

## THE ANALYSIS OF EXPERIENTIAL LEARNING ACTIVITIES WITHIN THE MERDEKA BELAJAR KAMPUS MERDEKA (MBKM) PROGRAM ON THE ACADEMIC MOTIVATION OF HIGHER EDUCATION STUDENTS

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### ABSTRACT

This research aims to evaluate the influence of Experiential Learning activities within the context of Merdeka Belajar Kampus Merdeka (MBKM) on the academic motivation of higher education students. Academic motivation is considered a crucial factor in shaping students' academic success, and MBKM's experiential learning is expected to boost learning enthusiasm, skill development, and enhancement of soft and hard skills. The research findings indicate that most students feel motivated and more enthusiastic in attending lectures, with a tendency to increase interest in seeking further knowledge. Additionally, the MBKM program is perceived to enhance the quality of education in higher education institutions, engaging students in academic projects and assignments that support developing soft and hard skills. However, some respondents express hesitancy regarding the encouragement to pursue academic ambitions.

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### INTRODUCTION

Motivation plays a crucial role in shaping the foundation of students' success, especially as they step into higher education. As a primary driving force, motivation can ignite the enthusiasm needed to face academic challenges. When students are highly motivated, they tend to be more focused, possess strong determination, and enhance resilience to learning pressures. The significance of motivation is not limited to the level of energy it generates but also extends to its ability to increase students' attention to the learning process within the classroom.

Motivated students are inherently more active in attending lessons, participating in discussions, and seeking a deep understanding of the learning material. Motivation is a driving force that propels them to surpass limits and pursue their best achievements.

Motivation also serves as a key to overcoming obstacles that may arise during the educational journey. When students encounter difficulties or failures, strong motivation helps them remain committed, learn from experiences, and view each challenge as an opportunity to grow and develop. Motivation is about inspiring students to achieve academic excellence and shaping strong character and mentality through its central role. With high motivation, students become more independent, creative, and confident in facing life's complexities beyond the academic environment. Therefore, creating an educational environment capable of building and sustaining motivation becomes crucial in shaping a generation of quality successors (Bushuven et al., 2022). Motivation also drives students to develop effective learning strategies. They may seek learning methods that align with their learning styles, plan structured study schedules, or even seek additional guidance when needed. Motivation impacts the intensity of learning and directs their efforts toward productive and efficient paths (Komarudin & Aziz, 2022).

Students with high learning motivation are not merely passive in pursuing academic success; instead, they will exert every effort to ensure that each stage of their studies is completed thoroughly and optimally. This diligence and perseverance encompass a deep understanding of the material and active participation in extracurricular activities, research projects, and practical experiences that can enrich their knowledge and skills. Beyond individual achievements, students' performance at the university level significantly impacts the image and reputation of the educational institution. The effectiveness of the teaching and learning process can be measured by the extent to which students successfully integrate the acquired knowledge into their academic and practical lives. Therefore, efforts to improve the quality of teaching and learning in higher education involve academic aspects and consider the development of character and skills needed in an increasingly complex working world. Universities play a strategic role in preparing outstanding, responsive individuals ready to face an increasingly uncertain era. The challenge lies in delivering the curriculum and integrating the values, character, and culture of the Indonesian nation into the mindset and actions of students. Thus, the mission of universities is not solely focused on shaping academic intelligence but also on cultivating quality and culturally grounded personalities (Soeharso, 2021).

Therefore, the role of higher education in promoting the improvement of students' learning motivation becomes increasingly strategic. Igniting and sustaining learning motivation requires a planned and directed approach to the learning process. Universities must recognize that learning motivation is not static but can be influenced by various factors, including teaching methods, academic environment, and social interactions. In facing these challenges, universities must design learning activities that are informative, inspiring, and relevant to students' lives. Theories and principles of learning become a critical foundation, where their application can ensure that the material is presented in an engaging and easily understandable manner. Universities need to explore innovative approaches, including the use of technology, interdisciplinary collaboration, and the utilization of case studies that can connect theory with practice.

Moreover, creating a supportive and motivating learning environment is also a key factor. Universities need to pay attention to physical infrastructure, comfortable classrooms, and facilitate positive interactions between students and professors. Collaboration between universities and the industry can provide more relevant perspectives and offer additional motivation to students, as they can see the real-world applications of their learning. By combining solid learning theories, innovative approaches, and a supportive environment,

universities can become effective catalysts for strengthening students' learning motivation. Thus, the learning process becomes not only a means to transfer knowledge but also to shape character, foster interests, and build a solid foundation for students' future success.

