

## IMPLEMENTATION OF MERDEKA BELAJAR-KAMPUS MERDEKA IN THE PERSPECTIVE OF COMMUNICATION BASED LEARNING

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**Abstract:** This research aims to discover the policies, efforts made by the study program, and implementation of Merdeka Belajar-Kampus Merdeka from the perspective of communication-based learning. The type of data for this research is qualitative. Data collection techniques use interviews, observation, and documentation data analysis techniques using data reduction, data presentation, and verification/concluding. Triangulating sources carried out data validity by comparing interview data, observation, and documentation. The results of this research found that first, UIN Raden Fatah Palembang's policy in preparing MBKM regulations was to create MBKM guidelines, provide facilities to fulfill study periods and loads, collaborate with other universities and partners in the business and industrial world, carry out monitoring and evaluation of MBKM implementation; and reviewing the MBKM-based study program curriculum. Second, the preparatory efforts carried out by the study program are holding benchmarking, seminars, and workshops; Best-Q training; offering courses that can be taken into MBKM both outside the study program and outside the campus; verifying students who will take part in the MBKM program according to the specified requirements; placing both internal and external students in study groups according to applications; carry out course equivalence; carry out the learning process if several subjects have not been fulfilled from learning activities outside the study program and the university; and report the implementation of MBKM to the faculty every semester. Third, the Merdeka Belajar – Merdeka Campus regulations from a Communication-Based Learning perspective is that MBKM needs Communication Based Learning, study programs, and students must be more active in communicating with study programs, other campuses, agencies, and the world of business and industry (DUDI); optimizing the use of electronic learning media (e-learning); optimizing the use of new media learning media; and optimizing communication with alumni through tracer studies, carer development centers (CDC).

**Keywords:** Regulations, Communication Based Learning, Merdeka Belajar-Kampus Merdeka

## **INTRODUCTION**

The new policy issued by the Indonesian Government in 2020 is the Merdeka Belajar-Kampus Merdeka through "Permendikbud number 3 of 2020 concerning National Higher Education Standards," with the learning process in the Kampus Merdeka centered on students (student-centered learning). Learning at the Kampus Merdeka can provide challenges and opportunities to develop innovation, creativity, capacity, personality, and student needs, as well as develop independence in seeking and finding knowledge through the realities and dynamics of the field, such as ability requirements, real problems, social interaction, collaboration, management, self-performance demands, targets, and achievements. Through the Merdeka Belajar program, which is well-designed and implemented, students' hard and soft skills will be strongly formed (Nizam, 2020).

To realize students' hard and soft skills so that they can run well, the learning activity program designed by Minister of Education and Culture Regulation No. 3 of 2020 article 15 paragraph 1 states that what is carried out by study programs includes student exchanges for students themselves to choose a study program outside their study program for one semester, then another semester outside the university and for the course itself it is determined by the original study program, as for These courses do not need to be changed because the standards still follow the Indonesian National Qualifications Framework (KKNI) curriculum, teaching in schools, this is the role of the study program to choose which activities are appropriate to the study program. The teaching part in schools is mostly intended for the Teaching Faculty. Research In choosing this activity, students carry out research. The results can be published in an international journal (Scopus) as a substitute for a thesis/scientific work in the study program, a humanitarian project in this context. Students can also choose a humanitarian program. Nor does it depend on his interests and talents (Junaidi, 2020).

Furthermore, entrepreneurial activities are activities that are in great demand because they develop to become business people and can independently create jobs so that with this program it is hoped that students/students can learn well how to develop an up-to-date world of entrepreneurship in accordance with developments in the world of technology, studies/ independent projects, it can be understood that students can also take part in activities that use expertise in the field of projects, then this activity can be chosen or not by the student, building a village/thematic real work lectures, of course this course is familiar because every study program can do this KKN and it remains adapted to courses in the study program, and finally an internship/work practice in this activity, students can take an internship in accordance with the provisions of the study program as the study program has collaborated with institutions that are legally recognized internationally so that students gain skills and are recognized with a certificate so that the student Apart from doing an internship, you also get

a Companion Diploma Certificate (SKPI) (Kemdikbud, 2021). Based on these eight learning programs, it is hoped that the three semesters with the total credits undertaken by students will receive international legal recognition, and the certificates that students obtain can be included on the student's transcript and obtain a Companion Diploma Certificate (SKPI).

