

The Concept and Implementation of Merdeka Belajar Kampus Merdeka (MBKM) in the Islamic Perspective

Rusydi Sulaiman¹, Muhammad Rofiq Anwar², Khodijatul Qodriyah³ and Ahmad Fawaid⁴

Abstract

This study aims to explain the concept and application of MBKM in the PAI Study Program, Faculty of Tarbiyah and Teacher Training, UIN Sunan Kalijaga Yogyakarta from the Perspective of Islamic Education Management. Islamic Education Management is used as a foundation referring to the MBKM perspective regarding concepts and forms of implementation. This type of research was carried out using a qualitative descriptive approach. The procedure in this research uses data mining methods: interview observation and documents. The results of this research are: 1) PAI Study Program, Faculty of Tarbiyah and Teacher Training, UIN Sunan Kalijaga Yogyakarta has implemented and integrated the MBKM program into its curriculum with the supporting factor being a good academic information system (AIS) readiness. 2) The concept and application of MBKM in the Tarbiyah and teaching faculty study programs at UIN Sunan Kalijaga has some compatibility with the six components of Islamic Education Management.

Keywords: *Islamic Education Management, Implementation, MBKM, Faculty of Tarbiyah and Teacher Training.*

INTRODUCTION

Merdeka Belajar Kampus Merdeka (MBKM) is a policy or program whose idea was created by the Ministry of Education, Culture, Research and Technology based on Permendikbud Number 3 of 2020 (Nasrulloh and Sutisna 2022), concerning National Higher Education Standards. MBKM is a new basic concept that aims to provide opportunities for students to gain freedom of learning in higher education (Hadijah Muhsin, 2021, p. 143).

One of the goals is to encourage human resources with character who have various knowledge in their respective fields so that they can compete in the global world (Muhammad Rusli Baharuddin, 2021). MBKM, which has recently been presented to the academic community, in this case universities, has a main program as its policy, namely; the ease of opening new study programs, the ease with which State Universities (PTN) become PTNs that have legal entities, changes in the PT accreditation system, and giving the right to study for three semesters outside the study program (Directorate General of Higher Education, Ministry of Education and Culture, 2020).

Furthermore, the MBKM program is expected to function significantly for the educational environment in Indonesia, especially universities. When the two substantial elements in higher education are students and lecturers, then MBKM is certainly very beneficial for them. Both lecturers and students can have many experiences that will ultimately affect the expansion of insights and networks, quality improvement and character excellence as future generations. The program implicitly includes the reciprocity of the Minister of Education and Culture in order to prepare a strong and resilient graduate profile, both soft skills and hard skills in facing changing times, technology, the world of work, social, and culture to answer challenges in the era of revolution 4.0.

More specifically for students, student competencies must be strengthened in accordance with the demands of the dynamics of the times, especially in the field of education. There is a need for synergy (link and match) between higher education and outside parties. For example, establishing cooperation with the business world

¹ IAIN Syaikh Abdurrahman Siddik Bangka Belitung, E-mail: rusydisulaiman@iainsasbabel.ac.id. (Corresponding Author)

² IAIN Syaikh Abdurrahman Siddik Bangka Belitung

³ Universitas Nurul Jadid, Probolinggo

⁴ Universitas Nurul Jadid, Probolinggo

and also the industrial world, or opening a wider network for the future of the institution and also specifically the college graduates. In this regard, several universities, both PTU (Public Universities) and PTAIN (State Islamic Religious Universities) - currently called PTKIN (State Islamic Religious Universities) including UIN Sunan Kalijaga Yogyakarta have proven it to the public (Latipah 2021; Aryani *et. al*, 2017).

Therefore, the Ministry of Education and Culture enforces the MBKM policy or program at the higher education level. The Ministry of Education and Culture's policy is related to granting rights in the form of three-semester learning activities, learning activities for students to study outside the study program on domestic campuses and overseas campuses. MBKM offers students the opportunity to gain broader educational experiences and offer new skills with many educational activities, including student exchanges, work practices/internships, research, independent projects, entrepreneurial activities, humanitarian projects, assistance in schools, and village development projects/thematic real work courses (Nehe 2021). In addition, students also have the freedom to participate in learning activities outside the study program at the same university with a certain SKS weight.

Based on the MBKM Guidebook, a university's collaboration with partners will also involve lecturers in the guidance process and academic activities to improve their own competence. Learning innovation steps must also be taken in equipping students with skills in problem solving, critical thinking, collaboration, communication, and raising awareness through various innovative learning methodologies, including project-based group learning and case-solving learning. The direction of curriculum development and the choice of cooperation partners for the application of MBKM are also taken into consideration by study programs in preparing accreditation grades, both at the national and international levels.

As a form of academic and institutional strengthening of universities, especially in the Special Region of Yogyakarta (DIY), three state universities were appointed as pilot projects for the MBKM program, namely Gajah Mada University (UGM), Yogyakarta State University, and one other PTKIN, namely Sunan Kalijaga State Islamic University Yogyakarta. Currently, the three universities have implemented the MBKM program for three semesters since the emergence of the idea and the appointment by the Ministry of Education and Culture (Latipah, 2022).

The perspective of Islamic Education Management on the concept and implementation of MBKM is to ensure that the education provided is in accordance with Islamic values, develop students holistically, and provide a strong academic foundation while developing practical skills and good character.

