

Merdeka Belajar Kampus Merdeka: Application in Education Faculty

Tuti Marjan Fuadi¹, Irdalisa*²

DOI: 10.35445/alishlah.v13i3.1125

Article Info

Abstract

Keywords:
*Independent Campus;
Freedom to Learn;
Education Faculty*

The independence policy is a hot topic in the world of education. The premise that learning exists is carried out in the preparation of university graduates, both public and private, to meet the modern-day and rapid change challenges. Independent learning is a notion that aspires to excel from graduates as future leaders with an increasing number of personalities. Independent programs provide students with independence and flexibility to develop their potential through their hobbies and talents. This study will first examine the format of the eight Merdeka Belajar Kampus Merdeka programs (MBKM) featured in the Merdeka Independent Campus Free Book released by the Ministry of Education and Culture's Directorate General Higher Education (Published in 2020). Second, a variant of MBKM that was adopted in the Odd and Even semesters of the 2020/2021 Academic Year at a university in Aceh's Faculty of Teacher Training and Education. The findings indicated that there were eight Merdeka Belajar Kampus Merdeka programs, including the following: 1) student exchange, 2) internship/work experience, 3) teaching in educational institutions, 4) village projects, 5) research, 6) entrepreneurial activities, 7) independent studies, and 8) humanitarian projects. The Faculty of Teacher Training and Education has run a student exchange program with another university, a teaching assistant program in educational institutions, and a program to build villages/thematic lectures for students and lecturers who passed the selection process for a grant program called "Kampus Mengajar."

Kata kunci:
*Merdeka Belajar;
Kampus Merdeka;
FKIP*

Abstrak

Kebijakan merdeka belajar menjadi suatu isu yang ramai didiskusikan di dunia pendidikan, konsep yang menyuarakan adanya kemerdekaan dalam belajar ini dilakukan dalam upaya mempersiapkan mahasiswa lulusan perguruan tinggi baik negeri atau swasta agar dapat menghadapi perkembangan zaman serta perubahan yang terjadi sangat cepat. Konsep merdeka belajar berusaha untuk menyiapkan lulusan sebagai pemimpin masa depan yang lebih unggul dan memiliki berkepribadian. Program-program merdeka belajar memberikan kebebasan dan sangat fleksibel sehingga diharapkan akan mampu memfasilitasi mahasiswa mengembangkan potensinya sesuai dengan passion dan bakatnya. Artikel ini akan melihat pertama; bentuk 8 program merdeka belajar kampus merdeka (MBKM) yang tertuang di dalam Buku Panduan Merdeka Belajar Kampus Merdeka terbitan Direktorat Jenderal Pendidikan Tinggi, Kementerian Pendidikan dan Kebudayaan (Terbit tahun 2020). Kedua; bentuk MBKM yang sudah terimplementasikan di Fakultas Keguruan dan Ilmu Pendidikan (FKIP) Universitas Abulyatama Aceh pada semester Ganjil dan Genap Tahun Ajaran 2020/2021. Hasil penelitian menunjukkan bahwa terdapat 8 program merdeka belajar kampus merdeka antara lain; 1) pertukaran pelajar,

¹ Universitas Abulyatama, Aceh
Email: tuti_biologi@abulyatama.ac.id

² Universitas Muhammadiyah Prof. Dr. HAMKA, Jakarta, Indonesia
Email: irdalisa@uhamka.ac.id

2) magang/ praktik kerja, 3) mengajar di instansi pendidikan, 4) proyek di desa, 5) penelitian/riset, 6) kegiatan kewirausahaan, 7) studi/proyek independent dan 8) proyek kemanusiaan. Pada Fakultas Keguruan dan Ilmu Pendidikan (FKIP) telah menjalankan program pertukaran pelajar dengan Universitas Almuslim, program asisten mengajar di instansi pendidikan dimana mahasiswa dan dosen Universitas Abulyatama lulus seleksi program hibah kementerian yang bernama "Kampus Mengajar" serta program membangun desa/kuliah kerja nyata tematik.