Higher education is one of the crucial aspects in shaping high-quality human resources capable of competing in the era of globalization. In Indonesia, the development of the higher education system undergoes ongoing transformation to meet the demands of the times. One of the government's initiatives to enhance the quality of higher education is through the experiential learning program called Kampus Merdeka. The Kampus Merdeka program is implemented in the form of Merdeka Belajar Kampus Merdeka (MBKM) activities, aimed at providing students with the freedom to determine the course of their learning process. MBKM promotes more independent learning that is relevant to the needs of students and the workforce. The program encompasses various activities, including internships, competency certifications, and research projects.

The MBKM (Merdeka Belajar Kampus Merdeka) program reflects a paradigm shift in higher education. By giving students greater freedom in determining the course of their learning process, this program aims to produce graduates who possess academic knowledge, practical skills, and interpersonal competencies relevant to the workforce's and society's demands. The concept of MBKM includes several aspects that support enhancing students' learning motivation. Firstly, it allows students to broaden their insights and competencies. Students can explore their interests more deeply by being granted the freedom to choose courses, research projects, or internships, increasing their learning motivation due to its relevance to career goals or personal aspirations.

Furthermore, this program encourages the development of both hard skills and soft skills. Through real-world experiences, whether through internships, collaborative projects, or community activities, students can cultivate skills essential in the workforce, such as problem-solving, effective communication, and leadership. This can enhance students' confidence and motivation to continue learning and adapting. Additionally, broader learning opportunities, including possibly studying at other domestic and international universities, provide diverse and in-depth learning experiences. This broadens students' perspectives on various cultures and motivates them to cultivate curiosity and interest in new fields.

The MBKM program also places students in real-world situations, such as villages, communities, the workforce, industrial research, and other service areas. This provides practical contexts for applying academic knowledge, strengthening students' skills, and stimulating motivation by understanding the tangible impact they can make. MBKM is a progressive step in supporting students' learning motivation, creating a more dynamic, relevant, and outcome-oriented learning environment. Therefore, it is crucial to continue conducting thorough evaluations and research regarding the implementation and impact of the MBKM program to ensure that the goals of enhancing students' learning motivation are optimally achieved (Susilawati, 2021).

The results of the research conducted by Arsyad & Widuhung, (2022) demonstrate the positive impact of the Merdeka Belajar Kampus Merdeka (MBKM) activities on the quality of students, providing new perspectives regarding the program's implementation. Improvements in various aspects of student quality, such as knowledge, understanding, experience, creativity, communication, interpersonal relations, adaptability, and problem-

solving abilities, serve as indicators of MBKM's success as an innovative educational approach. The enhancement of knowledge and understanding reflects that MBKM has successfully had a positive impact on students' acquisition and comprehension of learning materials. The increase in student experiences also indicates that MBKM can provide opportunities and space for students to engage in extracurricular activities, internships, or research projects, thereby introducing them to real-world situations and developing practical skills. Furthermore, the improvement in creativity shows that MBKM encourages students to think critically, creatively, and innovatively in their approach to learning and problem-solving. Progress in communication skills and interpersonal relations indicates that MBKM can create an environment that supports collaboration and effective communication between students, faculty, and fellow students. Enhanced adaptability reflects that students participating in MBKM may be better prepared to face changes and challenges in the dynamic workforce.

Finally, improving problem-solving skills indicates that MBKM is about imparting knowledge and developing students' abilities to face and solve complex problems. Based on existing regulations and laws related to MBKM, universities must seriously undergo radical changes within their institutional framework, explicitly providing the maximum space for students to grow and develop according to their interests and specializations. This is aimed at ensuring that each student's motivation to learn continues to grow without exception. To ensure the continuous growth and development of students' motivation, universities must provide a positive perception of the MBKM program, both those already implemented and those yet to be implemented.

Many individuals have researched MBKM (Aryanti et al., 2023; Banda et al., 2022; Komarudin & Aziz, 2022; Lestiyani, 2020; Nofrizal et al., 2022; Nurhayati et al., 2022; Rochmiyati et al., 2022; Utomo et al., 2022) related to the implementation of the MBKM program on students. However, limited research still analyzes the influence of MBKM on learning motivation with perception as a moderating variable. The study conducted by Cahyaningsih & Sulaksono (2021), examining the use of the Learning Management System in one of the MBKM programs, concluded that the program significantly improved student outcomes and motivation to learn. Research conducted by Stansbie et al., (2013) examines the role of experiential education, in the form of internships, as one of the MBKM programs. The results showed that the dimensions of the work carried out during the internship significantly contributed to individual satisfaction and students' intrinsic motivation.

Additionally, an assessment of experiential learning policies such as student exchange programs abroad, research, internships, community service, and leadership experiences was conducted by Coker & Porter, (2016). The research concluded that experiential learning programs provide an impetus for students to enhance motivation, perception, and skills, as well as improve the curriculum at the university level.

