKM) to educate graduates on social, cultural, and work challenges. In the fourth industrial revolution era, students' skills must be further developed (Simatupang, E., & Yuhertiana, 2021). Graduates of higher education must be linked to the economic and industrial worlds and a quickly changing future (Lase, 2019). Based on this, the Ministry of Education and Culture has implemented a new policy in higher education called "Merdeka Learning – Independent Campus (MBKM)." The Ministry of Education and Culture regulation allows students to participate in learning activities outside the study program and campus for three semesters (Siregar, N., Sahirah, R., & Harahap, 2020).

The MBKM policy provides opportunities for students to gain more comprehensive learning experiences and new competencies through several learning activities, including student exchanges, internships/work practices, research, independent projects, entrepreneurial activities, humanitarian projects, teaching in schools, and projects in villages/ thematic actual work lectures (Muslimat, 2021). In addition, students are also given the freedom to participate in learning activities outside their study program in the same university with a specific credit weight. All of these activities can be carried out by students under the guidance of lecturers, and a cooperation agreement is required if carried out with parties outside the study program (Sudaryanto, S., Widayati, W., & Amalia, 2020). Implementing MBKM through partnership and cooperation programs between universities both at home and abroad is one way to improve the competence of lecturers and students. Even in the MBKM Guidebook, it is said that collaboration with partners will also involve lecturers in mentoring and academic activities to increase their competence (Susilawati, 2021). Learning innovations must also be carried out to equip students with problem-solving skills, critical thinking, collaboration, communication, and concern through various innovative learning methods, including case-solving and project-based group learning. The direction of curriculum development and the choice of cooperation partners for the implementation of MBKM are also considerations for the study program in preparing for its accreditation, both nationally and internationally (Elihami, 2019).

The MBKM policy provides opportunities for students to gain more comprehensive learning experiences and new competencies through several learning activities. In addition, students are also given the freedom to take part in learning activities outside their study program in the same university with a specific credit weight (Rodiyah, 2021). Students can carry out all these activities with the guidance of lecturers. The key to the successful implementation of the MBKM policy in a university lies in the courage to change the mindset from a rigid content-based curriculum approach to a curriculum based on adaptive and flexible learning outcomes, preparing students to become adults who are capable of being independent in line with the demands of the global community

(Arifin, S., & Muslim, 2020). Study programs are challenged in developing an adaptive curriculum and adapting to the increasingly rapid developments of the times without leaving the goal of producing graduates following predetermined learning outcomes. In addition, the implementation of the MBKM policy requires collaboration and cooperation with partners or other parties related to their scientific fields and participating in supporting the desired learning outcomes (Sari, 2020).

The perspective of independent learning reaps many pros and cons in the education system. Those who are pro said that the policy could encourage students who lack the skills and insight to develop their potential by participating in activities outside the campus (Hadi, 2020). In addition to teaching and learning activities in the classroom, students must interact well in the community. Therefore, students need to take study programs outside of their campus to increase their insight and experience to unlock the skills within them (Purba, 2021).

Apart from the pro against the Merdeka Campus policy, many disagree and view it as unfavorable or not having optimal benefits. This program is widely questioned among students because it changes many fundamental things in higher education, one of which is the curriculum (Mastuti et al., 2020). In addition, there must be precise arrangements for companies that open apprenticeships for students later. This indicates that there is concern that the internship program launched has become a tool for the industry to get cheap labor. Besides that, making higher education institutions, a legal entity is considered the same as expanding the practice of commercializing education. It is contrary to the function of higher education, which should prioritize the needs and development of knowledge (Putri, 2021). When the Public Universities is a legal entity, the tuition fees will automatically be high due to supporting facilities on campus. Meanwhile, the government cannot interfere in determining policy. So this policy is considered detrimental to the poor, who will find it difficult to reach higher education costs which are increasingly expensive (Kiswanto, 2021).