INTRODUCTION

Merdeka Belajar Kampus Merdeka's (MBKM) primary endpoint is to ensure the independence of higher education institutions in both the public and private sectors. MBKM is deemed relevant and appropriate for implementation in today's democratic era, in which students have the option of eight MBKM curricula offered by the ministry (Wardhana, 2020; Sugiri & Priatmoko, 2020; Sesfao, 2020; Sabardila, 2020). Students enrolled in this MBKM program can attend lectures outside of their study program for one semester or the equivalent of 20 credits at the same college. Additionally, students receive two semesters of lectures from attending outside of college, either through the same or a different study program. Internship program in which students can complete internships in public or private businesses (Yamin & Syahrir, 2020).

The Minister of Education and Culture (KEMENDIKBUD) in 2020 with the concept of MBKM is considered relevant and appropriately implemented in the current democratic era. According to Nadiem Makarim, the basic concept of choosing free learning is inspired by the philosophy of K.H. Dewantara, with an emphasis on independence MBKM echoes two essential concepts, namely "Merdeka Belajar" and "Merdeka Campus". First, the concept of free learning means freedom of thought. According to Nadiem Makarim, the essence of independence of thinking must be started first by educators. Such a view should be seen as an attempt to respect changes in learning in educational institutions in elementary, middle, and even college. Second, the independent campus is a continuation of the concept of free learning. Merdeka campus is an attempt to release the shackles to move more easily and flexibly. The purpose of MBKM is to improve the competence of graduates, both soft skills and hard skills, to be better prepared and relevant to the needs of today's times, preparing graduates as future leaders of a superior and personal nation (Mustaghfiroh, 2020).

MBKM's policy aligns with the Minister of Education and Culture Regulation No. 3 of 2020 on National Standards of Higher Education. The rules are implemented by a number of related parties, among others; college (PT), faculty (UPPS), study program (Prodi), students, and partners. For pt managers, it is mandatory to facilitate the right for students (can be taken or not) to: (a) can take the Semester Credit System (SKS) outside the college for a maximum of 2 semesters or equivalent to 40 credits and (b) can take credit in different study programs at the same college as much as 1 semester or equivalent to 20 credits. The faculty must (a) prepare facilitation of a list of faculty-level courses that students can take across study programs and (b) prepare cooperation documents (MoU/SPK) with relevant partners.

There are a number of scientific studies on the policy of Merdeka Belajar-Kampus Merdeka (MBKM) that have been published, both in the form of journal articles and papers in the proceedings, such as Nehru (2019), Elihami (2019), Abidah, et al. (2020), Asfiati & Mahdi (2020), Fadhil (2020), Fira (2020), Halitopo (2020), Hartoyo (2020), Haryanto (2020), Hastuti (2020), Izza, et al. (2020), Kurniawan (2020), Mu'amalah (2020), Mustaghfiroh (2020), Naufal, et al. (2020), Pendi (2020), Piong (2020), Yulian (2020), Yamin & Syahrir (2020), Wardhana (2020),

Sugiri & Priatmoko (2020), Sesfao (2020), Sabardila (2020), Ramadania & Aswadi (2020), and Priatmoko & Dzakiyyah (2020). Studies related to MBKM that more specifically explain how its application in the Faculty of Teacher Training and Education has not been reviewed or studied in detail, so this article will discuss how the concept of MBKM and its application in the Faculty of Teacher Training and Education.

METHOD

This research is included in the type of descriptive qualitative research. Descriptive research in this article will illustrate the concept of Merdeka Belajar Kampus Merdeka (MBKM) and its application in the faculty of teacher training and education (FKIP) of Abulyatama University. Then the data is collected using direct observation methods. Next, researchers compiled data and categorized it according to Moleong (1988). Categorization is an important step and must follow certain rules. First, the category should be related to the purpose of the research. Second, that category must be "complete", meaning that any data can be placed in one of its categories. Third, categories must be "not interdependent", meaning that no single data content can fall into more than one category. Fourth, the category must be "free". Fifth, categories must be acquired based on a single classification principle.

Two concepts were used to determine the validity of the data in this study: validity and reliability. Reading and re-reading were utilized in this study to ensure the validity and reliability of the findings. Researchers use three methods to gather accurate data: (1) persistence of observation, (2) triangulation, and (3) peer verification. Methodologies of triangulation of sources, methods, and theories are used in this work. In Moleong (1988), Patton defines triangulation with sources as comparing and verifying back the degree of trust in information gained through diverse methods and tools in qualitative methodologies.