This study is expected to explain how MBKM has motivated students to participate actively in their learning processes. Additionally, the research aims to identify factors that can strengthen or weaken the influence of MBKM on student learning motivation. By comprehending the impact of MBKM on student learning motivation, we can identify potential improvements in implementing this program and provide recommendations for developing higher education policies in the future. This study is anticipated to positively

contribute to enhancing the higher education system in Indonesia and improving the quality of graduates ready to compete globally.

## **LITERATURE REVIEW**

Experiential learning can take many forms and has been recognized by many as a professional development tool that adds significant value to students' learning experiences. Several common characteristics in the experiential learning process enrich students' learning experiences. These characteristics include:

1. The initial need for students to be willing to learn,
2. The need to design experiences so that students are engaged in the process (taking ownership of learning),
3. The creation of opportunities for learning by doing (this direct learning style has been proven to help students remember more information),
4. The development of learning in stages,
5. The need to create self-efficacy,
6. The importance of placing the instructor as a learning facilitator (to ensure maximum benefits are achieved) and
7. The process of self-reflection/evaluation so that learning can be reinforced.

All learning processes are created based on experience. Knowledge is created through learning through the transformation of experience (Kolb & Kolb, 2017). Transforming experience into knowledge is based on the learners' experience, observing, reflecting, thinking, and doing. Incorporating these concepts before the learning process will direct students to focus on the experience, and they will know what to do with the learning experience. This will undoubtedly enhance students' learning motivation (Lantu et al., 2022). One of the experiential learning programs initiated by the Indonesian government is the Merdeka Belajar Kampus Merdeka (MBKM).

MBKM is a program born out of the demands of a society seeking prosperity and assurance for the future. Therefore, the government and industries collectively promote this program to ensure that university graduates are ready for the workforce with sufficient preparation to face the professional world upon graduation. The targets and objectives of the MBKM program aim to enable universities to continually enhance the quality of their graduates by aligning with the business and industrial sectors. This is achieved through various means, including actively improving the quality of faculty, curriculum, and teaching methods (Banda et al., 2022).

The key policies of MBKM have facilitated higher education institutions and relevant stakeholders. This includes simplified processes for opening new study programs, the accreditation system for universities, transforming public universities into legal entities, and the flexibility for students to study three semesters outside their designated program of study. The MBKM policies are following (1) Regulation Number 3 of 2020 concerning National Standards for Higher Education, (2) Ministerial Regulation Number 4 of 2020 regarding the transformation of public universities into legal entities (PTN-BH), (3) Ministerial Regulation Number 6 of 2020 concerning the admission of new undergraduate students at public universities, and (4) Ministerial Regulation Number 7 of 2020 regarding the establishment, changes, and dissolution of public and private universities.

Learning motivation is a crucial factor in the teaching and learning process (Józsa et al., 2022). Motivation is a state that provides energy directs, and supports behavior; therefore, it can drive someone to do something with great ambition (Hasanah, 2022). There are two

types of motivation: intrinsic and extrinsic. Intrinsic motivation plays a role in engaging in activities for the pleasure of the activity and is personal. This type of motivation energizes and sustains activities through spontaneous satisfaction that characterizes practical volitional activities. On the other hand, extrinsic motivation is focused on external factors, such as monetary rewards and prizes (Dwi et al., 2020).

### RESEARCH METHODS

This study is descriptive research with a survey method approach. The survey of MBKM activities is conducted in the environment of Atma Jaya Catholic University of Indonesia. The sample collection method uses purposive sampling. Data are obtained by distributing questionnaires to selected students as respondents. Validity and reliability tests are conducted before the questionnaire is handed out to the respondents. The data analysis method in this study uses a test of data quality and then a qualitative analysis of the survey results to the respondents and conclusion. The questionnaire is measured using a Likert scale with a score rating of 5 = strongly agree, 4 = agree, 3 = somewhat agree, 2 = disagree, 1 = strongly disagree.

### RESULTS AND DISCUSSION

The research data consists of primary data from students participating in the MBKM program initiated by the Indonesian Government. The research sample comprises 100 students from Atma Jaya Catholic University of Indonesia. The respondent description is as follows:

