# MBKM POLICY AND PRACTICE AT UNIVERSITAS SILIWANGI: AN ANALYSIS OF ALIGNMENT, EFFECTIVENESS, AND IMPACT ON STUDENT COMPETENCIES

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**Abstract**

The transformation of higher education in Indonesia through the Merdeka Belajar–Kampus Merdeka (MBKM) policy requires universities to strengthen curriculum flexibility, experiential learning, and institutional readiness. However, the alignment between policy design and real implementation varies across institutions, particularly in regional universities. This study aims to analyze the consistency between MBKM policy documents and implementation practices at Universitas Siliwangi, evaluate the effectiveness of its programs in enhancing student competencies, and identify the structural and operational challenges influencing program outcomes. Using a qualitative case study approach, data were collected through in-depth interviews with supervising lecturers, MBKM coordinators, and student participants, supported by institutional documents such as curricula, guidelines, decrees, and activity reports. The findings show that Universitas Siliwangi has established policy frameworks aligned with national MBKM principles, reflected in curriculum integration, recognition of off-campus learning, and structured administrative support for programs such as MSIB, PMM, Teaching Campus, and community-based projects. Students participating in MBKM reported significant improvements in communication, independence, problem-solving, and workplace readiness. However, several challenges persist, including uneven curriculum harmonization, limited partner availability in certain study programs, varying levels of student readiness, and the need for a more adaptive academic information system. Overall, the study concludes that MBKM implementation at Universitas Siliwangi is progressing well, yet requires strengthened governance, improved cross-unit coordination, and expanded partnerships to achieve optimal and sustainable transformation in higher education.

**Keywords:** MBKM, curriculum alignment, student competencies, experiential learning, university governance, policy implementation

*Abstrak*

*Transformasi pendidikan tinggi melalui kebijakan Merdeka Belajar–Kampus Merdeka (MBKM) menuntut perguruan tinggi untuk memperkuat fleksibilitas kurikulum, pembelajaran berbasis pengalaman, dan kesiapan tata kelola institusi. Namun,*

*kesesuaian antara desain kebijakan dan praktik implementasi masih bervariasi, terutama pada perguruan tinggi daerah. Penelitian ini bertujuan untuk menganalisis keselarasan antara dokumen kebijakan MBKM dan pelaksanaannya di Universitas Siliwangi, mengevaluasi efektivitas program dalam meningkatkan kompetensi mahasiswa, serta mengidentifikasi tantangan struktural dan operasional yang memengaruhi keberhasilan implementasi. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus. Data dikumpulkan melalui wawancara mendalam dengan dosen pembimbing, koordinator MBKM, dan mahasiswa peserta program, serta didukung oleh telaah dokumen institusional seperti kurikulum, pedoman program, surat keputusan, dan laporan kegiatan. Hasil penelitian menunjukkan bahwa Universitas Siliwangi telah membangun kerangka kebijakan yang selaras dengan prinsip MBKM nasional, terlihat dari integrasi kurikulum, pengakuan pembelajaran di luar kampus, dan dukungan administratif terhadap program seperti MSIB, PMM, Kampus Mengajar, dan proyek berbasis masyarakat. Mahasiswa peserta MBKM melaporkan peningkatan signifikan pada kemampuan komunikasi, kemandirian, pemecahan masalah, dan kesiapan kerja. Namun, sejumlah tantangan masih ditemukan, termasuk harmonisasi kurikulum yang belum merata, keterbatasan mitra pada beberapa program studi, variasi kesiapan mahasiswa, serta kebutuhan sistem informasi akademik yang lebih adaptif. Secara keseluruhan, implementasi MBKM di Universitas Siliwangi menunjukkan kemajuan, namun membutuhkan penguatan tata kelola, peningkatan koordinasi lintas unit, dan perluasan kemitraan agar transformasi pendidikan tinggi dapat berlangsung lebih optimal dan berkelanjutan.*

***Kata kunci****: Implementasi MBKM, keselarasan kurikulum, kompetensi mahasiswa, pembelajaran pengalaman, tata kelola kampus, kebijakan pendidikan*

## INTRODUCTION

The transformation of higher education in Indonesia over the past decade has marked a significant shift in educational paradigms. Universities are no longer positioned merely as institutions for transferring knowledge; instead, they are increasingly expected to serve as flexible, adaptive, and responsive learning ecosystems aligned with rapid social, economic, and technological developments. This shift became more pronounced with the implementation of the Merdeka Belajar–Kampus Merdeka (MBKM) policy under Ministerial Regulation No. 3 of 2020, which emphasizes experiential learning, competency relevance, and student readiness for the Fourth Industrial Revolution and Society 5.0. Prior studies affirm that MBKM has emerged as a national strategy designed to bridge the gap between academic competencies and the demands of contemporary professional environments (Bariyyah et al., 2023; Saa, 2025).