Studies that discuss the pros and cons of the independent campus policy mention that it will undoubtedly be a challenge in its implementation, especially since the legal umbrella is still at the level of a ministerial regulation for the Independent Campus policy, which results in the weak sustainability of campus transformation because if you change ministers, it is possible to change policies. Research conducted by Arifin & Muslim (2020) explains the policy of an independent campus that makes extreme changes so that it is highly doubted by academics and has the potential to be sued if it does not have a clear legal umbrella. Meanwhile, research conducted by Siregar, Sahirah & Harahap (2020) explains explicitly that student learning policies outside of their majors are still a matter of debate because there are still pros and cons of urgency and tend to cause students not to focus on their studies so this is also a matter of concern. Vulnerable to being sued or abolished along with the change of minister. Therefore, the author will try to study and analyze related to the independent learning-campus independent policy through the legal foundations that underlie this policy. It is hoped that the implementation of the Independent Campus policy can run well.

2. METHODS

The approach in this article uses a qualitative approach. Data was collected through library research methods. In the library, data is obtained by examining the related literature in articles, books, and documents and observing online literature. This library research is defined as research that uses written sources as the data source (Rahmadi, 2011). The first steps taken are selecting and finalizing the topic by ensuring that the topic taken is clearly understood at the beginning of writing. The next step is to identify and find several research articles related to the object under study. In finding this research article, the author uses two approaches: electronic journal database sources (internet) using search engines, including Google Scholar, Garuda portal, Science direct, etc. The search was carried out using keywords related to research, such as independent learning, independent campus, law, etc. Next is the network approach identifying relevant citations in articles obtained using a standardized approach. All articles cited in the review are qualitative or quantitative, peer-reviewed, published studies. The study's findings are discussed by theme, and critical study details are included in each

section.

The author reviews approximately 80 articles as reference material and reads and evaluates these articles. Furthermore, selecting articles that meet the requirements begins using an inclusion strategy (Polit & Beck, 2009). The criteria taken through the inclusion strategy include articles from 2010 to 2022, both in the form of qualitative and quantitative studies. The field of study includes reflective journals for practical courses, and lecturers or postgraduate students write the journals. Five articles were taken as the data and analyzed using the content analysis method from the selection. The focus of the study in this research is to identify the legal basis and umbrella related to the Mandiri Learning Independent Campus policy as well as other sources, which can be in the form of journals, books, and various other forms of scientific articles sourced from the internet related to this research.

3.   FINDINGS AND DISCUSSION
3.1.   Independent Campus Policy and Free Learning

Independent learning is the philosophy that underlies the process and the long-term goal of Indonesian education. Merdeka Learning is not a new vision in Indonesian education. Ki Hadjar Dewantara (KHD), the Father of Indonesian Education, stated firmly that independence is an educational goal and an educational paradigm that needs to be understood by all stakeholders. KHD said that independence has more meaning than freedom of life. The most important of space is the ability to live in one's strength, towards peace and safety and happiness, based on the morality of human life. The meaning of independence in freedom of learning, thus, is not only freedom but also the ability and empowerment to achieve happiness (Noventari, 2020).

Table 1. The summary of the data interpretation

Author and Year of Publication	The policy
Istiq'faroh (2020)	Being independent, not separated from others, and being able to regulate oneself.
Noventari (2020)	Not only freedom but also the ability and empowerment to achieve happiness.
Siregar et al., (2020)	lifelong learning, self-regulated learning, and a growth mindset.
Sari (2020)	empower and support 3T regions to be able to develop themselves, not to continue to become regions that depend on the assistance of the central government or other parties.
Sudaryanto et al., 2020	provide students more freedom in selecting the classes they attend in the future and create a separate campus that allows students to get a wide range of skills and knowledge relevant to the workplace in the future.

