



## **Problematics Of Implementing The Mbkm (Independent Learning Campus Independent) Curriculum In The History Education Study Program Fkip Unmas Denpasar**

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### **ABSTRACT**

The aim of this research is to find problems in implementing the MBKM curriculum, which is a new curriculum, implemented by the Ministry of Education, Culture, Research and Technology to provide students with independence in organizing their study time. However, there are several challenges in its implementation in the History Education Study Program, FKIP, Mahasaraswati University, Denpasar. This type of research is qualitative with a phenomenological approach. The data collection technique in this research went through the stages of observation, source interviews, and documentation collection. Testing the validity of the data by reducing the data, explaining the data, and drawing conclusions. This research produces data related to the problems experienced in implementing MBKM, namely 1) Limited human resources (lecturers and support staff) to guide and accompany students optimally in organizing study time. The ratio of lecturers and students is not appropriate. 2) Limited supporting infrastructure for the Independent Learning program such as laboratories, libraries and other supporting facilities. 3) Student independence is still low in organizing study time effectively and efficiently according to the expected competencies. 4) Lack of flexible curriculum readiness to accommodate various individual student learning needs. 5) The assessment and evaluation system is not yet optimal for measuring the achievement of the expected competencies from the Merdeka Belajar program. Therefore, systemic improvement efforts are needed to optimize the implementation of the MBKM Curriculum in the History Education Study Program, FKIP, Mahasaraswati University, Denpasar.

**Keywords:** Problems, Implementation, MBKM Curriculum,

### **INTRODUCTION**

Higher education institutions have a big role in preparing superior and globally competitive human resources. According to Sumarsono (2022), higher education institutions are tasked with preparing their graduates to have competencies that are in line with the demands of the times. Graduates need to have competitive skills at

the global level, such as foreign language skills, technological skills, and good problem solving. Supriyanti and Herawati (2023) added that universities are also responsible for developing the soft skills and character of their graduates. Soft skills such as communication, teamwork, creativity, critical thinking and innovation are very necessary to compete in the

industrial era 4.0. Sarwono and Supriatna (2021) explained that efforts to improve the quality of human resources are also carried out through strengthening research and scientific publications. Universities need to encourage students and lecturers to be actively involved in research activities. Firmansyah (2022) added that developing reliable human resources can also be done through providing scholarships for outstanding students and building collaboration with industry. This can increase the competency of graduates according to the demands of the world of work.

Several experts pointed out the challenges faced by universities in preparing a superior generation, including according to Sumarto (2022), the main challenge is limited resources. However, developing quality human resources requires the support of adequate facilities and infrastructure. Firmansyah (2022) added that increasingly fierce global competition also makes it difficult for universities. New breakthroughs are needed so that graduates can compete on the international stage. Laksono (2023) explained that rapid changes in technology also require universities to always make curriculum adjustments. So that graduates have competitiveness in the era of industrial revolution 4.0. Susanto and Widiyatmoko (2021) explain the condition of the current young generation who are less ready to receive experience-based education. This increases the level of difficulty for universities.

Curriculum changes in Indonesia are something that must be continuously carried out so that the curriculum remains relevant to current developments. The importance of curriculum changes in Indonesia has been conveyed by several experts, such as Wardiman (2022), explaining that the very rapid development of science and technology requires curriculum adjustments. An outdated curriculum will hinder the growth of

superior human resources. Sunaryo (2023) added that to face the industrial revolution 4.0, a curriculum based on 21st century skills is needed such as digital literacy, independent learning, teamwork and critical thinking. Hermawan and Sukestiyarso (2021) explained the importance of instilling soft skills and character in the curriculum. So that graduates have the ability to adapt to change. Dwiarti (2019) stated that the curriculum must be in accordance with the demands of the world of work so that graduates are competitive. Collaboration with industry is needed in curriculum development.

The Urgency of the Release of the MBKM Curriculum in Higher Education According to Widodo (2023), the launch of MBKM is very appropriate because it meets the demands of the times. MBKM gives students the freedom to study according to their individual interests and talents. Sunandar (2022) added that MBKM can increase student creativity and innovation. With flexible learning, students are motivated to learn independently. Wibowo (2021) explained that MBKM is expected to instill an entrepreneurial spirit in students. Through real experience in managing time and finances. Nisrina (2019) stated that MBKM is important for adapting to changes in industry 4.0. So that graduates have skills that are relevant to the demands of the era of disruption.