Both global and national studies highlight the importance of flexible curricula and experiential learning as key approaches to enhancing student competencies. Usman & Hartati (2024), through their bibliometric analysis, demonstrate a substantial increase in MBKM-related research, indicating strong academic interest in higher education transformation. Their findings emphasize the potential of MBKM to enhance learning quality and broaden opportunities for multidimensional competency development. Meanwhile, evidence from Supriati et al. (2022) underscores that the success of MBKM

implementation is highly dependent on institutional readiness, program management quality, and the availability of reliable academic systems.

Other studies have stressed that curriculum reform and renewed learning approaches serve as essential foundations for MBKM implementation. Utami & Suswanto (2022) argue that learner-centered curriculum reform requires lecturers to embrace new facilitative roles and recontextualize pedagogical strategies. Similarly, Defrizal et al. (2022) identify institutional commitment, program coordination, and external partnerships as crucial determinants of MBKM success. The diversity of institutional responses across the country suggests that MBKM implementation is far from uniform, reinforcing the need for contextual analysis at the university level.

At Universitas Siliwangi (UNSIL), MBKM implementation is governed by institutional documents such as the UNSIL MBKM Implementation Guidelines (2021) and the 2024 Higher Education Curriculum Implementation Guide. These documents outline policy directions, curricular mechanisms, and administrative procedures aligned with national quality standards. As a regional university, UNSIL operates within unique institutional capacities and challenges, which makes understanding its approach to MBKM both relevant and necessary.

National studies indicate that universities frequently encounter administrative issues, limited industry partnerships, and fragmented internal coordination in implementing MBKM (Fanggitasik & Neolaka, 2023; Restu et al., 2022). At the same time, research also points to gaps between policy design and student experience during internships, teaching assistantships, or social projects (Girik Allo, 2024). While many students benefit from enhanced skills and exposure, others struggle with administrative burdens, mismatched programs, insufficient mentoring, or delayed credit conversion. These discrepancies highlight the importance of examining MBKM implementation within specific institutional contexts, including UNSIL.

Despite the growing body of literature on MBKM, a clear research gap remains regarding how regional universities interpret national policy and operationalize it within their daily academic practices. Existing studies tend to focus on large universities or institutions with strong networks, leaving limited insight into the experiences of developing universities. Furthermore, previous research often emphasizes student perspectives or macro-level polic y analysis, while studies integrating policy documents, program coordinators' perspectives, and firsthand academic experiences remain scarce.

This study therefore seeks to address these gaps by analyzing how MBKM policies are interpreted, implemented, and evaluated at UNSIL. It examines (1) the alignment between UNSIL's institutional documents and MBKM principles, (2) the experiences of students, supervising lecturers, and program coordinators, and (3) recommendations for strengthening MBKM implementation. The novelty of this study lies in its triangulated approach, integrating document analysis, in-depth interviews, and field-based experiences to provide a holistic understanding of MBKM implementation in a regional

university. Through this inquiry, the study aims to contribute to ongoing discussions on MBKM practices nationwide and offer actionable recommendations to improve UNSIL's adaptability in meeting future higher education challenges.

**METHOD**

This study employed a qualitative approach with a case study design to obtain an in-depth understanding of how the Merdeka Belajar–Kampus Merdeka (MBKM) policy is implemented at Universitas Siliwangi within its real operational context. This approach was selected based on contemporary methodological perspectives that emphasize the ability of qualitative inquiry to explore processes, experiences, and policy dynamics holistically. Recent methodological literature highlights that qualitative research enables the researcher to engage directly with participants' perspectives and interpret how policy is enacted within specific social settings (Abdullah et al., 2022; Syamsul et al., 2023; Wada et al., 2024).