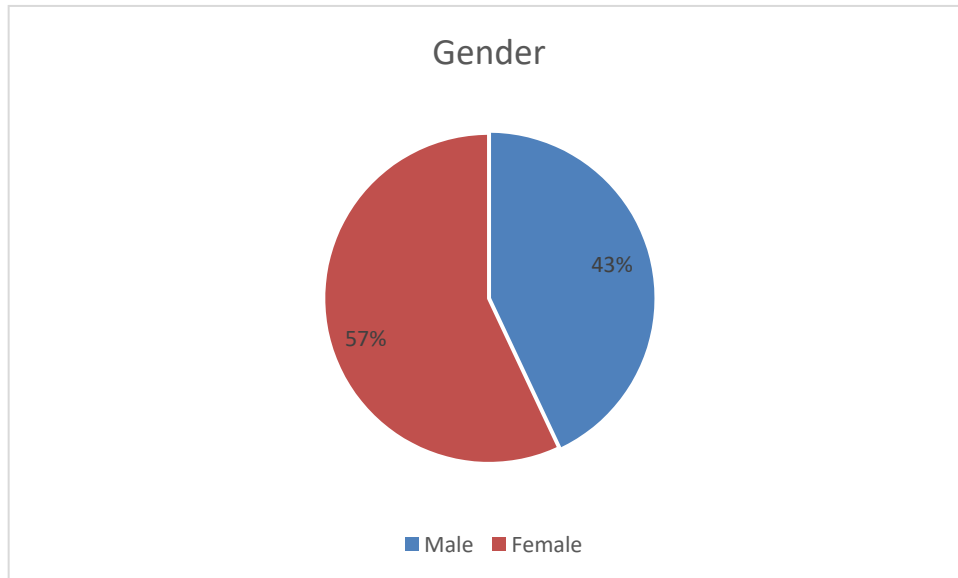


Figure 1. Gender

Based on gender data, there are 57 female students and 43 male students.

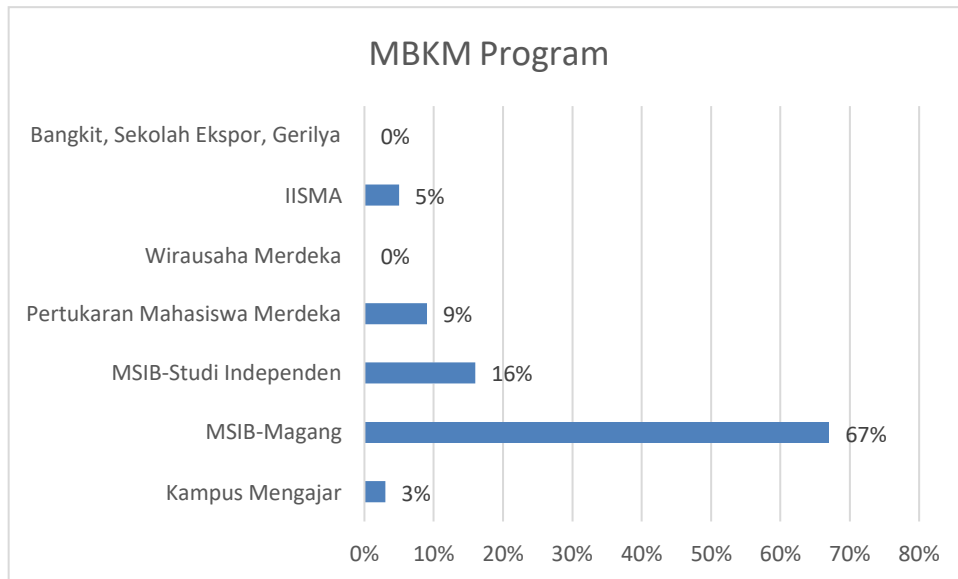


Figure 2. Distribution of MBKM Programs Followed

Based on the data on MBKM programs attended by students, the highest number of respondents participated in the Certified Internship program with companies, totaling 67 respondents. The second highest is the independent study program, with 16 respondents. The third is the Free Student Exchange program with nine respondents, followed by the government-sponsored student exchange program or the Indonesian International Student Mobility Awards (IISMA) with five respondents. Lastly, three respondents are participating in the Teaching Campus program in schools. From this data, it can be observed that the internship program with government-affiliated companies is the most favored MBKM program among students.