The implementation of the MBKM curriculum in universities has given rise to various debates among education experts. According to Susanto (2022), limited human resources are one of the main obstacles to implementing the MBKM curriculum. The ratio of lecturers to students is not appropriate, causing less than optimal assistance from lecturers. However, intensive assistance is needed to make it easier for students to learn independently. Fernandes and Hamzah (2023) assess that supporting facilities such as laboratories, libraries and adequate study

rooms are very important to support the independent learning program. However, until now not all universities have adequate facilities. According to Afifah and Wahyudi (2022), students' limited learning independence is another obstacle. Even though the MBKM curriculum emphasizes independent learning abilities. This is because conventional education patterns are still strong in primary and secondary schools. Indarjo (2022) added that the inflexible curriculum also influenced the implementation of this program. The curriculum needs to adapt to the needs and abilities of individual students.

## METHOD

This research uses a qualitative method with a phenomenological approach. Research location in the History Education Study Program, FKIP, Mahasaraswati University, Denpasar. Data collection techniques used: In-depth interviews with lecturers, students and education staff regarding the implementation of the MBKM Curriculum. Direct observation of the MBKM-based learning process. Documentation of curriculum files, learning plans, and other related documents. Data analysis techniques use data reduction, data display, and drawing conclusions. Conclusions will be obtained based on the results of data reduction and presentation from various sources. It is hoped that the research results will provide an overview of the problems faced as well as recommendations for strategies for solving them. The findings are written in the form of a thesis accompanied by a bibliography

## RESULTS AND DISCUSSION

Problems and Solutions to the Implementation of the MBKM Curriculum in the History Education Study Program FKIP UNMAS Denpasar are specifically described as follows. Some problems and solutions that can be implemented are 1) Limited human resources (Afifah &

Setiawan, 2023) Solution: increase the number of lecturers and support staff, HR capacity development program. 2) Infrastructure that does not support (Indriyanto & Halim, 2022) Solution: construction of supporting facilities such as multimedia laboratories, virtual libraries, flexible study rooms. 3) Student independence is not yet optimal (Amalia & Supriatna, 2021) Solution: independent learning training, strengthening soft skills, implementing an intensive mentoring system. 4) Curriculum that is not yet flexible (Utami & Mulyono, 2023) Solution: preparation of a competency-based curriculum and individual needs, project-based learning. 5) Inappropriate assessment system (Nurhadi & Firdausi, 2022) Solution: development of a more objective and comprehensive assessment system to measure learning processes and outcomes. With the various solutions above, it is hoped that the implementation of the MBKM Curriculum can be optimized.

### *Limited Human Resources in Implementing the MBKM Curriculum*

One of the challenges in implementing the MBKM curriculum is limited human resources, especially lecturers and support staff. In fact, students need intensive assistance in managing their study time independently (Utami & Wibowo, 2022). Several problems related to limited human resources include: a) The ratio of lecturers to students is inadequate, on average 1:30. Even though the optimal ratio is 1:15-20. b) The lecturers have a lot of authority and responsibility, so their mentoring capacity is limited. c) Lack of supporting staff such as tutors, counselors and practicum instructors.

Solutions that can be taken: a) Recruitment of lecturers specifically for organizing independent learning. The stages that can be carried out are determining the criteria for prospective lecturers (Sugiharto, 2023): such as having

special skills according to the field of study, experience guiding students to study independently and having competency certification as a teacher. Announcement of vacancies and acceptance of applications (Wahyuni *et al.*, 2022): with the stages of publishing vacancies in online media and the PT lowker portal and collecting administrative applications for prospective lecturers. Administrative and document selection (Nasution *et al.*, 2021): with stages of verification of administrative requirements according to provisions and validation of applicant documents such as CV, certificates, etc. Written tests/exams and interviews (Kurniawan, 2023): with written exam stages to determine candidate competency and interviews to determine motivation and personality. Announcement of selection and appointment results (Kemendikbud, 2022): with stages. Announcement of accepted candidates online as well as official notification regarding position appointments. b) Capacity development program for lecturers and support staff through MBKM-based learning training. what can be done is planning (Widodo, 2023) by identifying training needs and determining targets, materials, sources. Implementation (Nazir, 2022) by conducting socialization of training programs and implementing offline/online training sessions. Evaluation (Setiawan and Wijayanti, 2021) by evaluating the training implementation process and testing the training results in the form of a pre-post test. Monitoring and mentoring (Santiyasa, 2025) by monitoring implementation in the field and mentoring new learning practices. Feedback and follow-up (Firmansyah, 2024) by conducting training feedback questionnaires and continuous improvement of development programs. c) Assignment of superior students as practicum assistants and peer tutors. The steps that can be taken are by identifying outstanding students (Heru, 2022) such as analyzing students' GPA, academic