According to Istiq'faroh (2020), KHD argues that in education, it must always be remembered that independence or freedom has three kinds of characteristics, namely: being independent (*zelfstanding*), not separated from others (*onafhankelijk*), and being able to regulate oneself (*vrijheld, zelfbeschikking*). The KHD statement implies that independence and efforts to be independent are goals to achieve through the educational process. Thus, Independent Learning is not a policy. Freedom of Learning is not appropriate and not enough to be stated in just one policy. On the other hand, Independent Learning should be the basis of all education policies, both at the national level and in the micro context, namely in the classrooms to the family.

Siregar et al. (2020) found that the Free Learning philosophy is closely related to lifelong learning, self-regulated learning, and a growth mindset. Research shows that the ability to continue learning

and an attitude that does not stagnate are significant assets for the younger generation to face the increasingly fast development of the era. Thus "Freedom" is a learning goal and a process as children grow and develop in the national education system. When they learn independently, more substantial competencies will be built, and they will continue to be motivated to learn and improve their competencies. This learning cycle is made throughout life, based on the freedom to learn and explore knowledge according to individual interests and talents. So the philosophy of Merdeka Learning is very relevant to the context, even the needs of Indonesian education today.

Sari's (2020) investigation, freedom of Learning in education management is reflected in management that views every region, every educator, and staff as "agents," not parties who are consistently unable to manage themselves. There is no need to increase their capacity and competence. The central government supports educational development following the region's characteristics, conditions, and readiness. Therefore, the Free Learning Policy must empower and support 3T regions to develop themselves, not continue to become regions that depend on the assistance of the central government or other parties.

Independent Learning Policy: An independent campus is defined as providing educational institutions with autonomy and independence from cumbersome bureaucracy and providing students with the opportunity to choose the program of their choice (Directorate General of Higher Education Kemendikbud RI, 2020). The Ministry of Education and Culture (Kemdikbud) has set a lofty objective: to foster an autonomous, non-bureaucratic culture in educational institutions and develop an innovative learning system that is responsive to the interests and demands of the modern world.

The policy on "free learning" was explained by the Ministry of Education and Culture on December 11, 2019, in a circular which contained an explanation of the four main points of this free learning policy, namely: First, the change in the mechanism for the National Standard School Examination (USBN). Some of the shortcomings of the implementation of USBN in the 2013 curriculum are the lack of breadth of educational institutions to see and evaluate the achievement of competence in their students with a centralized USBN mechanism. This is, in fact, contrary to the 2003 National Education System Law, which gives educational institutions the freedom to conduct an independent, comprehensive, and systematic assessment of the achievement of competency standards.14 Another complaint related to the 2013 Curriculum is the difficulty of educators in assessing students' competence using the model. Detailed assessment. Seeing these problems, the Ministry of Education and Culture changed the USBN mechanism. The application of the centralized USBN was changed to a school-based USBN, and the assessment was carried out by written tests or other assessment methods that can provide a comprehensive evaluation.

Second, changing the form of the National Examination (UN). One of the expert criticisms of the implementation of the national exam (UN) is (1) the content of the UN, which focuses on the mastery of the material, not on problem analysis (reasoning). This has an impact on the PBM model, which is directed at memorizing and reducing reasoning; (2) The burden of the National Examination is too heavy for students, educators, and educational institutions; and (3) the focus of the assessment on the National Examination is only focused on the cognitive aspect. The Ministry of Education and Culture made radical and imaginative reforms to the Freedom of Learning policy, including the removal of the National Examination and the establishment of a minimum competency assessment and character survey at the midpoint of each educational level by assessing several aspects including aspects of literacy, numeracy, character, and so on; and the assessment refers to the international standard assessment model.

The third is the freedom of educators in designing Learning Implementation Plans (RPP). The approach to preparing a holistic and rigid 2013 curriculum implementation plan (RPP) creates a massive burden for educators. Educators feel the detailed analysis of each component in the 2013 Curriculum RPP to be very draining and time-consuming to compile, which impacts the lack of time for educators to prepare learning activities and evaluate activities. The Ministry of Education and

Culture then tried to change this by giving educators the freedom to design their lesson plans, with mandatory components of objectives, activities, and assessments with only enough 1 pages.