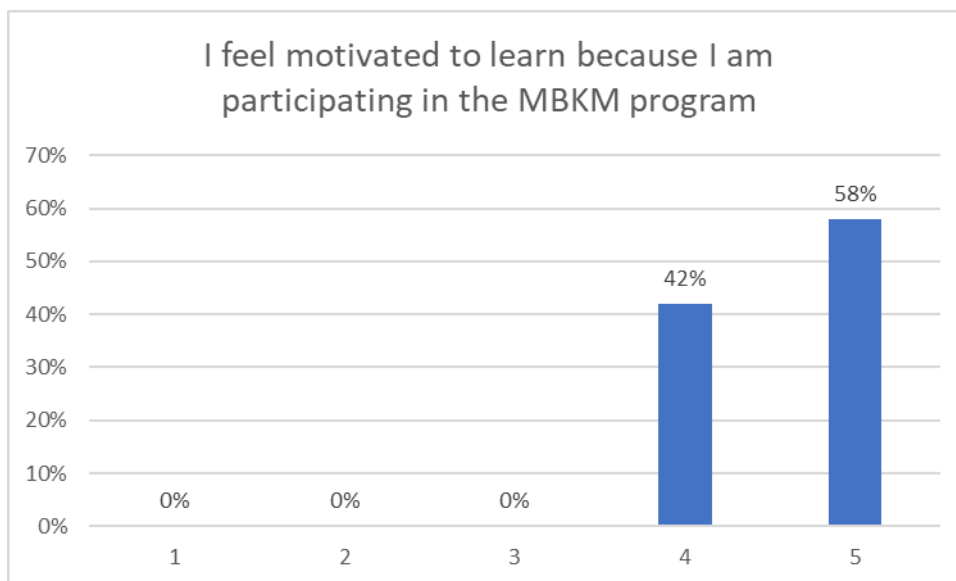


Figure 3. Survey results

Based on the question related to whether students feel motivated to learn because of participating in the MBKM program, it can be observed that the majority of responses

strongly agree and agree. This indicates that participating in the MBKM program makes students more enthusiastic about learning and completing their academic studies.

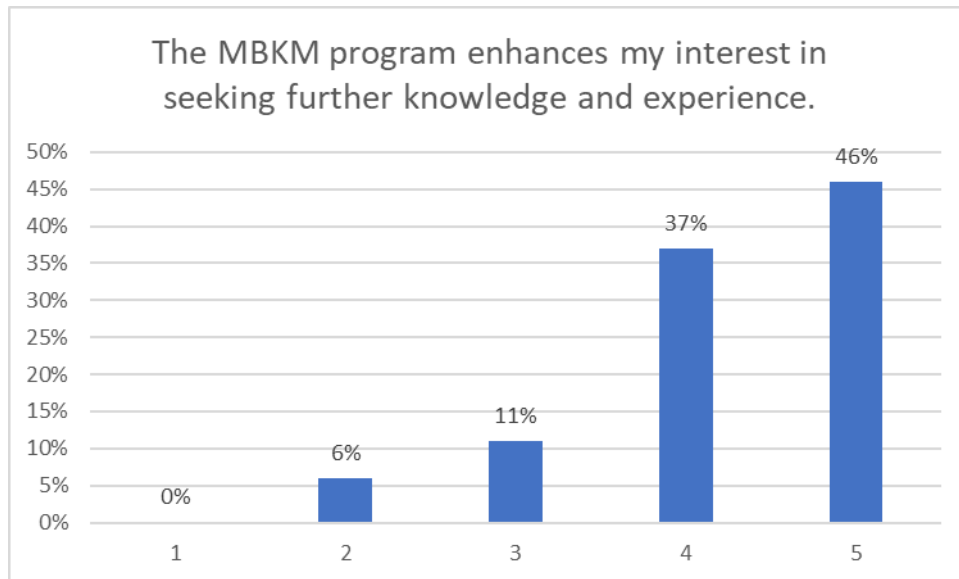


Figure 4. Survey results

Based on whether, after participating in the MBKM program, students are interested in seeking further knowledge and experience, the majority of responses strongly agree and agree. Only a few students are unsure and disagree.

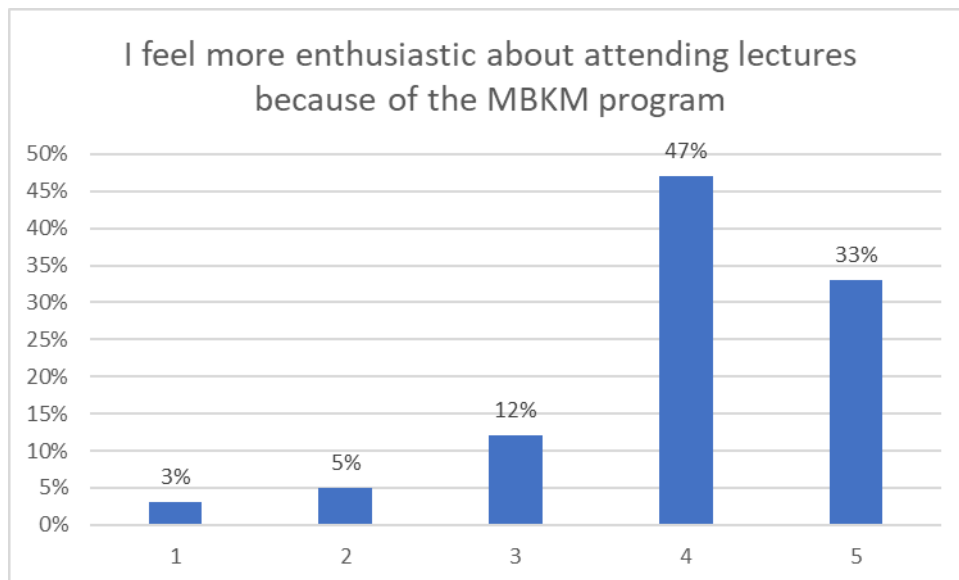


Figure 5. Survey results

Based on the question related to whether students will be more enthusiastic about attending lectures because of participating in the MBKM program, the most common answer is 'agree,' with 47 students.