Therefore, this article tries to describe the concept and application of MBKM at the Faculty of Tarbiyah and Keguruan Sunan Kalijaga Yogyakarta and analyze it with Islamic Education Management.

RESEARCH METHODOLOGY

The research, which began from February-October 2022 and is located at UIN Sunan Kalijaga Yogyakarta, uses qualitative research with descriptive methods. Qualitative research is defined as research that aims to describe and identify events, circumstances, activities, behaviors, beliefs and practices, both individuals and groups. This research creates analytical procedures that do not use statistical or quantitative procedures. This qualitative research also has data characteristics because the data is more widely accepted or commonly referred to as naturalistic research methods (natural environment). This means that the information received in the field is not in the form of engineering and all information has been presented factually (based on specific research) and analyzed using theoretical considerations.

Then the presentation of data in research requires the ability or process of data collection. Data collection is one of the most important phases of research (D. Dwiyanto, 2002, p. 1-7). Actually, the main purpose of the research is to generate data. Without the data collection process, researchers will not be able to get data that meets certain data criteria. To collect data, researchers used three data collection methods, namely observation, semi-structured interviews, and documentation.

Initial or pre-research observations were conducted by researchers by collecting data through semi-structured interviews with various informants at FITK UIN Sunan Kalijaga. In the case of semi-structured interviews,

the implementation is freer than in the case of structured interviews. The purpose of this type of interview is to find problems more openly because the interviewee is asked to give his opinions and ideas. When conducting interviews, researchers must listen carefully and record what informants say.

The data collection process also uses documentation, and this method is used to track past events. The information can be in the form of records (diaries, life stories, stories, biographies, and policy regulations), art (photography, model drawings, sketches, etc.) or monumental works (works that can be paintings, sculptures, movies, etc.). Additional data for the use of surveys and interviews in qualitative studies.

While the data analysis technique used in this research uses non-statistical methods, namely describing data analysis that refers to the data obtained from the study of MBKM at PTKIN (Concept Analysis and Its Application at FITK UIN Sunan Kalijaga Yogyakarta).

After the data is analyzed, the researcher takes three steps to support the data. Sugiyono said that an approved data review must follow various steps such as data reduction, data presentation, and conclusions (Aunu Rofiq Djaelani, 2013). Data reduction itself refers to the selection, simplification and conversion of raw data obtained from field observations through initial/pre-research study observations, semi-structured interviews and documentation. The data obtained in this field is written in the form of a detailed description or report, then the scope of the report is reduced and summarized, the points are selected, the focus is placed on important points and the topic or pattern is sought. And the provision of data is an informative conclusion. Therefore, data reduction is presented in a structured and easy-to-understand report. Finally, conclusion making. At this stage the researcher finds data that has been systematically reduced through comparison, correlation, and selection of data into a report that leads to problem solving and response to problems and objectives (Ivanovich References Augusta, 2003).

RESULT AND DISCUSSION

History of the Origins of MBKM

January 24, 2019 Minister of Education and Culture (Mendikbud) Nadiem Makarim launched the second volume of learning freedom. This time it is called Kampus Merdeka. The policy was launched in front of representatives of rectors, deans, lecturers, and students throughout Indonesia. And also Mr. Jokowi Dodo made the speech, the first thing that came to the author's mind was Paulo Freire's critical education, the author sees that the two have similarities in their goals, namely Humanization. Paulo Freire was known as a passionate Humanist figure in his time with one of his papers entitled "Liberating Education". Meanwhile, the Minister of Education and Culture with his "free learning" program is driven by his desire to create a carefree learning atmosphere. And this was also conveyed on December 11, 2019. The main points of the independent learning policy are only focused on USBN, UN, lesson plans, and zoning PPDB (Maskuri Bakri, 2020).

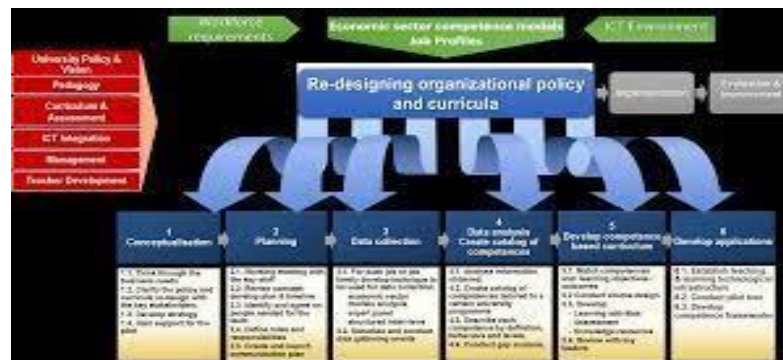
The Merdeka Belajar-Kampus Merdeka (MBKM) program was officially launched by the Minister of Education and Culture in 2020 through several regulations. The MBKM program is expected to provide answers to educational challenges with the times, technological advances, the demands of the business world, and industry, as well as civilization (UPT, 2020). In 2020, a fundamental policy related to higher education management was born through the Minister of Education and Culture Regulation Number 3 of 2020 concerning National Higher Education Standards (SNPT). One of the spirits contained in this policy is the initiation of a new order known as MBKM. The existence of the Permendikbud is an additional basis for UII PAI Study Program to review, adjust, and develop its curriculum (Moh Mizan Habibi, 2022, p. 308).