Fourth, changes to the New Student Admission Regulations (PPSB) mechanism. The zoning system policy on new student admissions from the previous Minister of Education was one of the policies criticized by many groups. In practical terms, many schools have an excess of students or a shortage of students. The geographical location of each different school is not accommodated in this policy. This policy is ineffective in some schools in disadvantaged, outermost, and most profound areas. The Free Learning Policy provides schools and regions with the flexibility to manage the zoning system according to the conditions of the school and each region. One of the changes is the change in the percentage of student admissions through the zoning pathway, the affirmation pathway, and the achievement path.

Then, what does it mean to have an independent campus? The idea of a distinct campus gives college students more autonomy over their educational experience. An earlier notion, independent learning, is the basis for this one. It implements the goal and mission set forth by Joko Widodo, Indonesia's current president. Only ministerial regulations need to be changed to allow for the creation of an independent campus. There are plans to implement an autonomous campus shortly to provide students with a better education.

Students will be able to take two semesters off from their regular course load to participate in extracurricular activities as part of their application. Students benefit from this approach since it encourages them to interact with people outside of the classroom. As a result, pupils will be able to learn about communal living indirectly. It is the goal of this approach to expose pupils to the working world at a young age. To ensure that students are better prepared to enter the workforce upon graduation from a college open to the public. The goal of creating an independent campus is to provide students with more freedom in selecting the classes they attend in the future. Creating a separate campus will allow students to get a wide range of skills and knowledge relevant to the workplace in the future (Sudaryanto et al., 2020).

3.2. Legal Politics of Independent Policy Learning Independent Campus

In an independent campus itself, four things are the main points of policy proclaimed by the Minister of Education and Culture Nadiem Makarim. The four approaches are:

a. Incorporation of the Work Unit State Universities (WUSU) as a Legal Entity State Universities (LESULESU) The Ministry of Education and Culture policy for the establishment of an independent campus is to convert the WUSUWUSU into a LESU later on. WUSU is a state university with the status of a work unit, which means that it provides public services. The modifications were accomplished by converting the WUSU into the LESU (state universities with legal entity powers). The adjustments made to the implementation of the autonomous campus are a result of the present needs, which have advanced at a breakneck pace in recent years. Of course, LESU will be available on all campuses to compete on the international stage. After that, all PTNs that obtain legal entity status will be able to collaborate with the industry on a variety of projects. This is also related to the campus's ability to accommodate economic ventures in the future, if necessary. In addition, the existence of LESU will allow for the modification of financial arrangements promptly, depending on the circumstances.

b. University accreditation has been simplified. An independent campus also implements a policy of simplifying university accreditation. An automated and optional program for all ranks and universities is referred to as re-accreditation. Accreditation is good for five years and can be automatically renewed if an independent campus is established. Every university that can get an international certification will be granted an A accreditation.

c. Begin by creating a new product. Additionally, by establishing an autonomous campus, The Minister of Education and Culture established additional policies that would be assigned to each university, whether State Universities (SU) or Private universities (PU). This regulation pertains to

each university's ability to create or construct a new SU and PU study program. If a SU or PU already holds A or B accreditation, the liberty to establish new study programs will be allowed. Nadiem said, "Autonomy is given if the organization or university collaborates with organizations or institutions ranked in the QS top 100 international universities." There are exceptions to this regulation in the education and health sectors. The relationship includes curriculum development, fieldwork or internship experiences, and student job placement. The Ministry of Education and Culture will supervise the inauguration or establishment of new study programs collaborating with institutions and study program partners. Each year, universities are required to conduct a tracer study.

d. Off-campus activities are available for two semesters. The existence of a policy requiring students to participate in activities outside of campus for two semesters is a form of independence obtained by students. Off-campus activities can include anything from internships to volunteer work in an organization. Teaching at a small school is another example of implementing two semesters of off-campus activities. Students can also participate in activities that support research or research conducted by lecturers and assist master and doctoral students in conducting research. The existence of an independent campus policy that allows students to engage in activities outside of the classroom will encourage students to be self-sufficient. Campuses that allow students to participate in activities outside of the classroom will teach them more about applying their knowledge in the workplace. Students will be better prepared to face today's increasingly complex work environment.