Referring to the context above, it can be understood that Merdeka Belajar-Kampus Merdeka is very good to implement in a tertiary institution, including at Raden Fatah State Islamic University, Palembang. This has already had a draft MBKM curriculum created by the university and is now often discussed and already in existence. The training was held to provide understanding to lecturers and heads of study programs about Merdeka Belajar-Kampus Merdeka with the aim that this regulation can be understood by all levels at the Raden Fatah State Islamic University, Palembang and so that the program to be implemented runs by common expectations, so it is necessary to have implementation of the Merdeka Belajar-Kampus Merdeka Regulations. However, many things must be prepared regarding infrastructure to get optimal results, especially from the lecturers and students. In this context, it will be seen from the perspective of communication and basic learning skills, meaning that learning is inseparable from communication. With communication-based learning, it is hoped that able to optimize learning well and adapt to the Merdeka Belajar-Kampus Merdeka and can help study programs carry out regular learning with up to date curriculum references by the needs of current developments, and this is also expected to support the accreditation of study programs that have nine criteria standards.

Several previous studies have been carried out, including research by Apriliyani et al. (2022), the influence of the implementation of Merdeka Belajar-Kampus Merdeka; Maulana (2022), lecturers' and students' understanding of Merdeka Belajar-Kampus Merdeka; Puspitasari & Nugroho (2021), Bhakti et al. (2022), obstacles to the implementation of Merdeka Belajar-Kampus Merdeka; and Mony et al. (2021), the impact of implementing Merdeka Belajar-Kampus Merdeka on learning outcomes. Unlike previous research, this focuses on policies, study program efforts, and implementation of Merdeka Belajar-Kampus Merdeka. Therefore, this research aims to discover the policies, efforts made by the study program, and implementation of Merdeka Belajar-Kampus Merdeka from the perspective of communication-based learning.

## **METHODS**

The type of data for this research is qualitative. The sampling technique uses the Purposive Sampling technique, a strategy for determining informants, which is very common in qualitative research by determining groups of participants who will become informants. This is by selected

criteria relevant to the research problem (Yusuf, 2016). In this study, the informants who were the research objects were leaders, heads of study programs, lecturers, students, and educational staff at UIN Raden Fatah Palembang.

Primary data in research results from observations and interviews with informants. Meanwhile, secondary data is a source of data obtained in finished form through publications or digital files relevant to this research theme (Luthfiyah, 2017). Meanwhile, secondary data is documentation such as the Merdeka Belajar-Kampus Merdeka guidebook issued by the Ministry of Education and Culture.

Meanwhile, the collection technique in this research is through (interview), as a method for collecting data through the researcher asking questions orally to the informant or respondent (Martono, 2015). Then, through direct observation, as well as documentation. The data analysis techniques include various activities, including data reduction, display, and conclusion drawing/verification (Hardani, 2020). Triangulating sources carried out data validity by comparing interview data, observation, and documentation.

## **RESULTS AND DISCUSSIONS**

### **Raden Fatah Palembang State Islamic University Policy in Preparing Merdeka Belajar-Kampus Merdeka Regulations**

#### **1. Creating Merdeka Belajar-Kampus Merdeka Guidelines**

UIN Raden Fatah Palembang, to accommodate the Merdeka Belajar-Kampus Merdeka (MBKM) program, has created MBKM Guidelines, which were published in 2021 and ratified through the Chancellor's Decree (SK) number 3995 (Penyusun, 2021).

This guide discusses various things related to MBKM at UIN Raden Fatah, such as the characteristics of the MBKM program, general requirements, and implementation of MBKM. Then, the various technicalities of the 8 MBKM programs are also explained by Minister of Education and Culture Regulation No. 3 of 2020, namely: 1) student exchange; 2) internship program; 3) teaching assistance in education units; 4) research (research); 5) humanity project; 6) entrepreneurial activities; 7) independent study/project; and 8) building villages/kknt.

Then, in this guide, the characteristics of the MBKM curriculum at UIN Raden Fatah Palembang are discussed, which include Graduate Competency Standards (SKL), Curriculum Standards, MBKM Curriculum Standards at UIN Raden Fatah Palembang, as well as the Distribution of Independent Learning Semester Courses, and also the MBKM Program Quality Standards.