The spirit of independent learning is oriented to train students to develop critical thinking skills, creativity, collaboration, and have the ability to communicate effectively (Gina Nurvina Darise, 2021, p. 1). MBKM programs are also considered as an effort to develop a generation that has soft and hard skills, and is qualified in the aspects of leadership and personality. (Aby Maulana, 2022, p. 4).

Implementation of MBKM in the Faculty of Teacher Training and Tarbiyah Science (FITK)

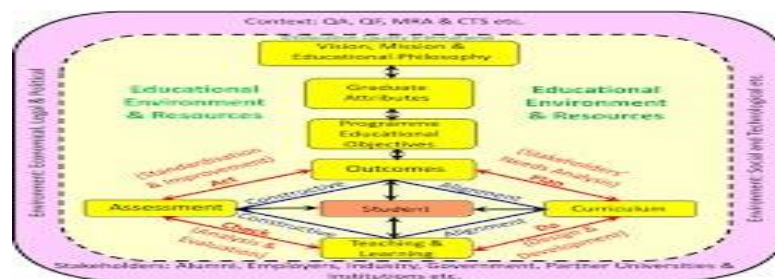
The emergence of Permendikbud No. 3 of 2020 concerning the Merdeka Learning Campus Merdeka (MBKM) policy is a challenge for universities in Yogyakarta, including UIN Sunan Kalijaga. The issuance of a decree from the Minister of Education and Culture appointed 3 universities in Yogyakarta, namely Gajah Mada University (UGM), Yogyakarta State University (UNY), and UIN Sunan Kalijaga to become pilot projects in implementing the MBKM program which is integrated with the applicable curriculum in these universities (Latipah, 2021). So in January 2020 UIN Sunan Kalijaga through the Quality Assurance Agency and several faculties including the Faculty of Tarbiyah and Keguruan together compiled a curriculum adapted to the MBKM program. The Rector, through the 2020 decree, in September mandated several faculties to integrate the MBKM program into the curriculum (Epha Diana, 2022). The parties involved in curriculum development are from two layers, namely internal and external. Internal layers include all FITK academicians. While the external layer includes graduates and experts in the field, both domestic and foreign, such as UGM, reviews from Marry Gelegard and the results of the FITK Senate approval (L. U. S. Kalijaga, 2022).

The curriculum design is prepared by the study program at FTIK, taking into account the stages in accordance with Outcome Based Education (Andi Prastowo, 2022). The form of the curriculum model developed by study programs in FTIK is as follows.



Picture 1. Outcome Based Education (OBE)

Curriculum development made by study programs at FITK refers to the flow of best education by combining the PDCA approach in quality assurance.



Picture 2. PDCA Approach to Study Programme

UIN Sunan Kalijaga, especially FITK, is currently faced with the industrial era 4.0 in which the learning methods used are expected to include a combination of conventional classroom-based learning and online learning using information technology or what is known as blended learning or hybrid learning (L. U. S. Kalijaga, 2022).

Hybrid learning is very suitable for the way or learning style of generation Z and millennial generation in which it provides opportunities for students to utilize information technology in order to search for big data-based information. The use of hybrid learning for students will strengthen technological and digital literacy which is certainly very much in accordance with the demands of skills in the industrial era 4.0. The selection of learning

methods in student learning activities in courses can be used to estimate learning time, which in the next stage can be used to calculate the weight of course credits.

UIN Sunan Kalijaga in implementing the MBKM-based program or curriculum has eight forms of learning activities as stated in the independent campus program. At FITK UIN Sunan Kalijaga, these eight programs have been offered to all students, both new students and old students (Sumarni, 2022).

The eight forms of activities of the MBKM program at UIN Sunan Kalijaga are as follows (L. U. S. Kalijaga, 2022): 1) Student Exchange. Student exchange is a learning activity carried out by students with its implementation taking place outside the student's home campus. This activity is a form of student exchange between campuses. Regarding the implementation of the student exchange program, there are several study programs at FITK that have carried out student exchange program activities, including: First, chemistry, physics, and mathematics study programs in collaboration with PSU (Prince of Songkla University) in Thailand and this collaboration has been established for approximately 3 years since the emergence of the MBKM program or policy (Untoro, 2022). Technical learning during the Covid 19 pandemic, student exchange activities were carried out online (Sri Sumarni, 2022).

Second, the Islamic Education Study Program. In implementing the student exchange program, the PAI study program has collaborated with the Indonesian Education University (UPI) with a lecture scheme outside the study program outside UIN Sunan Kalijaga Yogyakarta. And the PAI study program also collaborates with the Salatiga State Islamic Institute with the same scheme, namely the lecture scheme outside the study program outside UIN Sunan Kalijaga (Latipah, 2022).

Third, the PGMI study program. PGMI study program has agreed to collaborate with UIN Raden Mas Said Surakarta in a student exchange program and collaborates with UNY and UAD Elementary School Education (PSD) (Prastowo, 2022). This cooperation program was implemented in the odd semester of 2022/2023. The scheme in this student exchange program is carried out by taking the same courses in the current semester in other study programs, while students from UIN Raden Mas Said, UNY and UAD take lectures on the same MK in the UIN Sunan Kalijaga study program, and vice versa (L. U. S. Kalijaga, 2022). Meanwhile, MPI (Islamic Education Management) Study Program in this program collaborates in the form of lecturer exchanges between higher education. (MPI Interview).