As explained above, the Free Learning-Independence Campus policy reaped pros and cons in the community, which has the potential for this policy to be challenged so that it can interfere with its implementation. For this reason, the government has provided a legal umbrella that accommodates this policy, namely:

1) Regulation of the Minister of Education and Culture Number 3 of 2020 concerning National Standards for Higher Education.

In this Regulation of the Minister of Education and Culture, the government plans to regulate the national standards of higher education. The higher education standards are divided into three groups: National Education Standards, Research Standards, and Community Service Standards. This Minister of Education and Culture Regulation explains the right to study for three semesters outside the study program. This confirms that curriculum changes in higher education require acceleration, not merely speed. This is a challenge for universities to immediately accelerate curriculum development following the National Higher Education Standards (NHES) rules. This policy has implications for the emergence of demands for universities (Campus) to design curricula and implement innovative learning processes so that students can achieve optimal learning outcomes. Students are given the freedom to take study loads outside the study program, either in one university (Campus), outside PT, or non-PT. This means that students are facilitated to master various practical sciences in the world of work.

2) Regulation of the Minister of Education and Culture Number 4 of 2020 concerning Changes in State Universities to Legal Entity Universities.

In higher education, the change in status from State Universities to Legal Entity Universities is also thoroughly reviewed in the Regulation of the Minister of Education and Culture Number 4. The aim is none other than to organize the Tridharma of Higher Education, which is of higher quality, create better PTN governance, meet the minimum standards of financial feasibility, carry out social responsibility, and finally play a role in economic development. The Ministry of Education and Culture makes easy administrative requirements and helps PTNs change their status to legal entities. This policy is expected to spur PTN to continue to develop its potential.

3) Regulation of the Minister of Education and Culture Number 5 of 2020 concerning Accreditation of Study Programs and Universities.

In addition to changing the status of higher education institutions, the accreditation process for

study programs and universities is essential. This accreditation process is beneficial for determining the feasibility study of the Study Program and Study Program. Minister of Education and Culture Nadiem Makarim made a breakthrough against the current accreditation pattern, where newly established study programs will automatically get an "Enough" C accreditation until the PT or study program applies for re-accreditation. Provide a statement that the new study program will automatically obtain accreditation C from BAN-PT without waiting for the Ministry's approval. The accreditation is valid from the beginning until the study program submits for repair or re-accreditation; universities and new study programs that have obtained "C" accreditation based on the approval of the minister have the right to apply for re-accreditation, while if the college or study program is deemed to have failed to meet the qualifications for a move up to a good rating of "B," then it is required to wait two years after the decision is issued. According to various parties, these two years are feared to cause universities or study programs to admit new students. Universities and study programs that have received quality recognition from international accreditation agencies recognized by the Ministry will automatically receive A accreditation. Among the international accreditation agencies recognized by the government are EQAR, CHEA, USDE, Washington Accor, Sydney Accord, WFME, etc.

4)   Regulation of the Minister of Education and Culture Number 6 of 2020 concerning New Student Admissions for Undergraduate Programs at State Universities.

The application of the legal umbrella is also aimed at the Regulation of the Minister of Education and Culture Number 6 of 2020. This regulation discusses the admission of new students and the UTBK (Computer-Based Written Examination) higher education entrance examination, the capacity of new students, and the unity of education and learning activities in the study program.

5)   Regulation of the Minister of Education and Culture Number 7 of 2020 concerning the Establishment, Amendment, Dissolution of State Universities and the Establishment, Amendment, and Revocation of Private Universities Permits.