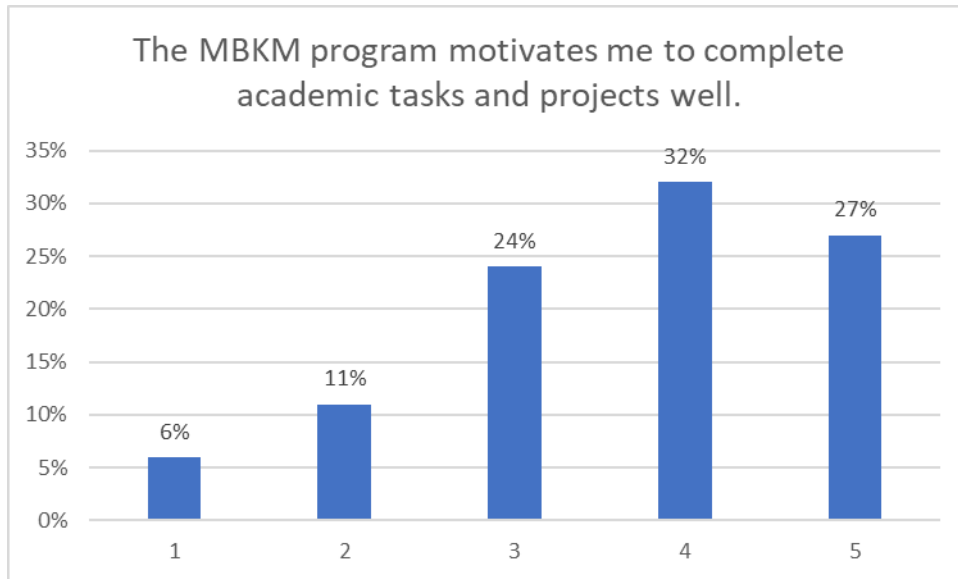


Figure 6. Survey results

Based on the question related to whether the MBKM program can motivate students to complete academic tasks and projects well, the responses from students are diverse. The most common answer is Agree, with 32 students, and Strongly Agree, with 27 students. Interestingly, 24 students are unsure, 11 disagree, and 6 strongly disagree. The MBKM program has assigned numerous tasks to students, and some courses can be converted, resulting in many students not attending classroom lectures.

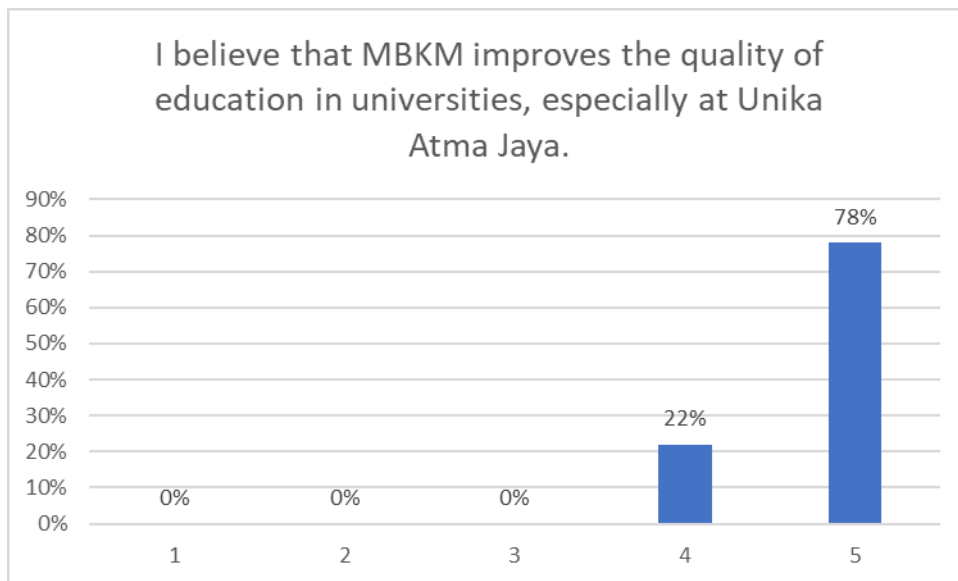


Figure 7. Survey results

Based on the question regarding whether the MBKM program can improve the quality of education in universities, most respondents, 78 students, strongly agree, and the remaining 22 students agree.