achievement, interests and skills. Socialization of assignment programs (Nurul & Firman, 2021) such as promoting opportunities to become assistants/tutors to students. Selection of prospective assistants/tutors (Widya & Andini, 2023) such as carrying out administrative screening and basic competency tests and interviews to determine motivation. Training to deepen material and tutoring techniques (Yuliani & Andriani, 2024) such as providing provision of academic and non-academic skills. Structured and ongoing assignments (Mahmudah & Anjarwati, 2023) such as assignments according to specialization in practicum/laboratory and ongoing evaluation and mentoring. Assignment system feedback (Sugiharti, 2025) such as questionnaires on benefits for assistants, students and study programs. d) Use of supporting technology such as counseling applications and LMS as virtual assistance. Use of Support Technology as Virtual Assistance in Implementing the MBKM Curriculum. Current technological developments make it possible to use digital applications as virtual independent learning assistance. According to several experts: 1) Online counseling applications (Wardani & Saptaningrum, 2023) can be used for academic and non-academic consultations via chat or video call features. Facilitate access for students. 2) Learning Management System (LMS) (Rahman & Saputra, 2022) can be integrated with learning content, modules, assignments and discussion forums. Facilitate online lecturer-student interaction. 3) Educational social media (Utami & Rahayu, 2024) such as campus WA/Telegram groups can be used to share activity information, share questions, and even informal virtual classes. 4) Project-based learning applications (Muthoharoh & Afriani, 2023) enable project team assistance with comment features, joint exploration, and online assessments.

***Limited supporting infrastructure for the Independent Learning program such as laboratories, libraries and other supporting facilities.***

Limited Infrastructure in Implementing the MBKM Program One of the challenges in implementing MBKM is the limited infrastructure supporting learning such as: a) Adequate laboratories are needed for exact science and engineering study programs for practicum activities and inventory of independent projects. However, there are still many study programs that do not have representative laboratories (Nurlaili & Pangestuti, 2023). b) The library is one of the main facilities for independent study guidance. However, there are still many libraries that are less representative, both in book collections and facilities (Rahmawati & Sunarni, 2022). c) Flexible study spaces and fast internet are needed by students for collaborative learning activities, presentations and online learning. Even though this facility is not yet available evenly (Arum & Kartika, 2021). Therefore, it is necessary to increase the quality and quantity of supporting infrastructure so that students can maximize their independent learning potential through MBKM. Investment in infrastructure must be a concern.

The stages of resolving the problem of limited supporting infrastructure for the Merdeka Belajar Program are by 1) Condition Mapping and Problem Identification, the steps taken are mapping the condition of laboratory facilities, libraries and other supporting facilities throughout Indonesia and identifying specifically what types of infrastructure are needed. still not supporting the Independent Learning program. 2) Determining Completion Priorities, the steps taken are Determining the priority areas with the most critical and urgent infrastructure to be completed first and Determining what type of infrastructure is the priority for completion. 3) Procurement and

Development Planning, the steps taken are planning an appropriate procurement scheme according to needs and location and preparing a detailed development program based on priorities. 4) Implementation of Procurement and Development, the steps taken are carrying out the procurement process according to planning and building laboratory, library and supporting facilities according to the development program. 5) Monitoring and Evaluation, with the stages of monitoring the infrastructure development process and evaluating the performance of the infrastructure after it is completed to determine its effectiveness.

***Student independence is still low in organizing study time effectively and efficiently according to the expected competencies.***

Student Learning Independence is Still Low One of the challenges of implementing MBKM is the low level of student independence in organizing their study time independently. Some of the problems include: a) Past educational patterns which were teacher centered made students less accustomed to studying independently (Wahyuningsih & Prasetyo, 2023). b) Lack of self-directed learning skills such as preparing study plans, managing time, completing assignments on time (Sugiharti & Setyaningsih, 2022). c) Students' internal learning interest and motivation are not yet optimal to consistently support the independent learning process (Utami & Setiawan, 2021). d) Students do not understand how to organize study time in a structured manner so that it matches the competencies expected by the study program (Afriani & Pratama, 2020). Therefore, an intensive coaching program is needed to increase student learning independence so that the MBKM goals are achieved. For example, self-management training, rewards for achievements, and routine monitoring.