Not only that, changes in the status of state universities and changes and revocation of permits for private universities are also very much needed in higher education. The goal is that the campus can obey the rules and carry out its functions for the better. The policy of opening new study programs is a step by the Ministry of Education and Culture to make it easier for State Universities (PTN) and Private Universities (PTS) to develop their study programs with less complicated bureaucracy. This policy is directed so that the proposed study program can follow the demands of the region, industry, and the world of work in general. This policy is expected to reduce the potential for graduates from study programs who are not absorbed in the world of work, thereby increasing unemployment in Indonesia.

The Regulation of the Minister of Education and Culture, described above, provides additional support for the Independent Learning-Independent Campus Policy in its implementation phase. Naturally, this policy is based on Article 4 of the Regulation of the Minister of Education and Culture Number 45 of 2019 concerning the Organization and Work Procedure of the Ministry of Education and Culture, which states that the Ministry of Education and Culture has the responsibility of carrying out government affairs in the field of education and culture in order to assist the president in administering state affairs. It is necessary to execute Minister of Education and Culture Regulation No. 45 of 2019 concerning the Organization and Work Procedure of the Ministry of Education and Culture to bring the Ministry of Education and Culture into compliance with Presidential Regulation Number 82 of 2019. It is necessary to have a Presidential Regulation in place since the president has the authority to manage the state; in carrying out this authority, the president is aided by state ministers, as is the case when considering Law No. 39 of 2008 regulating the Ministry. It is also based on Presidential Regulation Number 8 of 2012, which is concerned with the Indonesian National Qualifications Framework and the Independent Learning-Independent Campus Policy, which the Ministry of Education and Culture has published.

The Independent Learning-Independent Campus Policy is based on more stringent standards.

The implementation of Higher Education and Management of Higher Education is essential in order for Government Regulations to be present as a follow-up to the performance of the Act, such as the Government Regulation of the Republic of Indonesia Number 4 of 2014 concerning the Implementation and Management of Higher Education, which is present in order to implement further the provisions contained in Law No. 12 of 2012 concerning Higher Education and Management of Higher Education. To meet the goals outlined in the 1945 Constitution of the Republic of Indonesia, namely the development of the nation's intellectual life, education in Indonesia must be governed by a formal education system. The National Education System is being implemented by the passage of Law No. 20 of 2003 about the National Education System.

4.　CONCLUSION

As the Ministry of Education and Culture is in charge of assisting the president's duties in education and culture, which has formulated the Independent Learning-Independent Campus Policy in its formulation and implementation, it is in line with the legal basis and with its goal of providing education. Worthy and better. In developing the Independent Learning-Independence Campus policy, there are pros and cons in the community; for those who are pro, consider this policy will allow students to add skills and insight by doing and becoming more developed potential because of doing activities outside the campus and interacting with the community. Meanwhile, those who oppose it feel that this policy is not appropriate because it changes many fundamental things in higher education and the commercialization of education by making universities legal entities. Therefore, this policy requires a legal umbrella that can accommodate. The legal umbrella includes 1) Regulation of the Minister of Education and Culture Number 3 of 2020 concerning National Standards for Higher Education; 2) Regulation of the Minister of Education and Culture Number 4 of 2020 concerning Changes in State Universities to Legal Entity Universities; 3) Regulation of the Minister of Education and Culture Number 5 of 2020 concerning Accreditation of Study Programs and Universities; 4) Regulation of the Minister of Education and Culture Number 6 of 2020 concerning New Student Admissions for Undergraduate Programs at State Universities; 5) Regulation of the Minister of Education and Culture Number 7 of 2020 concerning the Establishment, Amendment, Dissolution of State Universities and the Establishment, Amendment, and Revocation of Private Universities Permits. As a result of this research, we realize that our research is still far from perfect, so further research is needed because the phenomenon of legal politics in the discussion of independent learning on independent campuses will always be dynamic, especially in terms of the legal umbrella and the rules that underlie it. And cons in society. It is suggested that future studies must focus more on developing strategies for the society acceptance of the implemented policy.

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