FINDINGS AND DISCUSSION

MBKM Concept

According to Article 15 paragraph 1 of Ministry of Education and Culture (Permendikbud) Regulation No. 3 of 2020, the following types of educational activities can be carried out both within and outside the Study Program: Internships/Work practices, teaching assistant in the education unit, research/research; humanitarian projects; entrepreneurial activities; independent studies/projects; and a real-work lecture theme are all examples of student exchanges. MBKM's form of learning activities is detailed in detail in the next sections.

1) Student Exchange

In the first place, there's the exchange program for high school students. Many students want to enroll in this program. Students can participate in this exchange program if their colleges have a credit transfer system in place. Students' attitudes can be shaped by student interactions, such as recognizing cultural variety, ideas, religions, beliefs, or original finds of others, cooperating, having social awareness, or social concern for society and the environment. The goals of this student exchange program are twofold: first, to foster friendships between students from different regions, tribes, cultures, and religions in order to foster a sense of national unity; and second, to foster friendships between students from different campuses, both domestically and abroad. And lastly, ensure that educational gaps between home universities and foreign institutions of higher learning are filled through knowledge transfer. To name just a few possibilities, student exchange programs like this one allow for a variety of different kinds of activities, such as 1) student exchanges within a single college, 2) student exchanges between different colleges, 3) student exchanges between the same study program at different universities, and 4) student exchanges between various study programs and universities. Other Study Programs at the same College use face-to-face or online

learning methods to deliver their lessons to their students. Elective courses are a method of learning included in the curriculum structure or curriculum development to enhance graduate learning outcomes.

Students, universities/study programs of origin, and partner campuses all benefit from this student exchange program in a variety of ways. As a result of participating in student exchange programs, students better understand concepts such as national identity, moral character, and group loyalty through cross-cultural exposure. Students can gain a wide range of experience by taking courses at different universities. In addition, you'll learn about a new country, its people, and its educational environment on a national and international scale. We've worked to bolster student nationalism in recent years while also enhancing cross-cultural communication among students. First, universities and study programs in their home countries will be able to restructure their curricula to better align with Graduate Learning Achievement, Achievement of Learning Courses and sub-courses, and study materials and methods. Secondly, the student exchange program will be able to accommodate better students who have different learning styles, such as those who prefer a hands-on approach or those who prefer a more academic approach. 2) can create academic and non-academic networks with Study Programs throughout the country and worldwide. a) The university can adjust the department/study program's curriculum so that Graduate Learning Achievement, Learning Subject Achievement, Sub-Achievement of Learning Courses, study materials, materials, forms and methods of learning, and types of evaluations covered in the student exchange program are consistent. b) can expand their academic and non-academic networks with Study Programs.

2) Internship/Work Practices

The internship program was born because college graduates lack work experience at university, so they are less ready to work in the industry/professional world. The internship program is carried out 1-2 semesters by doing direct learning in the workplace (experiential learning). Activities for 6 months are equated with 20 credits expressed in the form of competence in the form of hard skills and soft skills. Learning activities are conducted through cooperation with companies, non-profit foundations, multilateral organizations, government agencies, and startups. Students acquire hard skills such as complex problem solving and analytical skills. While soft skills such as professional / work ethics, communication, cooperation, etc. Learning activities in the industry make students familiar with the workplace and better prepared to enter the world of work later. Universities also get information related to the problems faced in the industrial world. Among other things, the university must first reach an agreement in the form of a Memorandum of Understanding with partners who wish to cooperate in the internship program; second, develop an internship program with a partner; third, assign a guidance lecturer who will guide students during the internship; fourth, where possible, the supervisor should visit the internship for monitoring and evaluation; fifth