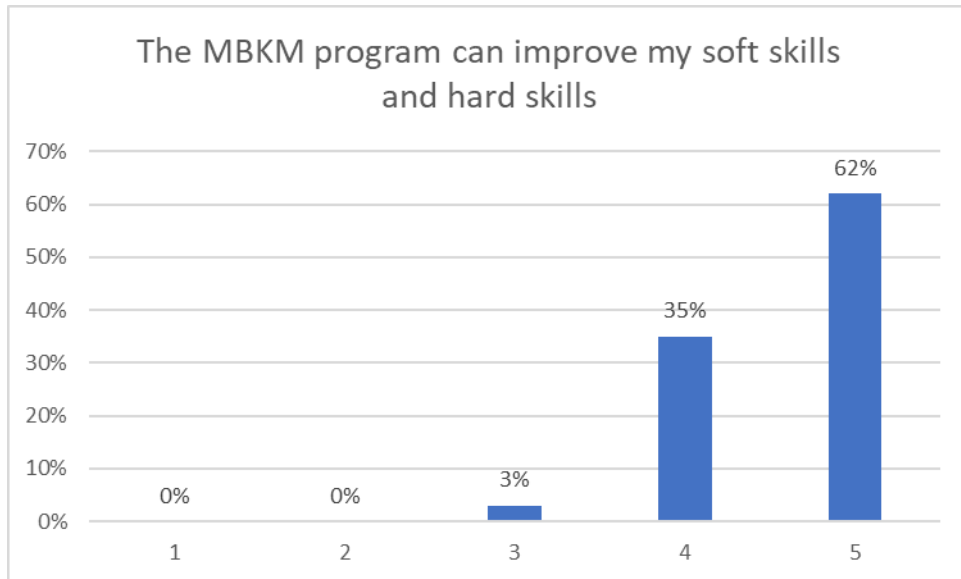


Figure 8. Survey results

Based on whether the MBKM program can enhance students' soft and hard skills, the most dominant answers are strongly agree and agree.

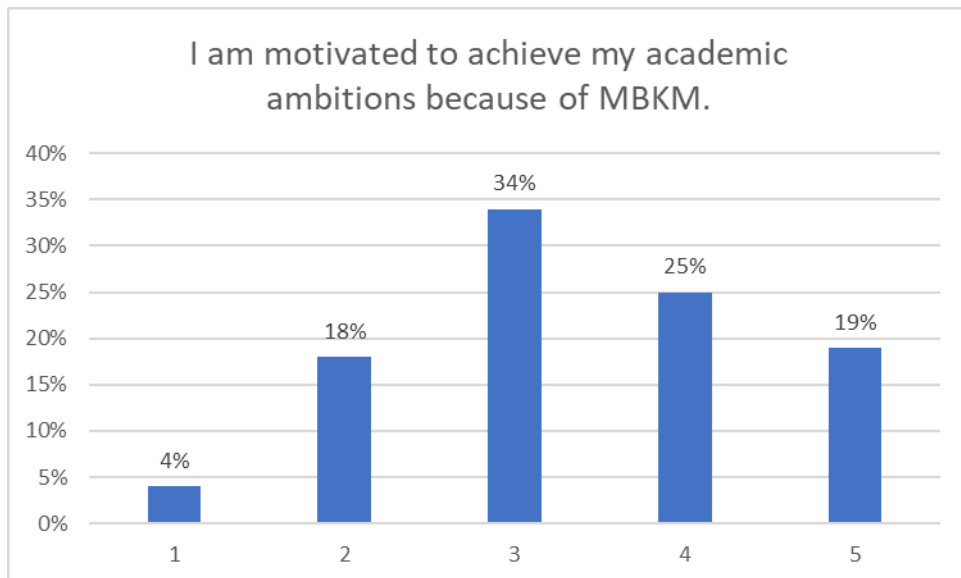


Figure 9. Survey results

Based on the question points that students will feel driven to achieve academic ambitions because of the MBKM program, the most common answer is uncertain, with 34 respondents.