Fourth, the PIAUD study program. On March 2, 2022 the PIAUD study program at FITK UIN Sunan Kalijaga in the student exchange program has entered into a cooperation agreement with UNISMA (Islamic University of Malang) (L. U. S. Kalijaga, 2022). Eight study programs at FITK (Faculty of Tarbiyah and Keguruan Sciences) will continue to improve, evaluate and collaborate with partners in implementing student exchange programs listed in the MBKM policy. a) Internship / Work Practice. The internship / work practice program is implemented with direct learning based on experience in the workplace (experimental learning). In this activity, students can hone and improve their hard skills and soft skills. In this program, students are directed through an internship / work practice program that is certified in competence so that after the student finishes carrying out the internship / work practice program, the student gets a certificate of competence that can be used as an SKPI document (Certificate of Diploma Companion) (L. U. S. Kalijaga, 2022). b) Teaching Assistance. Teaching assistance is one of the eight programs of the MBKM policy. The teaching assistance program is a program that accommodates students to directly experience teaching in the world of education. For study programs in FITK UIN Sunan Kalijaga, this program has considerable potential in honing students' teaching skills. Some study programs have collaborated with various partners to implement teaching assistance activities, namely PAI (Islamic Religious Education) has collaborated with SMAN 3 Yogyakarta (Latipah, 2022), PIAUD (Early Childhood Islamic Education) study program cooperates with RA Sunan Pandanaran, RA DWP UIN Sunan Kalijaga, RA Nurul Dzikri, RA Salsabila and Nurul Ummah Kindergarten (W. U. S. Kalijaga, 2022). c) Research. Research is one of the MBKM programs that is expected to be able to hone students' way of thinking to be more critical. through the implementation of the research/research program, it can broaden students' insights from the information extracted during the research implementation. PAI FITK UIN Sunan Kalijaga has carried out cooperation in the form of an MoU document with Ahmad Dahlan University (UAD) Yogyakarta in realizing the implementation of student research programs. And Biology Education FITK UIN

Sunan Kalijaga established cooperation with the Department of Biology FPMIA Yogyakarta State University (UNY) (Sumarni, 2022). d) Humanitarian Project. The humanitarian project is a program that can train students in developing social characteristics such as caring, sensitive to the surrounding situation. Students in various universities have implemented this project, such as helping people who have been hit by disasters, natural disasters (volcanic eruptions, landslides, floods, tsunamis), and even students have helped in humanitarian projects in overcoming Covid-19 that hit Indonesia. Humanitarian projects have also been implemented in the PAI study program of FITK UIN Sunan Kalijaga in helping people affected by natural disasters in Indonesia (Latipah, 2022). e) Entrepreneurial Activities. Learning activities in the form of entrepreneurship, whether not yet or already, are stipulated in the study program curriculum. This requirement is regulated in the academic guidelines made and issued by UIN Sunan Kalijaga.

The form of report in the implementation of this activity is in the form of the results of entrepreneurial activities and the submission of reports with presentations. Entrepreneurial activities are programs that train students to become entrepreneurs. Entrepreneurial activities at FITK UIN Sunan Kalijaga, especially the PAI study program, have collaborated with companies in the Yogyakarta area in following up entrepreneurial activities for students. Students who take this program are expected to be able to open up broad employment opportunities through the provisions that already exist during the implementation of entrepreneurial activities. f) Independent Study/Project. Independent study/project is a learning program that can be carried out by students together with other students (in groups) or independently. Independent studies / projects that have been carried out by students are a complement to the curriculum that students have completed on campus. Biology education at FITK UIN Sunan Kalijaga in this program has collaborated with the manager of the Nglanggaren Ancient Volcano Ecotourism and the manager of the Yogyakarta Gembira Loka Zoo as an effort to implement an independent study / project program (W. U. S. Kalijaga, 2022). h) Thematic Village / KKN Building.

Village development programs can be carried out with KKNT (Thematic Real Work Lecture) activities. This program is a learning program that provides direct learning experience for students to live and enter into community life outside the UIN Sunan Kalijaga campus. KKNT is a program that provides direct experience for students together with village communities in developing various village development and empowerment programs. KKNT is carried out in a collective and collaborative manner between students and across study programs (L. U. S. Kalijaga, 2022).

Nine FITK (Faculty of Tarbiyah and Keguruan Sciences) study programs at UIN Sunan Kalijaga have offered and socialized eight MBKM programs for all students, both old and new students (Andi Prastowo, 2022). These eight programs are intended for students who are in semester V in 2022. This is because UIN Sunan Kalijaga received the mandate to implement MBKM in early 2020. (Ibrahim, 2022).

Institutional Cooperation Influential Factors in MBKM Implementation

In order to implement the MBKM program in FITK, it requires partnership cooperation between the Faculty and various parties, both government and private agencies, both industry and the relevant business world. One of the important factors in the successful implementation of the MSME program is cooperation or partnership.