The research involved three groups of participants: supervising lecturers, MBKM student participants, and the university-level MBKM coordinator. Informants were selected using purposive sampling, considering their active involvement in planning, implementing, or evaluating the program. Purposive sampling is widely used in educational policy research because it allows researchers to obtain rich, relevant, and context-specific information that aligns with the research focus. Selecting participants based on their relevance to the phenomenon ensures that the study captures meaningful insights into institutional policy dynamics.

Data were collected through in-depth interviews, document analysis, and regulatory review. Semi-structured interviews were used to maintain focus while still allowing informants to describe their experiences naturally. This method is effective for uncovering perceptions, challenges, and contextual adaptations that may not be documented in formal institutional records. Document analysis included institutional materials such as the UNSIL MBKM Implementation Guide (2021), the UNSIL Higher Education Curriculum Guide (2024), administrative decrees for program participants, and official MBKM activity reports. Regulatory analysis involved examining Ministerial Regulation No. 3 of 2020 to evaluate the alignment between institutional practices and national policy frameworks.

Data analysis followed thematic analysis procedures commonly described in contemporary methodological works, involving transcription, repeated readings, coding, categorization, and theme identification (Abdullah et al., 2022; Syamsul et al., 2023; Wada et al., 2024). This approach enables systematic identification of recurring patterns related to policy alignment, program effectiveness, and contextual factors shaping MBKM implementation. The analysis was conducted concurrently with data collection to refine the research focus and deepen exploration based on emerging findings.

To ensure the credibility of the findings, source triangulation and method triangulation were applied. These strategies involved comparing interview data from lecturers,

students, and the MBKM coordinator with institutional documents and national regulations. Member checking was also conducted by inviting informants to review and confirm the researcher's interpretations of their statements. Such procedures align with recommended practices for enhancing the trustworthiness of qualitative research in contemporary methodological literature (Abdullah et al., 2022; Syamsul et al., 2023; Wada et al., 2024).

Overall, this methodological framework was designed to provide a comprehensive understanding of how MBKM policies are interpreted and operationalized at Universitas Sililangi, how institutional practices align with regulatory expectations, and what contextual factors influence policy implementation. The approach is expected to generate theoretical and practical contributions to the study of higher education policy implementation, particularly within regional universities facing distinctive challenges in adopting national reforms.

## RESULT AND DISCUSSION
### Analysis of the Alignment Between MBKM Policy Documents and Implementation Practices at Universitas Siliwangi

The implementation of the Merdeka Belajar–Kampus Merdeka (MBKM) policy at the university level requires not only administrative readiness but also consistency between formal policy design and its execution in the field. Based on official documents at Universitas Siliwangi—such as curriculum guidelines, decrees for MBKM student assignments, and letters of appointment for supervising lecturers—it is evident that the institution has developed a policy foundation aligned with the core principles of MBKM as mandated by Ministerial Regulation No. 3 of 2020. The integration of graduate profiles, learning outcomes, and off-campus learning opportunities indicates a strong institutional commitment to experiential and autonomous learning. This pattern corresponds with findings by Usman and Hartati (2024), who observed that many Indonesian universities have begun aligning their structural policies to support MBKM implementation.

The UNSIL curriculum guidelines explicitly regulate opportunities for students to participate in various forms of off-campus learning, including internships, community projects, student exchange, and teaching assistance. These provisions align with national policies allowing students to undertake 20–40 credits outside their home study program. Such curricular adjustments are consistent with Supriati et al. (2022), who argue that outcome-based curriculum restructuring is indispensable for successful MBKM implementation. The presence of administrative documents—such as decrees of students participating in MSIB, PMM, and the Teaching Campus program—also demonstrates that student involvement is structured, recurrent, and well-documented.

However, alignment between policy and practice is not always straightforward. One field supervisor stated, "conceptually everything is well-prepared, but when students return from the program, credit conversion often requires renegotiation with the department."

This reflects the reality that while flexibility has been created at the curricular level, mechanisms for credit recognition still require refinement. Similar challenges were noted by Defrizal et al. (2022), who identified credit conversion and internal academic synchronization as recurring issues in MBKM governance.

Further examination of course documentation shows that some programs have connected graduate learning outcomes with MBKM experiences, yet others still lack consistent integration between CPL, CPMK, and students' off-campus activities. Students participating in MSIB or thematic community service often gain substantial competencies, but these competencies are not always systematically mapped to program learning outcomes. This finding aligns with Girik Allo (2024), who highlighted that students' experiential learning frequently generates strong competencies that remain insufficiently reflected in curriculum documentation.