2. Providing facilities to meet study periods and expenses

Lecture facilities, especially online-based, have been prepared by UIN Raden Fatah, such as an online academic information system (Simak), e-learning, online final assignment guidance (TA), and various other learning applications, which support the continuity of online learning. Then, the leadership has also provided study loads in the form of semester credit units (SKS), which have been determined for each study program at UIN Raden Fatah. For the implementation of MBKM, the study program has prepared 20 credits of study load, which can be converted into an MBKM program.

3. Collaborating with other universities and partners in the world of business and industry (DUDI)

UIN Raden Fatah has also implemented many collaboration agreements with various agencies and the business and industrial world (Dudi), so it is projected to become a campus partner in implementing MBKM, such as professional practice (internships), Thematic Real Work Lectures, teaching assistance, humanitarian projects, and research so that it contributes greatly to the success of the campus MBKM program.

The Cooperation Agreement (PKs) that the university and faculty have entered into must be updated so that it does not expire because implementing MBKM requires a lot of collaboration with various parties who can become campus partners in implementing the MBKM program.

4. Monitoring and evaluating the implementation of MBKM

UIN Raden Fatah Palembang monitors and evaluates the implementation of MBKM with various forms of activities such as:

- a. Monitoring carried out by the Study Program Quality Control Group (GPMP) and the Faculty Quality Assurance Group (GPMF) in each study program, which is carried out twice in one semester by GPMP and once in one semester by GPMF aims to control the quality of the tri dharma including regarding the educational dharma at UIN Raden Fatah is controlled by the university's Quality Assurance Institute (LPM). Those audited are lecturers and heads of study programs.
- b. Internal Quality Audit (AMI) is carried out by the Quality Assurance Institute (LPM) for each study program and faculty to maintain campus quality. AMI is a cross-over between study program heads who have received training and certificates as internal auditors issued by LPM. AMI is also carried out as a preparation effort for facing external audits such as from ISO BSI and study program accreditation.
- c. ISO BSI external audit, which audits externally regarding the management of implementing the tridharma of higher education. Among those audited was the implementation of the MBKM program in study programs.

- d. External audit from BAN-PT/LAM. Study program accreditation is carried out by the National Accreditation Board for Higher Education (BAN-PT) or the Independent Accreditation Institute (LAM), which audits study programs regarding nine predetermined audit criteria so that the implementation of the MBKM program is audited by the assessor/auditor in addition to other criteria specified to become the standard for implementing study programs in higher education.

5. Through the Quality Assurance Institute, we are calling *for a review of the* MBKM-based study program curriculum

The educational curriculum in study programs must be *reviewed* periodically, a maximum of once every 5 (five) years. It is hoped that the curriculum used in each study program will always be *up to date* with current developments and advances in information and communication technology and also by the needs of the job market/business world and industry as users of alumni of a study program.

In addition, curriculum *reviews* are a necessity in facing study program accreditation, both externally, such as from the National Accreditation Board for Higher Education (BAN-PT), the Independent Accreditation Institute (LAM), ISO, and from internal campuses, such as from the Internal Quality Audit (AMI). It is implemented by the Quality Assurance Institute (LPM). We are always asked about the curriculum and the reviews carried out at each inspection.

In the curriculum *review*, apart from the study program and faculty as implementers, *stakeholders are also present* as policymakers in determining the direction of the study program policy. This activity was also attended by campus partners as users from alumni, experts, alumni, and leadership elements at UIN Raden Fatah so that they could produce a new curriculum that was up to date with user needs and also by the competency targets of the study program. The curriculum review is an evaluation of the previous curriculum that has been implemented, as well as an implementation of the MBKM program launched by the government so that alumni are expected to be able to compete and adapt well in the world of business and industry.

### **Preparatory Efforts of the Head of the Study Program for Merdeka Belajar-Kampus Merdeka by Minister of Education and Culture Regulation Number 3 of 2020**

1. Conduct *benchmarking*

The heads of study programs have conducted *benchmarking* (comparative studies) to various campuses, especially campuses at State Islamic Religious Universities (PTKIN), which have successfully implemented Permendikbud No. 3 of 2020, such as going to UIN Walisongo Semarang to study, holding Forum Group *Discussions* (FGD), as well as *a sharing session* on the implementation of MBKM on this campus with the heads of study programs.