In the implementation of cooperation at the Faculty level, the Faculty has responsibilities related to its authority, including those related to learning infrastructure, the readiness of teaching staff, and other supporting facilities. Likewise, at the level of study programs under FITK, study programs have responsibilities in terms of curriculum design, RPS, learning processes, assessment, and other matters that are the authority of study programs under FITK. The authority and duties in implementing MBKM at UIN Sunan Kalijaga are contained in the rector's decree which is used as a reference by all interested parties.

The Faculty of Tarbiyah and Keguruan Sciences can collaborate with other universities or faculties in other universities. Cooperation between faculties or with other universities can be carried out in the form of various relevant activities and learning. Likewise, forms of cooperation with private institutions and other faculties in other PTIKI and the business world can be carried out in the form of various activities such as internships, teaching assistance, student exchanges, humanitarian projects, research, independent studies or projects,

entrepreneurship development, and building villages. The external cooperation institutions that cooperate with the Faculty of Tarbiyah and Keguruan UIN Sunan Kalijaga Yogyakarta are listed in the table below (L. U. S. Kalijaga, 2022).

In addition, in order to build cooperation, UIN Sunan Kalijaga on November 9-10, 2021 invited PTK (Religious Universities) to attend an FGD at UIN Sunan Kalijaga. This event was attended by 30 Religious Universities in Indonesia including: UIN Syarif Hidayatullah Jakarta, UIN Sunan Ampel Surabaya, UIN Sulthan Thaha Saifudin Jambi, UIN Sultan Hasanuddin Banten, UIN K.H Achmad Siddiq Jember, UIN Fatmawati Sukarno Bengkulu, UIN Mataram, UIN Imam Bonjol Padang, UIN Alauddin Makassar, Palangka Raya State Christian Institute, IAIN Parepare, IAIN Tulungagung, IAIN Samarinda, IAIN Pontianak, IAIN Ponorogo, IAIN Palopo, IAIN Palangka Raya, IAIN Metro Lampung, IAIN Lhokseumawe, IAIN Kediri, IAIN Curup, IAIN Kudus, IAIN Kediri, IAIN Ambon, STHD Klaten Central Java, STAIYO, STAI Al-Husain Magelang, Ledalero Catholic College of Philosophy, Muhammadiyah Ponorogo University and Mataram University (Sri Sumarni, 2022).

The activity was carried out in order to build partnerships between universities to follow up and improve the implementation of MBKM. And FITK UIN Sunan Kalijaga will continue to collaborate with partners and improve quality in implementing the eight MBKM programs. In the process of implementing an MBKM program at FITK UIN Sunan Kalijaga, there are things that affect the implementation of the program or policy, namely the readiness of the academic information system. Higher Education is an educational institution that requires publication media that has good capabilities. The publication media referred to includes a website. In addition, the website can be used to meet the needs of the university itself, such as inputting grades, student data and others.

One of the web-based applications used in universities, especially at UIN Sunan Kalijaga is the Academic Information System (AIS). The creation of the academic information system aims to provide media, services or facilitate students and administrators in each faculty to organize the academic administration system. The website-based application has several filling services such as attendance, online KRS scheduling, online KHS, inputting student grades (for lecturers), and so on. The application is web-based so that it is hoped that users can more freely access via the internet network (Sri Sumarni, 2022).

The Academic Information System (AIS) can be accessed through the address: <https://akademik.uin-suka.ac.id> in which there are modules for each faculty. In order to enter the application, users in this case lecturers, students, or administrators in each faculty must have a password and username by default to access the web-based application.

The functions of the SIA web-based application at FITK in relation to the MBKM program are as follows: a) Media. In the SIA application, there are several features, including the Merdeka Belajar Kampus Merdeka (MBKM) feature, which will make it easier for users, especially the academic community at FITK. In addition, the application can be used to give or receive information related to academics related to the MBKM program or non-academics, starting from admin staff, lecturers, students, and leaders at FITK and can communicate more freely through the application. b) Data integration. With the SIA application, all data in FITK can be integrated as a whole and the data will always be updated or updated. With this application, all systems will be based on centralized data. c) Data management. The AIS application can help in managing administration at FITK and study programs that are manual in nature to be more effective because with the help of software that can reduce time and operational costs. In addition, the AIS application can assist in managing course data, student grades, lecturer data, or teaching staff.

In the Academic Information System application, there are several features, including: student personal data, lecture payments, learning evaluations, real work lectures, practical lectures, final assignments and final project examinations, scholarships and activities, training and certification, research and service, graduation and graduation, certificate accompanying diploma, and the last is a special feature of Merdeka Learning Merdeka Campus.

On the Merdeka Learning Campus Merdeka Menu or feature, there are several sub menus, namely student MBKM, MBKM mapping, Internal, Internal MBKM List, and Internal MBKM History. Of these features, there are several features that are still in the development process, meaning that they are not ready for use.

Islamic Education Management & Human Resource Management in Islamic Education

Islamic Education Management is a systematic process carried out by someone through the activities of planning, organizing, implementing and evaluating the curriculum based on Islamic values so that students can achieve learning objectives effectively and efficiently (S. Nasution, 2012).

MPI is a concept about the process or management in Islamic educational institutions. The Department of Islamic Education Management studies a lot about the people behind the scenes of an education, such as learning strategies, supervision, leadership, curriculum, information technology, financial management, human resource development, education policy and so on (Anugrah Putri, 2022).