Students, academic programs, and internship partner institutions/industries benefit from internship programs and work practices. a) Train students' talents in accordance with their particular fields of science through ril experience gathered during the internship/work practice program process; b) Provide suitable experience for students in experiential learning. Develop insights into creative and innovative scientific thinking while learning about the working practices of the world of work through internship programs and work placements; d) Train students' ability to adapt to the workplace culture and interact with all parties involved in the institutions or industries where internship programs or work placements are offered. When it comes to the Study Program's advantages, they include 1) Adapting the curriculum based on job market needs; 2) Expanding one's network to include a wider range of stakeholders. As a result of this effort, industry challenges will be brought to PT professors and students' attention, allowing for more

current and meaningful research and teaching materials. a) Obtain a workforce that is expected to participate in existing work and problem-solving; b) Foster mutually beneficial cooperation, both in the form of the introduction of science and technology innovations obtained by students from their universities, and the ease with which partner institutions/industries can obtain inputs as a new workforce. The sector receives talent that can later be directly hired, therefore decreasing the cost of recruiting and early training/induction. Students who are familiar with the working environment are more likely to succeed in the real world of their job and career.

3) Teaching Assistants in the Education Unit

This program is a program that is also a lot of interest. This program was raised because the quality of education in elementary and secondary schools is still not in line with expectations. This can be seen from PISA 2018 ranking Indonesia is at number 7 from below. The teaching assistant program makes the school a place of teaching practice, both schools located in cities and remote areas. Learning activities in teaching assistants can be done in elementary school, junior high school, and high school. The purpose of teaching assistance is first; provide opportunities for students interested in education to deepen the practice and science of becoming teachers in schools, Second; help improve the equalization of the quality of education and the relevance of primary and secondary education with universities and keep up with the times with the era of digitization 4.0, thirdly helps fill the limitations of teachers and the lack of quality of educators in areas in need, fourth; Teaching assistant programs in the education unit can be a learning vehicle for students from educational institutions and education personnel, especially students from educational study programs in order to improve competence in the teaching process in schools, fifth; It can be a bridge for people in villages to follow the progress with the presence of students in teaching assistant programs, to educate, give and share learning experiences that are updated and inspiring.

The benefits that will be obtained by students, original study programs, and partners in teaching assistant programs in educational units, among others; Benefits for students are; a) obtain additional up-to-date information and knowledge and experience about being a teacher, school, and the dynamics of education directly in the school; b) gain experience on how to package learning that suits the characteristics and level of development of learners; c) acquire reasoning power in conducting the study, formulation, and solving of educational problems in schools; d) gain an understanding of how learners learn, think, and come up with ideas; e) increase the student's sense of responsibility and concern for education in the 3T area and the village. While the benefits for the original study program include; 1) study program origin can know the dynamics and learning climate in schools that can be implemented in lectures through changes and development of the curriculum of the department/study program that is adapted to the three-semester learning rights program outside the study program; 2) The creation of a partnership between the original study program and the school is demonstrated by the joint commitment to develop follow-up programs in improving the quality of learning in various forms and sustainable and supporting the implementation of Student Field Learning Practice. While the benefits for partners include; a) support the progress of the 3T area because students are relegated to teach, educate, and inspire the community; b) the people in the village get young intellectuals because students are allowed to teach in the region; c) partners obtain inputs, ideas, and inputs of students who can play a role in the development of an organization/institution/region and be a solution in solving existing problems; d) ease for partners in obtaining HR inputs of college graduates who already have competence; e) improve partnership relationships between partners and colleges.

4) Research

A research program is a program that gives opportunities to students who have passion and talent to become researchers. Students' involvement in research can build a critical way of thinking

to explore, understand, and be able to perform better research methods. Activities can be done for 1-2 semesters. Five things are the purpose of the research activity program, namely (a) improving the ecosystem and quality of research in Indonesian laboratories and research institutions by providing researcher resources through the regeneration of researchers early on; (b) to developing students' interests and curiosity towards the problems, needs and challenges faced by the Indonesian nation accompanied by solutions to the solution (c) Find the right scientific solution so as to produce research work that is beneficial for both the academic community and the wider community; (d) improve the quality and quantity of research that students can do to produce more optimal output. (e) Trigger intellectual students in developing creative and innovative products scientifically.