## 2. Holding an MBKM Seminar

The study program holds seminars around MBKM to provide a broad understanding to lecturers, students, *stakeholders/leaders, users* (graduate users), work partners, and educational staff so that all these elements can have the same vision to make it successful—this MBKM initiation. The alignment of these elements is very important for the implementation and success of Minister of Education and Culture Regulation No. 3 of 2020 because, without socialization from the study program, these elements are considered to lack a good understanding of the objectives of MBKM itself.

Efforts that have been made in this seminar include presenting competent speakers in this field, namely the Chair of the Sriwijaya University Quality Assurance Institute, who is also part of the MBKM formulation team at the Center, then the Sriwijaya University Quality Assurance Section, to convey prospects, experiences and implementation obstacles. MBKM, especially experience at Sriwijaya University, so that it can increase knowledge of MBKM to be implemented at UIN Raden Fatah.

## 3. Holding a Curriculum *Workshop*

The study program (*prodi*) at UIN Raden Fatah (Faculty of Da'wah and Communication) held a preparation (*workshop*) for the MBKM curriculum at the end of November 2021. The activity was intended to restructure the curriculum by revising existing courses and then adapting it to the curriculum based on MBKM.

Then, accommodate various suggestions from workshop participants for adding/removing courses related to MBKM and DUDI (business and industrial world). The admission proposal was accommodated well to be considered in preparing the next curriculum update. This *workshop* was attended by various related parties, such as leadership elements from the Rectorate, Deans, heads of study programs, lecturers, work partners, *users*, and alumni. So, the results obtained are quite comprehensive regarding this curriculum workshop.

## 4. Holding Best-Q Training

This training aims to evaluate the existing curriculum to accommodate the MBKM program to the challenges of the times. Then, carry out curriculum updates aligned with the MBKM program and the demands of the business and industrial world (DUDI) by involving various parties such as alumni, partners, stakeholders, etc. Also, this training aims at *Outcome Based Learning* (OBE). This curriculum focuses on learning outcomes expected to fulfill aspects of knowledge, skills, and attitudes according to the academy's social, economic, and cultural conditions.

5. Offers courses that can be taken into MBKM both outside the study program and outside the campus

The study program in implementing MBKM offers courses that can be taken into MBKM either outside the on-campus study program or outside the campus study program. There are two forms of student exchange activities at UIN Raden Fatah Palembang as a manifestation of the MBKM program. The two forms referred to are as follows:

*First*, student exchange between study programs at UIN Raden Fatah. Student exchanges between study programs are carried out to enrich the knowledge and competencies of UIN Raden Fatah students. This means that students do not only have skill competencies based on the study program when students take the education program. However, you can also attend lectures in other study programs according to your additional competencies. The illustration of the addition of competencies between study programs is shown in the following table.

**Table 1.** Illustration of the addition of competencies between study programs

Initial Study Program	Learning Outcomes	Additional Competencies You Want to Have	Goal Study Program
<b>Islamic education</b>	Knowledge and responsibility as an educator in Islamic Religious Education at school and responsibility as an educator in the subject area of Islamic Religious Education at school.	Have the ability to communicate both orally and in writing	Islamic Broadcasting Communication (KPI)/ Communication Science
		Have school management skills	Islamic Education Management
		Mastering knowledge about the Koran.	Koran Science and Tafsir

*Second*, students exchange between study programs outside of UIN Raden Fatah Selin to improve their scientific competence. This exchange is expected to enrich other universities' cultural and scientific treasures and experiences. Learning activities in old university study programs can be done face-to-face or online. Learning carried out with the provisions of the courses offered must be registered with PD Dikti, as described in the following column:

**Table 2.** The provisions of the courses offered

Study Program	CPL Study Program	MK Study Program PT A	MK Study Program PT B
<b>Ahwalul Syakhsiyyah</b>	Become a practitioner in the field of family law in Indonesia.	Customary law	Religious Courts in Indonesia



Based on the table above, it can be explained about the Ahwal Syakhsiyyah study program at two different universities with the CPL from the study program: Becoming a family law practitioner in Indonesia. To increase knowledge and competence, students at PT A can take courses at PT B or vice versa.