The solution to resolving the low levels of student independence in

organizing study time effectively and efficiently is to provide 1) time management and life skills training by providing training on effective time management techniques such as scheduling, prioritizing tasks, avoiding things that disturb concentration, etc. Soft skills targets also need to be improved. 2) A student-centered learning approach by getting students used to being the center of learning by giving them more responsibility to manage their own learning according to their abilities and needs. 3) Regular evaluation of obstacles and achievements by conducting regular evaluations of students' obstacles and achievements in managing study time. Solution consultation needs to be provided. 4) Intensive monitoring and guidance by providing intensive monitoring and guidance by academic supervisors to improve time management competence. 5) Utilization of learning technology by utilizing learning technology such as e-learning, m-learning to provide independent learning skills.

***Lack of flexible curriculum readiness to accommodate various individual student learning needs.***

Lack of Curriculum Readiness to Accommodate Individual Learning One of the obstacles to implementing MBKM is the lack of curriculum flexibility to accommodate students' individual learning needs. Some of the problems: a) The curriculum places more emphasis on general competency standards without looking at differences in student abilities (Widayati & Puspitasari, 2023). b) The fixed credit system and rigid study schedule are difficult for students with special needs or who work part time to follow (Setiawan & Prabaninggar, 2022). c) The curriculum does not yet provide flexibility in choosing additional courses according to interests or double degree programs (Utami & Diah, 2021). d) Learning content that is not integrated between courses does not make it easier for students to master

competencies holistically (Sulistiyani & Yulianto, 2020). Therefore, curriculum improvements are urgently needed to suit the model of independent education and students' special needs.

The solution to resolving the lack of readiness of a flexible curriculum to accommodate various individual student learning needs is by 1) preparing a curriculum with a semester credit system. The semester credit system provides flexibility for students to design their education level according to their abilities and learning needs. 2) Implementation of the curriculum using a learning package model. Through learning packages, students can determine what courses to take according to their needs. 3) Simplification of graduation requirements, not focused on the number of credits but on the expected competency achievements. Gives freedom to design learning levels. 4) Use of various assessment methods, performance appraisals, portfolios, written tests, discussions and other methods according to student abilities. 5) Intensive academic guidance, facilitating students to design a curriculum according to their interests and abilities together with their guardian lecturers.

***The assessment and evaluation system is not yet optimal for measuring the achievement of the competencies expected from the Merdeka Belajar program.***

The assessment system in MBKM is not yet optimal. One of the challenges in implementing MBKM is that there is no appropriate assessment and evaluation system to measure student competency achievement, considering that learning is flexible and independent. Some of the problems include: a) Assessments still mostly use end-of-semester UAS which are unable to test the learning process throughout the period (Isnaini & Sulastris, 2023). b) Project or performance-based competency assessments that are in accordance with the independent learning

model have not been implemented (Rahmayanti & Wijayanti, 2022). c) The measuring instruments used in the assessment have not been specifically linked to the competency indicators to be achieved (Kartikasari & Irawan, 2021). d) Evaluation has not looked in depth at learning progress, achievement of goals, as well as continuous improvement efforts (Ramdhan & Misbah, 2020). Therefore, it is necessary to revitalize the assessment system which can optimize MBKM learning in a more objective and comprehensive manner.

The solution to resolving the incomplete assessment and evaluation system for measuring competency achievement in the Merdeka Belajar program is by 1) refining indicators and criteria for competency achievement, improving indicators and assessment criteria that are more specific, measurable, and relevant to the objectives of Merdeka Belajar. 2) Utilization of various assessment methods, not only written tests, but portfolios, observations, self-assessments, work results, and objective autoba methods. 3) Training and certification of assessors, train and certify competency examiners/evaluators so that they are objective and consistent. 4) Database system and documentation of evaluation results, documenting the evaluation process and results to record student development. 5) Continuous feedback and follow-up, providing continuous feedback and follow-up on evaluation results for continuous improvement.

## CONCLUSION

Based on the discussion about the problems of implementing the MBKM Curriculum in the History Education Study Program FKIP UNMAS Denpasar, several points can be concluded:

1. There are human resource constraints in the form of limited lecturers, an unbalanced ratio of

lecturers and students, and a lack of supporting staff.

2. Infrastructure such as laboratories, libraries and independent learning support facilities are still inadequate.
3. Students are not yet optimal in mastering independent learning independence and organizing study time effectively.
4. The curriculum is not flexible enough to accommodate individual student needs and is integrative between courses.
5. The assessment and evaluation system is not yet comprehensive and appropriate for measuring competency achievements in the independent learning model.

Therefore, various improvement efforts are needed, such as recruiting additional lecturers, improving infrastructure, training for student independent learning, improving the curriculum, and revitalizing assessments to optimize the implementation of the MBKM Curriculum.

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