The benefits that will be obtained by students who take this research program are; a) be able to apply knowledge and skills to find problems and uncover scientific solutions to answer problems in society based on their respective fields of knowledge; b) be able to produce scientific work that is able to provide benefits to the community, nation, and country; c) be able to produce scientific publications and IPR from the research process; d) be able to enhance the knowledge and research skills applied in completing the final task; e) open opportunities to establish competitive research institutions, both by group and independent individuals.

5) Humanitarian Project

This humanitarian program is presented because Indonesia has many natural disasters such as earthquakes, volcanic eruptions, tsunamis, hydrological disasters, etc. With these disasters, students can become "foot soldiers" in humanitarian and development projects. The objectives of this humanitarian project program include; (a) prepare students who excel and uphold human values in carrying out their duties based on religion, morals and ethics; and (b) Train students to have a social sensitivity to explore and explore existing problems and participate in providing solutions in accordance with their respective interests and expertise. Students are accompanied by lecturers and partner institutions to supervise, assess and evaluate the activities carried out. Partner institutions can be located at home or abroad. Domestic partner institutions such as Local Government, PMI, BPBD, BNPB and so on. While foreign partner institutions such as UNESCO, WHO, UNHCR, UNOCHA, and so on.

The benefits that will be obtained by students who take humanitarian project programs include the following; First, the creation of competence of student attitudes as social creatures, especially in developing character in the form of caring and participation in overcoming humanitarian problems present in society. Second; You can build and expand off-campus networks through collaborative activities between students, communities, and formal organizations. For the study program, the humanitarian project program will provide benefits, among others; a) as a forum for the socialization of study programs to increase the trust and acceptance of graduates in the community environment. b) can strengthen the partnership of study programs with external organizations, especially formal organizations engaged in humanity both in the national and international scope. c) can produce community service (PkM) involving lecturers and students.

6) Entrepreneurial Activities

This entrepreneurial program is presented to encourage and develop student interest in entrepreneurship. The purpose of the entrepreneurship program in detail is as follows (a) so that students who have an entrepreneurship interest in order to develop their business early and guided; and (b) students can use the business plan that has been obtained while attending entrepreneurship lectures into a business that can be pioneered since college. c) students can apply entrepreneurial skills by assisting Micro, Small, and Medium enterprises in order to develop their products and business innovations. d) students can develop entrepreneurial programs for community empowerment by collaborating with relevant agencies. As for the benefits that will be

obtained by students who take entrepreneurship programs, among others; 1) to apply the knowledge and skills of universities, especially in the field of entrepreneurship, 2) to apply business ideas and plans by pioneering businesses since college, 3) to assist MSMEs in developing their products and business innovations and 4) to provide opportunities to create jobs as an effort to deal with intellectual unemployment problems.

7) Independent Studies/Projects

Independent project program, one of the reasons for the emergence of this program is to complement topics that are not included in the lecture schedule but contained in the syllabus. Students can create innovative work contested at the national and international levels. This activity can be used as a substitute for courses that must be taken and calculated based on the contribution and role of students who coordinate with the guidance lecturer. The purpose of this independent study/project is as follows: first; Realizing the idea of students in developing innovative products, second; Conduct research and development based education (R&D), and third; Improving student achievement in national and international events, fourth; improve the experience and competence of students by the scientific field of the study program and fifth; Can implement the implementation of Tri Dharma Higher Education in the community service section.

Some of the benefits that will be obtained by students who take an independent study program/project are as follows; 1) Students can implement ideas in the process of developing products, works, ideas, and innovations that become ideas in independent projects; 2) students will obtain research and development-based education (R&D); 3) students will be able to obtain local, national and international level achievements; 4) be able to train students' skills by their field of science in implementing independent project programs; 5) Students can be more independent in carrying out work programs.

8) Building a Village/Real Work Lecture Thematic

This program provides students with the opportunity to live and work in a community, identify potential and deal with challenges, improve the village and regional capacity, as well as formulate solutions to community issues. Once the assignment has been completed, the student will be able to submit a final report. For this program to be successful, it must accomplish the following goals: (a) a student presence in the village for 6-12 months can assist in program planning, ranging from studying village potential to identifying development problems and challenges in the village. It can also help students prepare development priorities and design programs and infrastructure facilities. It can also help students empower the community. It can also help students manage BUMDes. Students who participate in the village building program can use the knowledge and skills they've learned during their university studies to aid the community and enhance their adaptability to the community's conditions so that they'll be better prepared to live in society and socially.