6. Verifying students who will take part in the program according to the specified requirements

The study program verifies students who will carry out this program, either external verification or from other campuses who will carry out MBKM at the UIN Raden Fatah Palembang study program. Likewise, verification must be carried out internally to motivate external administrative requirements.

7. Placing Students, Both Internal and External, at UIN Raden Fatah in Study Groups According to Applications

The study program helps with placement/accommodation both internally and externally for MBKM UIN Raden Fatah participants. For the placement of external students, UIN Raden Fatah has a separate building that can accommodate external study groups at UIN Raden Fatah.

8. Carrying out Course Equivalence

The study program is also tasked with carrying out course equivalence. Equivalence has the same value (size, meaning, or effect); worth; comparable; commensurate: adjusted to the courses recognized in the study program curriculum so that each of the 8 MBKM programs can calculate their course equivalence. So that the implementation of MBKM can be determined to accommodate any courses.

9. Carrying out the learning process if there is an unfulfilled number of subjects from learning activities outside the study program and the university

The study program carries out a learning process, such as if courses are accumulated in the curriculum that cannot be equivalent to the MBKM program. As usual, these lectures can be carried out on campus as a combination of theory and practice. So, it is hoped that students can maximize their ability to conduct campus lectures.

10. Reporting the Implementation of MBKM to the Faculty Every Semester

The study program must report the implementation of the MBKM program to the faculty leadership so that the Dean (faculty leadership) can use it as evaluation material in the implementation of this program as well as material in making policies related to MBKM. In its reporting, important study programs report holistically on implementing MBKM in study programs, which covers various fields that can be implemented and is equipped with opportunities and challenges for its implementation.

## **Regulation of Merdeka Belajar-Kampus Merdeka in The Perspective of Communication Based Learning**

### **1. MBKM Needs *Communication Based Learning***

The MBKM program, in its implementation, requires *Communication Based Learning*. Communication skills are also a category of 21st-century skills because this skill refers to an individual's ability to communicate orally, in writing, and non-verbally. To improve students' communication skills, efforts are needed that can be applied to learning activities, and one of them is through the application of the Project Based Learning model. This project-based learning is a learning strategy that empowers students to gain new knowledge and understanding. The aim of implementing this learning model is so that students can develop their communication skills in conveying the results of the projects they have worked on. The MBKM program, which includes projects and other types, requires intense communication in implementing the program.

### **2. Study Programs and Students Must Be More Active in Establishing Communication with Other Study Programs and Campuses**

Study programs need to communicate with other study programs to *share* the associations of each study program by MBKM, such as the Islamic Broadcasting Communication Association (ASKOPIS), which is holding the National Islamic Communication Conference (KNKI) in Yogyakarta in 2022. There is also the Dean of Da'wah and Communication Forum in Makassar in 2022 to establish communication and share scientific competencies with other campuses.

### **3. Study Programs and Students Must Be More Active in Establishing Communication with Agencies and the Business and Industrial World (DUDI)**

Study programs are expected to be more active in establishing communication and collaboration with the world of business and industry (DUDI) because they are crucial factors in the success of each study program's MBKM program. Through internship/work practice programs, for example, study programs can easily implement MBKM programs in companies that become DUDI. From a *Communication Based Learning* (CBL) perspective, learning requires good communication between various parties, such as lecturers, students, education staff, partners, leaders, and users.

### **4. Optimizing the Use of Electronic Learning Media (E-Learning)**

UIN Raden Fatah Palembang has an electronic/online learning media called E-learning UIN Raden Fatah, which contains an online learning menu starting from attendance content, discussions, assignments, quizzes, assessments, assignment collection, v-meets, and others. This media can make it easier for students and lecturers to conduct lectures online and make student exchanges in the MBKM program possible.

Apart from that, UIN Raden Fatah has an online final assignment guidance application for guidance on proposals, assignments, theses, theses and dissertations. Through the guidance-ta.radenfatah.ac.id application, students and lecturers can supervise their final assignments easily online without space and time constraints.