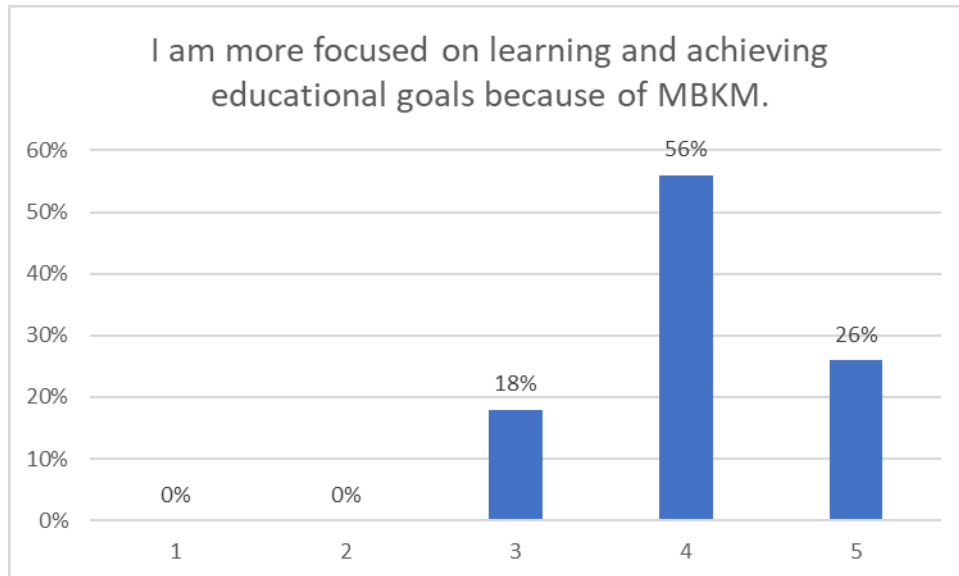


Figure 10. Survey results

Based on whether students feel more focused on learning and achieving their educational goals because of participating in the MBKM program, the most common answer is agreed upon by 56 students. Furthermore, 26 students strongly agreed, and 18 students responded with uncertainty.

### Discussion

The survey results indicate a highly positive picture regarding the impact of the Merdeka Belajar Kampus Merdeka (MBKM) program on students at Atma Jaya Catholic University Indonesia. Based on respondent descriptions, several significant conclusions can be drawn. Firstly, in terms of participation and program preferences, it is evident that the majority of students are more interested in the Certified Internship program with companies. This reflects their enthusiasm for practical experiences in the industrial world, particularly in the form of internships. The collaboration with companies working with the government is a significant attraction, demonstrating the program's alignment with student needs. Secondly, the focus shifts to the aspect of learning motivation. It was found that most respondents felt motivated to learn because they participated in the MBKM program. Responses predominantly leaning towards "strongly agree" and "agree" indicate that the program successfully stimulates students' enthusiasm in pursuing their academic achievements. Thirdly, concerning the interest in seeking further knowledge and experiences after participating in the MBKM program, most students expressed a more significant involvement, with responses leaning towards "strongly agree" and "agree." This reaffirms that MBKM motivates learning and encourages students to explore further in the fields of knowledge and personal experiences.

Fourthly, in the context of the influence of MBKM on the enthusiasm for attending lectures, the survey results show that most students agree or strongly agree that the program enhances their enthusiasm. This could be interpreted as MBKM positively impacting overall learning motivation and specifically influencing participation and enthusiasm in academic activities. Fifthly, encouragement to complete academic tasks and projects well reveals variation in responses. While most students agree or strongly agree, some students feel hesitant or disagree. This indicates challenges in handling the

workload that may be assigned by the MBKM program, especially concerning assignments and academic projects. Sixthly, the belief that MBKM can improve the quality of education in higher education is firm, with the majority of students stating, "strongly agree." This reflects students' positive views on the program's contribution to enhancing the quality of learning at the higher education level. Seventhly, concerning the development of soft skills and hard skills, dominating responses are "strongly agree" and "agree." This indicates students' positive perceptions of the MBKM program's ability to enhance soft and hard skills, providing added value in their career preparation.

Finally, when it comes to motivating students to pursue academic goals, many students are hesitant. This suggests that while the MBKM program has a positive impact on motivation and educational quality, there is still a need for more diverse approaches in how students approach and strive for their academic ambitions. Overall, the survey results provide a positive overview of the effectiveness of the MBKM program in motivating, increasing learning interest, and developing various skills among students. Although some challenges are identified, such as the potential hindrance of workload, the positive student response to the program indicates that MBKM has significantly supported student development at the higher education level. Further evaluation and follow-up can be conducted to continuously improve and refine the program.

## **CONCLUSION**

Based on the survey results of 100 students from Atma Jaya Catholic University Indonesia who participated in the Merdeka Belajar Kampus Merdeka (MBKM) program, it can be concluded that most respondents feel motivated to learn because of the MBKM program. Most students perceive that the program enhances their interest in seeking further knowledge and experiences and provides encouragement to excel in academic tasks. Although some students express hesitation regarding academic ambitions and focus on their studies, most respondents believe that MBKM can improve the quality of higher education and develop soft and hard skills in students. Therefore, the MBKM program is considered a positive initiative in enhancing learning motivation and the quality of higher education in Indonesia.

## **LIMITATION AND SUGGESTIONS**

This research is still limited to a descriptive approach, exploring specific questions posed to 100 Atma Jaya Catholic University Indonesia students involved in the Merdeka Belajar Kampus Merdeka (MBKM) program. Although the survey results provide a valuable overview of students' perceptions and experiences with MBKM, it should be noted that this approach has yet to delve deeply into the factors that may influence the outcomes. In other words, clarity regarding the determinants of students' learning motivation and the holistic impact of MBKM may require further research with a more complex research design. In this context, limitations related to the sample from a single institution of higher education also need to be acknowledged as a potential constraint that could affect the generalizability of the findings.

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