MBKM application at the Faculty of Teacher Training and Education

1) Student Exchange Program

Various types of student exchange include the following: first, student exchange between study programs within the same college; second, student exchange between other study programs within the same college; third, student exchange between students enrolled in the same study program at different universities; and fourth, student exchange between different study programs and colleges. Face-to-face or online learning activities are conducted in different study programs at the same college. The faculty picked the third form of exchange for students, which is student exchange between colleges offering the same study program.

The exchange of students is conducted by enrolled in FKIP Unaya's Biology Education Program and those enrolled in Almuslim University's Biology Education Program. Between FKIP

Biology Education Universitas Abulyatama (Unaya) and Almuslim University, up to five students enrolled in Biology Seminar courses were Almuslim University lecturers. The lecture process is facilitated by using the LMS Almuslim media, which already includes a variety of menus, such as material menus, RPS, Assignments, Videos, Mitem, and even The Final. This is the format of the lecture at LMS Almuslim University. Likewise, the absence of student attendance is also done through LMS media. By using LMS, all materials, absences, and even evaluation processes can be recorded and if at any time needed, can be called and downloaded again. Here is a form of absence by displaying the names of students who have taken biology seminar courses.

2) Teaching Assistant Program in the Education Unit

The assistant program teaches in the education unit in-field experience practice courses with a weight of 4 credits; Semester 7. Students are sent to High School and Junior High School and Elementary School. Students who pass the ministry program in the Teaching Campus program will be given facilities, among others; 1) conversion of courses of 12 credits; 2) the provision of allowance of Rp. 700,000/month; 3) given a maximum UKT discount of Rp. 2,400,000-one time; 4) obtain an award charter as a teaching campus participant.

Students' contributions to the teaching are to assist teachers in implementing learning from home or face-to-face in school, particularly in literacy and numeracy learning; to assist in the adaptation of technology to the learning process; to assist the principal in administrative and managerial areas of the school; to socialize kemendikbud learning products; to socialize Pancasila student profile promotion materials and educational ambassadors for Pancasila. Not only do lecturers participate in the teaching campus program; they also serve as field companion lecturers, who are responsible for accompanying students to meetings with the education and school offices, conducting mentoring sessions throughout the program, communicating with the teacher, sharing sessions with all guidance students, providing final grades, and making recommendations for the student's self-development guidance. The following figure illustrates enrolling students in the campus program using the MBKM account.

The number of students who passed the campus program taught the class of 1 amounted to nine students from various study programs in the faculty of Teacher Training and Education (FKIP) Unaya, namely the Indonesian Language and Literature Education Study Program and the English Language Education Study Program. Likewise, for lecturer grants, there are five lecturers who are selected as field companion lecturers (DPL) Campus teaching class 1, namely lecturers from Biology Education program 2 people, Mathematics Education Study Program 1 person, English Education Study Program 1 person and Indonesian Language and Literature Education Study Program 1 person, while the complete data can be seen in the following image.

3) Thematic Real Work Building Program

Building a Village is a style of education that teaches students how to live in a community, discover potential and resolve problems, create village / regional potential, and formulate solutions to community problems. The benefits obtained by students from the village building program include the ability to apply knowledge and skills acquired during their university studies to benefit the village through useful projects, as well as the ability to improve students' adaptability to changing situations and conditions in the community, thereby gaining experience and insight necessary for successful social interaction.

CONCLUSION

According to the research and discussion, the MBKM program has eight independent campus programs, including the following: 1) student exchange; 2) internships/work practices; 3) teaching in educational institutions; 4) village projects; 5) research/research; 6) entrepreneurial activities; 7) independent studies/projects, and 8) humanitarian projects. This study examines only one

aspect of autonomous learning at a university. It is desired that additional research would be conducted on the adoption of autonomous learning on other campuses to ascertain the benefits and drawbacks.