Interviews with the MBKM coordinator at UNSIL reinforce this view. The coordinator stated that "implementation at UNSIL is progressing, but harmonization between faculties, departments, and program managers still needs simplification." This indicates that coordination challenges are technical rather than structural. National studies provide similar insights, with Restu et al. (2022) noting that internal governance remains a critical determinant of MBKM success.

This situation reflects the analysis of Tobondo (2024), who notes that many universities in Indonesia continue to experience gaps between policy documents and real implementation, largely due to limited policy comprehension, administrative complexity, and unstable cross-unit coordination. These factors resonate with the challenges identified at UNSIL during the alignment of institutional guidelines with field-level practices.

Meanwhile, programs such as PMM, MSIB, and Teaching Campus show strong alignment between regulations and practice, especially concerning administrative support. Student decrees, supervisor assignments, and activity reports indicate that UNSIL fulfills MBKM's mandate to facilitate authentic off-campus learning. However, student interviews reveal that individual readiness and partner engagement also shape learning quality. Some students reported communication challenges and adjustment difficulties, reflecting the need for policy documents to continually adapt to the realities students face in the field.

Overall, Theme 1 demonstrates substantial alignment between MBKM policy documents and implementation at UNSIL. While the institution has met normative and administrative requirements, further enhancement is needed in credit conversion mechanisms, inter-unit coordination, and integration of learning outcomes. These findings lay important groundwork for the themes on program effectiveness and the impact of MBKM on student competencies.

### *Effectiveness of MBKM Implementation in Developing Student Competencies at Universitas Siliwangi*

The MBKM policy is fundamentally designed to bridge the gap between graduate competencies and labor market demands. Previous studies highlight that experiential learning through certified internships, independent study, teaching assistantships, and student mobility significantly enhances students' academic and professional capacities (Bariyyah et al., 2023; Saa, 2025). At Universitas Siliwangi, the effectiveness of MBKM can be assessed through student experiences, supervisory support, and institutional readiness in facilitating program implementation.

Interviews with supervising lecturers show significant improvements in students' discipline, independence, communication skills, and work ethic after participating in MBKM programs. One supervisor noted that "students returning from MBKM are usually more confident, have broader perspectives, and manage their tasks better." These observations align with findings by Girik Allo (2024), who reported that MBKM participation strengthens students' critical thinking, adaptability, and problem-solving abilities.

From an administrative perspective, UNSIL's program documents—such as student assignment decrees, assessment reports, and implementation guidelines—demonstrate that MBKM is structurally well-organized. Students are assigned academic supervisors, receive activity-based assessments, and undergo institutional monitoring. However, effectiveness is also shaped by internal readiness, particularly curriculum synchronization across study programs and the capacity of lecturers to manage credit conversion processes. This mirrors the findings of Restu et al. (2022) and Defrizal et al. (2022), who emphasize that institutional governance and academic processes strongly influence MBKM outcomes.

Students' experiences further illustrate the program's impact. Those participating in PTMGRMD community projects reported that they developed competencies in program management, data literacy, community communication, and collaborative problem-solving. These findings resonate with Ananda et al. (2023), who confirm that experiential learning accelerates the development of professional competencies.

These findings are consistent with the study by Wahyuningrat et al. (2025), which highlights that the effectiveness of MBKM implementation in higher education institutions is strongly influenced by the readiness of internal governance, the quality of inter-unit coordination, and the stability of faculty- and program-level policy execution. A similar pattern can be observed at UNSIL, where curriculum alignment and administrative coherence play a crucial role in determining the extent to which students benefit from MBKM activities.

Nevertheless, the effectiveness of MBKM at UNSIL is uneven across faculties. Departments with stronger external networks offer more opportunities for internships, while others face challenges in securing suitable partner organizations. Students' financial readiness and personal circumstances also affect their ability to participate in

off-campus programs. Saa (2025) notes similar disparities in other universities, attributing them to resource availability and institutional differences.

Overall, MBKM implementation at UNSIL demonstrates a high level of effectiveness in developing student competencies. However, its impact can be further optimized by improving curriculum consolidation, strengthening supervision, and enhancing digital academic systems to support broader participation.