UIN Raden Fatah also has an academic information application about lectures called the online Academic Information System (Simak). With this application, students and lecturers can administer lectures online and quickly, such as lecture schedules, guidance from academic advisors, KRS proposals and approvals, information on lecture grades, courses offered, and grade transcripts.

Apart from the various educational applications implemented at UIN Raden Fatah Palembang, virtual lectures are also carried out through Zoom meetings, Google Meet, and v-meet applications, which make it easier for online lectures to be carried out.

#### 5. *New Media Learning Media*

New media describes content available using various forms of electronic communication made possible through computer technology. Generally, the phrase new media describes content on demand online. This content can be viewed on any device and allows people to interact with content in real-time by including user comments and making it easy to share content online and socially with friends and coworkers. *New media* can be maximized in MBKM learning.

#### 6. *Optimizing Communication with Alumni Through Tracer Study, Carer Development Center (CDC)*

*The Tracer Study* is useful in providing important information regarding the relationship between higher education and the world of professional work, assessing the relevance of higher education, information for stakeholders, *and* the completeness of the requirements for higher education accreditation.

Universities need to carry out *Tracer Studies* because they need alumni feedback to improve education systems and management. At the beginning of the academic year, universities determine the direction of higher education policy from input in the form of conditions, experiences, and motivation of new university students. Entering conditions, experience, and motivation also determines how universities implement education systems and management regarding teaching and learning patterns/processes, research, practicums, workshops, laboratories, studios, or research. Implementing this teaching and learning system will also be influenced by educational policies set by universities.

The results of the input in the form of conditions, experiences, and motivation of students, educational systems and policies in higher education, and the teaching and learning process in higher education will help form the character/competence of the tertiary graduates themselves.

Graduates/alumni from tertiary institutions will generally have the knowledge, abilities, motivation, and competencies needed to enter the world of work.

Regarding alumni career development, UIN Raden Fatah has a forum called the Career Development Center (CDC) as an effort for alumni to develop careers and find job and business links. Through this website <http://cdc.radenfatah.ac.id/>, alumni will get information about job vacancies with several leading companies; CDCC provides access to the desired job.

CDC Link has services such as tracer studies, information, events, final consultations, information programs, and various important news for UIN Raden Fatah Palembang alumni.

## **Discussion**

Merdeka Belajar – Kampus Merdeka is one of the policies of the Minister of Education and Culture, Nadiem Makariem, in the context of implementing Minister of Education and Culture Regulation Number 3 of 2020. One of the policy programs for Merdeka Belajar – Kampus Merdeka is to give students the right to study for three semesters outside the Study Program. This policy is aimed at supporting the achievement of the national vision of 2045, "Golden Indonesia, " with the first pillars of human resource development (HR) and mastery of science and technology, which is implemented through collaboration between universities and the business/industry world to prepare hard-working human resources who are dynamic, productive, skilled, innovative and master of science and technology and has global talent (Kemendikbud, 2020).

MBKM provides challenges and opportunities to develop students' creativity, capacity, personality, and needs to develop independence in seeking and discovering knowledge through field realities and dynamics such as ability requirements, social interaction, collaboration, self-management, performance demands, targets, and their implementation. The MBKM program will equip students to compete in the world of work, open their horizons, and have the opportunity to explore other knowledge (Sulistiyan et al., 2022; Susanty, 2020).

The learning process at the Kampus Merdeka is one manifestation of student-centered learning, which is essential. Learning on the Kampus Merdeka provides challenges and opportunities for developing innovation, creativity, capacity, personality and student needs, as well as developing independence in seeking and finding knowledge through the realities and dynamics of the field, such as ability requirements, real problems, social interaction, collaboration, self-management, performance demands, targets, and achievements. Students' hard and soft skills will be formed strongly through the Merdeka Belajar – Kampus Merdeka program, which is well-designed and implemented. The Merdeka Belajar – Kampus Merdeka Program is expected to be able to answer the challenges of universities to produce graduates who are in line with current developments, advances

in science and technology, demands of the business and industrial world and the dynamics of society (Kemendikbud, 2020).