REFERENCE

- Abidah, dkk. (2020). The Impact of Covid-19 to Indonesian Education and Its Relation to the Philosophy of “Merdeka Belajar”. *Journal Studies in Philosophy of Science and Education*, vol. 1, no. 1, hlm. 38-49.
- Asfiati & Mahdi. (2020). Merdeka Belajar bagi Anak Kebutuhan Khusus di SLB Kumala Indah Padangsidempuan. *Kindergarten: Journal of Islamic Early Childhood Education*, vol. 3, no. 1, hlm. 59-69.
- Elihami. (2019). Implementasi Layanan Bimbingan Kelompok dalam Meningkatkan Higher of Think Mahasiswa Berbasis Kampus Merdeka. *EduPsyCouns: Journal of Education, Psychology, and Counseling*, vol. 1, no. 1, hlm. 79-86.
- Fadhil. (2020). Analisis Merdeka Belajar ala Ketamansiswaan (Niteni, Nirokke, Nambahi) pada Proses Belajar dan Mengajar Bahasa Inggris (K13) di Kelas XI MAN 1 Yogyakarta. *Prosiding Seminar Nasional Pendidikan Implementasi Merdeka Belajar Berdasarkan Ajaran Tamansiswa, Universitas Sarjanawiyata Tamansiswa, Sleman, 7 Maret 2020*.
- Fira. (2020). Implementasi Merdeka Belajar Menggunakan Media Edmodo dalam Menulis Teks Deskriptif. *Prosiding Seminar Nasional Pendidikan Implementasi Merdeka Belajar Berdasarkan Ajaran Tamansiswa, Universitas Sarjanawiyata Tamansiswa, Sleman, 7 Maret 2020*.
- Halitopo. (2020). Implementasi Merdeka Belajar dalam Buku Teks Bahasa Inggris untuk SMK. *Prosiding Seminar Nasional Pendidikan Implementasi Merdeka Belajar Berdasarkan Ajaran Tamansiswa, Universitas Sarjanawiyata Tamansiswa, Sleman, 7 Maret 2020*.
- Hartoyo. (2020). Pendekatan Saintifik Pengajaran Bahasa Inggris dan Merdeka Belajar Menurut Ki Hajar Dewantara. *Prosiding Seminar Nasional Pendidikan Implementasi Merdeka Belajar Berdasarkan Ajaran Tamansiswa, Universitas Sarjanawiyata Tamansiswa, Sleman, 7 Maret 2020*.
- Haryanto. (2020). Menelaah Pembelajaran Sastra yang (Kembali) Belajar Merdeka di Era Merdeka Belajar. *Prosiding Seminar Nasional Konferensi Ilmiah Pendidikan 2020, Universitas Pekalongan, Pekalongan, 27 Februari 2020*.
- Hastuti. (2020). Merdeka Belajar: Optimalisasi IT dalam Pembelajaran Ketrampilan Berbicara Bahasa Inggris melalui Video Simulasi Teks Prosedur. *Prosiding Seminar Nasional Pendidikan Implementasi Merdeka Belajar Berdasarkan Ajaran Tamansiswa, Universitas Sarjanawiyata Tamansiswa, Sleman, 7 Maret 2020*.
- Izza, dkk. (2020). Studi Literatur: Problematika Evaluasi Pembelajaran dalam Mencapai Tujuan Pendidikan di Era Merdeka Belajar. *Prosiding Seminar Nasional Konferensi Ilmiah Pendidikan 2020, Universitas Pekalongan, Pekalongan, 27 Februari 2020*.
- Kurniawan. (2020). Implementasi Merdeka Belajar Berdasarkan Ajaran Tamansiswa dalam Pembelajaran Bahasa Inggris Lembaga Kursus Kelas Anak-Anak. *Prosiding Seminar Nasional Pendidikan Implementasi Merdeka Belajar Berdasarkan Ajaran Tamansiswa, Universitas Sarjanawiyata Tamansiswa, Sleman, 7 Maret 2020*.
- Mu’amalah. (2020). Merdeka Belajar sebagai Metode Pendidikan Islam dan Pokok Perubahan (Analisis Pemikiran KH Hamim Tohari Djazuli). *Jurnal Tawadhu*, vol. 4, no. 1, hlm. 977-994.
- Mustaghfiroh. (2020). Konsep “Merdeka Belajar” Perspektif Aliran Progresivisme John Dewey. *Jurnal Studi Guru dan Pembelajaran*, vol. 1, no. 1, hlm. 141-147.
- Naufal, dkk. (2020). Penelitian Penerapan Program Sistem Kredit Semester Menunjang Terealisasinya Merdeka Belajar di SMA Negeri 1 Pekalongan. *Prosiding Seminar Nasional Konferensi Ilmiah Pendidikan 2020, Universitas Pekalongan, Pekalongan, 27 Februari 2020*.
- Nehru. (2019). Asesmen Kompetensi sebagai Bentuk Perubahan Ujian Nasional Pendidikan Indonesia: Analisis Dampak dan Problem Solving Menurut Kebijakan Merdeka Belajar. *Journal of Chemical Information and Modeling*, vol. 53, no. 9, hlm. 1689-1699.