### *Impact of MBKM Implementation on Strengthening Student Competencies at Universitas Siliwangi*

The primary goal of MBKM is to strengthen student competencies so they can adapt to workforce demands, technological developments, and evolving social dynamics. Field findings at UNSIL show that off-campus learning provides substantial gains in both soft and hard skills. Official documents—such as assignment decrees, assessment reports, and MBKM activity logs—indicate that UNSIL students undergo intensive and contextual learning that extends beyond formal classroom instruction.

One student participating in the Teaching Campus program explained that the experience required them to "adapt quickly, make on-the-spot decisions, and communicate with multiple stakeholders"—an experience they would not encounter in traditional courses. This aligns with Dewi et al. (2023), who found that programs such as student mobility and teaching assistance improve students' confidence, intercultural competence, and communication abilities.

Students participating in MSIB programs also reported that the fast-paced industrial environment "forced us to reorganize our workflow, manage deadlines, and meet performance targets." These observations correspond with findings from Girik Allo (2024), emphasizing that real work experience is a major driver of competency enhancement. Documented activities in PTMGRMD likewise show that UNSIL students engaged in real-world community analysis, project planning, and evidence-based reporting, strengthening their data literacy, teamwork, and leadership.

However, competency development does not occur automatically. Supervising lecturers and MBKM coordinators play crucial roles in guiding students through structured learning pathways. The coordinator stated that one challenge is "ensuring that students are truly learning, not merely completing activities." This reinforces the argument of Usman & Hartati (2024), who highlight that academic supervision and alignment with learning outcomes are decisive factors in successful MBKM implementation.

Students participating in the PMM program also reported advancements in intercultural understanding, academic adaptability, and cross-regional insights. UNSIL's PMM documentation confirms that students from various study programs engage in diverse learning environments, enriching both cognitive and socio-emotional competencies. Bariyyah et al. (2023) similarly report that MBKM broadens students' orientation toward global challenges and workplace expectations.

Overall, MBKM contributes positively and significantly to student competency development at UNSIL, although the impact is not uniformly experienced. Students who directly join MBKM programs gain substantial benefits, while non-participants experience indirect effects. This reflects the selective-impact nature of MBKM noted in national literature. Strengthening internal governance, supervision, and curricular integration will help ensure that benefits extend more broadly across the university.

**CONCLUSSION**

This study demonstrates that the implementation of the Merdeka Belajar–Kampus Merdeka policy at Universitas Siliwangi is progressing well, although several structural and operational challenges remain. At the institutional level, official documents at both the university and program levels have incorporated MBKM principles through the formulation of graduate profiles, alignment of learning outcomes, and the provision of off-campus learning opportunities. These efforts reflect UNSIL's commitment to aligning national policy directives with internal governance structures, ensuring that MBKM implementation rests on a clear regulatory and academic foundation.

In practice, MBKM at UNSIL is carried out dynamically through various schemes, including internships, humanitarian projects, student exchanges, and thematic community service programs. Interviews with supervising lecturers and the MBKM coordinator reveal that these programs positively influence the development of student competencies, particularly independence, communication, problem-solving, and workplace readiness. Students who participate in MBKM tend to be more confident and demonstrate broader perspectives when facing real work situations. This confirms MBKM's contribution to improving learning quality and strengthening the relevance of higher education to societal needs.

Despite these positive developments, several challenges remain. Managerial readiness, curriculum harmonization across faculties, the need for a more adaptive academic information system, and limited access to external partners in certain study programs continue to hinder optimal implementation. Variations in program-level support and the uneven readiness of students further highlight the importance of strengthening coordination across institutional units. These findings align with national studies indicating that MBKM success depends heavily on a robust institutional ecosystem, effective coordination mechanisms, and sufficient partnership support.

Overall, this study affirms that MBKM implementation at Universitas Siliwangi is not merely a matter of fulfilling national mandates but represents a deeper shift toward a more flexible, collaborative, and experience-driven academic culture. This research contributes theoretically and empirically by illustrating how alignment between policy and practice can be understood through triangulation of documents, interviews, and institutional data. The findings also open pathways for strengthening MBKM strategies through improvements in governance, expansion of partnerships, and consistent quality-based evaluation to ensure a more optimal and sustainable higher education transformation.

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