The management function here coordinates human and financial resources and connects the organization to the external environment and responds to the interests of the community, pursuing individual and collective goals to achieve a goal. Substantively, Islamic Education Management includes six parts, namely: 1) Curriculum, 2) Learners, 3) Staffing, 4) Infrastructure, 5) Finance, 6) Public Relations.

Islamic education management also identifies the physical development needs of education to meet the needs of the entire educational community. Planning is done comprehensively to support general planning. Implementation of planning. All plans that have been made must be implemented and accounted for annually, or in accordance with the provisions set out in the education unit.

While Islamic Education Management itself is to produce graduates who are able to manage Islamic education institutions effectively and efficiently. Not only about learning, the Islamic Education Management major also focuses its studies on development and infrastructure, its main activities are administrators and managing individuals in an organization.

In Islamic Education Management, the concept and application of the curriculum includes four developments, among others (Mohammad Thoha, 2016, p. 13): a) Determinant Philosophical This basis provides guidance so that curriculum development is carried out carefully, planned, measurable and contains a truth. The truth that is being proposed is *kebenara* menurut regulation, sociology of society, school conditions, and teachers who will implement it. b) Determinant Sosilogis School grows with the community. Therefore, the implementation of education must pay attention to the needs of the community. From a sociological perspective, education is seen as a body that has various functions for the benefit of society, including: 1) Means of improving social life 2) Media channeling academic freedom and freedom to conduct scientific research. 3) Vehicle to support and contribute to national development. 4) A means of preserving and teaching traditional culture and values. 5) The realization of social revolution to replace the previous government. 6) Cadre of the younger generation. 7) Driving the pace of scientific and technological progress.

On the other hand, these determinants have two interrelated dimensions, namely: Learning theory (how students actually learn). The nature of the individual learner includes, among other things, levels of: Motivation, Readiness, Intellectual maturity, Emotional maturity, and Background experience. And the determinants of the nature of knowledge along with the dynamic development of society, then these two main issues should be considered in preparing the curriculum: What knowledge is most valuable to teach to the target population (learners) in a field of study? How to organize that material so that learners can best master it.

In Islamic Education Management applies a curriculum that functions for preparation. Where this preparation function is a curriculum design that will be a separate consideration for students to see education that suits their desires. In addition, there is also a function of adjustment, which is education carried out in the midst of a society that is constantly evolving along with the times and times. Therefore, education must be adapted to the state of society.

While resources are the main assets needed for the development of a nation, there are two kinds of resources, namely natural resources (natural resources), and human resources (human resources). Both resources are

important in determining the success of a development. The definition of human resource management when associated in the field of education is the science and art that regulates the process of utilizing human resources in educational institutions, such as principals, teachers, and other resources effectively and efficiently to achieve an optimal educational goal. With human resource management in education, the achievement of educational goals will be realized. In addition, it will also produce educational outputs that have high life skills, and have competence in academic and non-academic fields.

Human resource management functions as an administrative and educational management process designed to be interrelated between individual and organizational goals. Where human resource management for organizations concerns all organizational affairs and goals that have been set by maximizing the performance of employees or staff (Jamil Suprihatiningrum, 2013). Human resource management has four objectives, namely: a) Community goals. To be socially responsible, in terms of needs and answering challenges that arise in society, an organization that is in the community such as an educational institution must be able to bring benefits to society. b) Organizational goals. Human resource management acts as a device or tool to help achieve overall organizational goals. c) Functional goals. In order for human resources in each section to carry out their duties optimally, human resources must carry out their functions properly. d) Personnel objectives. In addition to achieving organizational goals, human resource management also leads to the achievement of employees' personal goals, such as career development, welfare improvement, and so on. This can motivate and maintain employees. (Soekidjo Notoatmojdo, 2009).

Analysis of Islamic Education Management Perspectives on the Concept and Implementation of MBKM

MBKM is a government program for education to produce generations that are in line with the needs of today's society. Where at this time we are faced with the era of disruption 4.0. The application of MBKM here wants to provide answers to the challenges of the current generation related to the disruption era 4.0.

However, the application of MBKM here needs to be seen from the perspective of Islamic Education management, which has several discussion points, namely related to curriculum, students, staffing, infrastructure, finance, public relations. Is the concept and application of MBKM at UIN Suka Yogyakarta in accordance with Islamic Education management. It is important that we see the values of MBKM from the perspective of Islamic values, the objectives of Islamic education, and how MBKM can be integrated into the context of Islamic education.

There are several points that can be a guide for the Integration of Science and Islamic Values. MBKM should not only focus on academic aspects, but also on character and moral development. Islamic education management can ensure that the science taught remains in line with Islamic values, so that students can become highly ethical professionals.

MBKM encourages independence in the student learning process, in accordance with the principles of Islamic Education which emphasizes the preservation of knowledge and the search for knowledge as an individual task. By applying the knowledge we gain in every daily activity. Islamic Education Management can support this initiative by providing the facilities and support needed by students.

Islamic Education Management can utilize MBKM as a means to develop Islamic values-based leadership. This can include leadership training, development of social skills, and inculcation of leadership values that are in accordance with Islamic teachings. In Cooperation between Educational Institutions and Communities MBKM can be used as an opportunity to strengthen the relationship between Islamic educational institutions and the community and the world of work. This can improve the relevance of education to the needs of society and provide opportunities for students to contribute positively in society.