- Pendi. (2020). Merdeka Belajar yang Tercermin dalam Kompetensi Profesional Guru Bahasa Inggris SMP Negeri 01 Sedayu. Prosiding Seminar Nasional Pendidikan Implementasi Merdeka Belajar Berdasarkan Ajaran Tamansiswa, Universitas Sarjanawiyata Tamansiswa, Sleman, 7 Maret 2020.
- Piong. (2020). Penerapan Merdeka Belajar dalam Buku Teks Bahasa Inggris 'Talk Active' Kelas XI SMA. Prosiding Seminar Nasional Pendidikan Implementasi Merdeka Belajar Berdasarkan Ajaran Tamansiswa, Universitas Sarjanawiyata Tamansiswa, Sleman, 7 Maret 2020.
- Priatmoko & Dzakiyyah. (2020). Relevansi Kampus Merdeka terhadap Kompetensi Guru Era 4.0 dalam Perspektif Experiential Learning Theory. *Jurnal At- Thullab*, vol. 4, no. 1, hlm. 1-15.
- Ramadania & Aswadi. (2020). Blended Learning dalam Merdeka Belajar Teks Eksposisi. *Stilistika: Jurnal Bahasa, Sastra, dan Pengajarannya*, vol. 5, no. 1, hlm. 10-21.
- Sabardila. (2020). Analisis Manner dalam Debat Merdeka Belajar oleh Mahasiswa Magister Pendidikan Bahasa Indonesia Universitas Muhammadiyah Surakarta. *Jikap PGSD: Jurnal Ilmiah Ilmu Kependidikan*, vol. 4, no. 2, hlm. 185-194.
- Sesfao. (2020). Perbandingan Pemikiran Pendidikan Paulo Freire dengan Ajaran Tamansiswa dalam Implementasi Merdeka Belajar. Prosiding Seminar Nasional Pendidikan Implementasi Merdeka Belajar Berdasarkan Ajaran Tamansiswa, Universitas Sarjanawiyata Tamansiswa, Sleman, 7 Maret 2020.
- Sugiri & Priatmoko. (2020). Perspektif Asesmen Autentik sebagai Alat Evaluasi dalam Merdeka Belajar. *Jurnal At-Thullab*, vol. 4, no. 1, hlm. 53-61.
- Wardhana. (2020). Konsep Pendidikan Taman Siswa sebagai Dasar Kebijakan Pendidikan Nasional Merdeka Belajar di Indonesia. Prosiding Seminar Nasional Pendidikan Implementasi Merdeka Belajar Berdasarkan Ajaran Tamansiswa, Universitas Sarjanawiyata Tamansiswa, Sleman, 7 Maret 2020.
- Yamin & Syahrir. (2020). Pembangunan Pendidikan Merdeka Belajar (Telaah Metode Pembelajaran). *Jurnal Ilmiah Mandala Education*, vol. 6, no. 1, hlm. 126-136.
- Yulian. (2020). Implementasi Aktivitas Merdeka Belajar dalam Pembelajaran Bahasa Inggris di Kelas 8 pada SMP Muhammadiyah 2 Yogyakarta. Prosiding Seminar Nasional Pendidikan Implementasi Merdeka Belajar Berdasarkan Ajaran Tamansiswa, Universitas Sarjanawiyata Tamansiswa, Sleman, 7 Maret 2020