There are eight learning activities in the MBKM curriculum program, namely student exchange, internship/work practice, teaching assistance in educational units, research/research, humanitarian projects, entrepreneurial activities, independent studies/projects, and building thematic real work villages/colleges (Kemendikbud, 2020). Of the eight activities, UIN Raden Fatah Palembang focuses more on lesson exchange activities.

Student exchanges with full credit transfers have been carried out with partner universities abroad. However, the credit transfer system carried out between universities within the country is still very small in number. Student exchanges are held to form several student attitudes as stated in the Minister of Education and Culture Regulation (Permendikbud) Number 3 of 2020, namely respecting the diversity of cultures, views, reli, regions, and beliefs, as well as the original opinions or findings of other people; as well as working together and having social sensitivity and concern for society and the environment (Kemendikbud, 2020).

The aims of student exchange include: 1) studying across campuses (at home and abroad), living together with family at the destination campus, students' insight into Bhinneka Tunggal Ika will further develop, cross-cultural and ethnic brotherhood will become stronger; 2) building student friendships between regions, ethnicities, cultures, and religions, thereby increasing the spirit of national unity and unity; and 3) organize knowledge transfer to cover educational disparities both between domestic higher education institutions, as well as the conditions of higher education at home and abroad (Kemendikbud, 2020).

Several forms of learning activities that can be carried out within the framework of learning exchange are 1) student exchange between study programs at the same university, 2) student exchange in the same study program at different universities, and 3) student exchange between study programs at different universities. Each form has mechanisms for different study programs and students.

In meeting the demands, current change, and the need to link and match with the business world (DU) and the industrial world (DI) and to prepare students for the world of work, universities are required to be able to design and implement innovative learning processes so that students can achieve achievements learning includes optimal aspects of attitudes, knowledge, and skills. The Merdeka Belajar – Kampus Merdeka is expected to be the answer to the demand for links and matches with industry, the world of work, research, and the needs of villages, sub-districts, districts/cities, provinces, the country, and the world. Kampus Merdeka is a form of learning in higher education that is autonomous and flexible to create an innovative, not restrictive learning culture that meets student

needs (Kemendikbud, 2020).

Furthermore, the efforts made by UIN Raden Fatah Palembang in implementing Merdeka Belajar – Kampus Merdeka are by the Merdeka Belajar – Kampus Merdeka Guidelines. What UIN Raden Fatah Palembang has done has also been done by other campuses, such as research of Agus et al. (2021), Wardhani et al. (2022), Syamsuadi et al. (2022), Ardini et al. (2021), Mailin (2021).

## **CONCLUSION**

Based on an analysis of research data that has been carried out, this research concludes that first, of the eight programs offered in it, based on this program, UIN Raden Fatah focuses more on the first program, namely student exchanges both with internal and external campuses. However, there are also study programs interested in the second program, namely internship/work practice. The efforts made by UIN Raden Fatah towards the MBKM program were to create guidelines for implementing MBKM by the Chancellor's Decree (SK) No. 3995 of 2021. It then appealed through the Quality Assurance Institute (LPM) and the faculty to the study programs in each faculty to immediately review the curriculum based on the MBKM program. Next, carry out the Thematic KKN program. Also, UIN Raden Fatah has extended Cooperation Agreements (PKS) to various parties to accommodate the MBKM program to run well.

Second, various efforts prepared by the study program in implementing MBKM are as follows: calculating the equivalent weight of Semester Credit Units (SKS) for the MBKM program, holding various seminars by presenting various resource persons who are experts in the field of MBKM, carrying out benchmarking, holding curriculum workshops in each study program - respectively, holding a curriculum review, another effort made by the study program is to increase cooperation agreements (PKs) with various parties such as other study programs, companies, or the world of business and industry (DUDI).

Third, from a communication-based learning (CBL) perspective, the MBKM program requires extensive communication, especially organizational communication that is established by the study program and the Study Program Management Unit (UPPS), which communicates externally to the study program, such as companies and the business & industrial world. (DUDI). Through CBL, the study program is set to optimize communication in these various fields to be effective and efficient in the MBKM program carried out by the study program. Through CBL, the MBKM program runs more optimally by optimizing the use of new media and IT as learning media, such as e-learning,

Zoom, Google Meet, v-meet, email, and others which can be used as tools in the MBKM program by the times, then expanding tracer study, and career development center (CDC).

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