Islamic Education Management also implements a curriculum that is implemented quickly, and it can be seen in the concept and application of MBKM. Where Islamic education management can ensure that students complete their studies in a timely manner in accordance with the objectives of Islamic education, which prioritizes speed in seeking knowledge.

The concept and application of MBKM here is also in sync with the curricular concept in Islamic Education Management where Islamic Education Management tends to encourage a holistic approach to education, which includes spiritual, academic, social, and skill aspects. In the context of MBKM, this means ensuring that the courses taught cover all these aspects, so that students not only gain knowledge, but also develop as morally and socially good individuals. And address the needs of society and prepare graduates according to the needs of the times.

Emphasis on Academic Excellence: Islamic Education Management often emphasizes the importance of achieving academic excellence, especially in certain disciplines relevant to Islam, such as Qur'anic and Hadith studies, Islamic law, and so on. In the application of MBKM, this means ensuring that the courses taught are of a high academic standard to ensure a good quality of education.

Practical Skills Development: In addition to academics, Islamic Education Management also pays attention to the development of practical skills relevant to daily life and society. In the context of MBKM, this means providing courses that develop skills such as leadership, public speaking, critical thinking, and so on.

Character Development: Islamic education also has a focus on fostering strong character and high morals. In the implementation of the MBKM, this means ensuring that courses and educational programs help students to develop good character traits, such as honesty, humility, and empathy.

Continuous Monitoring and Evaluation: Islamic Education Management may encourage constant monitoring and evaluation of the MBKM curriculum and teaching to ensure that the objectives of Islamic education and the interests of students are well met.

It can be concluded that the Islamic Education Management Perspective on the concept and implementation of MBKM is here to ensure that the education provided is in accordance with Islamic values, by providing strong academic foundations while developing practical skills and good character.

MBKM and Civilization Strengthening

Freedom of learning is a freedom that does not degrade a task that is emphasized to students. Rather, it is an application of liberating lessons to educators with a new system. With the implementation of Merdeka Belajar, Merdeka Campus is able to strengthen the autonomy and flexibility of learning in higher education (Deni Sopiansyah, 2022, p. 34).

Because the flexibility in organizing education can be accommodated in the education curriculum. Because the curriculum is an important part in designing educational activities at a macro level and learning at a micro level. Accommodative learning is learning that is able to bring learners closer to adapting to the development of contemporary discourses and issues, policies, and times and is able to be adaptive to cultural and social transformations, developments in the world of work, the rapid movement of information technology, and intense competition.

One of the programs of the Merdeka Belajar - Independent Campus policy is that students have the right to study outside the Study Program for three semesters or the equivalent of 60 credits (Independent Campus - Independent Learning Guidebook, 2020). Students have the opportunity to expand their experience in the learning process outside the classroom for a long period of time. This opportunity provides opportunities for students to gain several learning experiences with other parties both on campus and off campus (Moh Mizan Habibi, 2022, p. 39).

CONCLUSION

MBKM (Merdeka Belajar Kampus Merdeka), although relatively new, has in fact been implemented in several universities, especially the Faculty of Tarbiyah and Keguruan UIN Sunan Kalijaga Yogyakarta, and this has been proven by researchers in their research results in the 2022 fiscal year as a form of academic accountability in addition to financial administration.

MBKM, which may be questionable in concept and possibly in application, actually has several distinctions when compared to the general curriculum. Some of these aspects include: first, the ease of opening new study

programs; second, the change in the university accreditation system; third, the ease of state universities becoming legal entities; fourth, the right to study three semesters outside the study program and campus. In the fourth main program of MBKM, students are given the right (whether taken or not) to study and take credits outside the study program, and what is meant by three semesters is one semester of opportunity to take courses outside the study program and two semesters to carry out learning activities outside the college. Indeed, students in the world of lectures are more required to become independent academic people and then be able to stand upright in the midst of worldly disruption as well.

According to the data obtained from the field and several informants, the factor that influences the implementation of the MBKM program is the readiness of web-based applications, namely the integration and interconnection of Academic Information Systems at UIN Sunan Kalijaga Yogyakarta. In terms of MBKM, UIN Sunan Kalijaga has confirmed that the institution has made a concept as the basis for MBKM so that it can be operationalized, and then as a result of this research, the institution through the object of research, namely the Faculty of Tarbiyah and Keguruan has implemented the MBKM curriculum in certain components even though it has not been fully successful due to several obstacles experienced.

Regardless of its strengths and weaknesses, the government through universities with its MBKM project has a noble goal, namely to realize a quality and ready-to-use generation in the community in accordance with Islamic Education Management. So it is hoped that MBKM will be able to answer all the challenges that have been faced by universities in the midst of the current or dynamic times.

Suggestions or recommendations; First, the results of research on MBKM are expected to be a repertoire and foothold for subsequent researchers on the same or similar matters; second, so that the research results can be a foothold for strengthening the MBKM concept and also its implementation plan; third, so that the research results become a foothold for policy makers in higher education, especially PTKIN.

REFERENCES

- Aryani, S. A., Sunarsih, S., & Abadi, K. R. (2017). Scientific Paradigm Towards World-Class University: Comparative Study on UIN Sunan Kalijaga Yogyakarta and UIN Maulana Malik Ibrahim Malang. *ESENSIA: Jurnal Ilmu-Ilmu Ushuluddin*, 18(1), 13–28. <https://doi.org/10.14421/esensia.v18i1.1467>
- Berita Mambarasi Nehe. “Analisis Konsep Implementasi Merdeka Belajar-Kampus Merdeka Dalam Menghadapi Era Revolusi Industri 4.0 Di Masa Pandemi Di STKIP Setia Budhi Rangkasbitung 2021.” Pp. 13–19 in *Prosiding Seminar Nasional Pendidikan Setia Budhi*. Vol. 1, 2021
- Dewi, Wahyu Aji Fatma. “Dampak COVID-19 Terhadap Implementasi Pembelajaran Daring Di Sekolah Dasar”. *Edukatif: Jurnal Ilmu Pendidikan*, 2 (1), <https://doi.org/10.31, 2020>.
- Diana, Epha. (2022). “Wawancara.” Yogyakarta: UIN Sunan Kalijaga
- Djaelani, Aunu Rofiq. “Teknik Pengumpulan Data Dalam Penelitian Kualitatif.” *Majalah Ilmiah Pawiyatan* 20 (1), 2013
- Dwiyanto, D. “Metode Kualitatif: Penerapannya Dalam Penelitian.” *Diakses Dari: [https://www.academia.edu/download](https://www.academia.edu/download...)* ... 0, 2002
- Ibrahim. (2022). “Wawancara.” Yogyakarta: UIN Sunan Kalijaga
- Jenderal, Direktorat, Pendidikan Tinggi, Kementerian Pendidikan, and Dan Kebudayaan. 2020. *Buku Panduan Merdeka Belajar-Kampus Merdeka*.
- Junaidi, Aris, dkk. *Panduan Penyusunan Kurikulum Pendidikan Tinggi* (K. Direktorat Jenderal Pendidikan Tinggi (Ed.), 2020
- Kalijaga, LPM UIN Sunan. (2022). “Dokumentasi.”
- Kalijaga, Web UIN Sunan. (2022). “Web.”
- Latipah, Eva. (2021). “Wawancara.” Yogyakarta: UIN Sunan Kalijaga
- Latipah, Eva. (2022). “Wawancara.” Yogyakarta: UIN Sunan Kalijaga
- Maulana, Aby, “Implementasi Kebijakan Merdeka Belajar Kampus Merdeka (MBKM) Dalam Mewujudkan SDM Unggul Dan Kompetitif Di Perguruan Tinggi (Berdasarkan Survei SPADA Di Universitas Jakarta Tahun 2022)”, *Al Qisth Law Review* Vol. 6 (1)
- Mizan Habibi, Moh, “Interpretasi Dan Implikasi MBKM Terhadap Pengembangan Kurikulum Program Studi Pendidikan Agama Islam UII”, *Jurnal el-Tarbawi* Vol.15 No 2
- Muhsin, Hadijah. *Kampus Merdeka Di Era New Normal. Masa Depan Kampus Merdeka & Merdeka Belajar: Sebuah Bunga Rampai Dosen* 143, 2021
- Nasrulloh, Sofhian Fazrin, and Atang Sutisna. “Pengembangan Learning Management System Perguruan Tinggi Berdasarkan Permendikbud No. 3 Tahun 2020.” *NUANSA INFORMATIKA* 16 (1), 2022
- Nasution, S. *Kurikulum dan Pengajaran*. Jakarta: PT Bumi Aksara, 2009

- Nurvina Darise, Gina, "Pendidikan Agama Islam dalam Konteks Merdeka Belajar", *The Teacher Of Civilization: Islamic Education Journal* Vol. 2 (2)
- Prastowo, Andi. (2022). "Wawancara." Yogyakarta: UIN Sunan Kalijaga
- Pujiono, Bagong, dkk. "Program Studi Menerapkan Kerja Sama Kurikulum Merdeka Belajar–Kampus Merdeka: PERANCANGAN KERJASAMA DAN KURIKULUM MERDEKA BELAJAR-KAMPUS MERDEKA PROGRAM STUDI S-1 TEATER FSP ISI SURAKARTA." 2020
- References Agusta, Ivanovich. "Teknik Pengumpulan Dan Analisis Data Kualitatif". Pusat Penelitian Sosial Ekonomi. Litbang Pertanian, Bogor 27 (10), 2023.
- Rusli Baharuddin, Muhammad. "Adaptasi Kurikulum Merdeka Belajar Kampus Merdeka (Fokus: Model MBKM Program Studi)." *Jurnal Studi Guru Dan Pembelajaran* 4 (1). doi: 10.30605/jsgp.4.1.2021.591, 2021
- Sumarni, Sri. (2022). "Wawancara." Yogyakarta: UIN Sunan Kalijaga
- Syafaruddin. *Manajemen Pendidikan Islam*. Ciputat: Ciputat Press., 2005
- Thoha, Mohammad. *Horizon Pendidikan Islam*. Surabaya: Pena Salsabila, 2013
- Thoha, Mohammad. *Manajemen Pendidikan Islam*. Surabaya: Pustaka Radja, 2016
- Untoro, Nur. (2022). "Wawancara." Yogyakarta: UIN Sunan Kalijaga