

Analysis of the Policy Implementation of the Merdeka Belajar Kampus Merdeka Program

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Abstract— *Merdeka Belajar Kampus Merdeka is a policy of the Minister of Education and Culture who carries out the fulfillment of the learning burden with the learning process outside the study program. This study aims to analyze the implementation using the Edward III approach. By using descriptive research and with a qualitative approach. Data collection uses documentation studies, interviews and observations based on a phenomenon that occurs in the implementation of the Merdeka Belajar program policy. The participants in this study were the Head of Study Programs Education Administration and Education Administration Students who had and/or were currently participating in the program Merdeka Belajar Kampus Merdeka. The data obtained were collected and it was found that the implementation of the policy of the Merdeka Belajar Kampus Merdeka program has not been realized ideally so that in its implementation it is still not optimal. The implementer feels that the policy can make students lacking in the scientific competence of Educational Administration. Because the activities in this policy have small slices with the science of Educational Administration.*

Keywords— *Policy Implementation; Education; Kampus Merdeka; Merdeka Belajar*

I. INTRODUCTION

Student competence is a concern to be improved, along with the times. This is to prepare students to face changes in social, cultural, world of work and rapid technological advances. Nowadays, in carrying out the learning process in every university, it is required to be more innovative with student orientation to achieve relevant and maximal learning covering cognitive, affective, and psychomotor aspects. In line with that, the issuance of a policy on merdeka belajar. The policy of Merdeka Belajar Kampus Merdeka refers to Ministerial Regulation of Education and Culture Number 3 of 2020 Article 18 concerning National Education Standards, which states that the fulfillment and learning burden for undergraduate or applied undergraduate students can be

carried out: 1) following the entire learning process in study programs at universities height according to time

and learning load; and
2) participating in the learning process in the study program to fulfill some of the mass and learning load and the rest following the learning process outside the study program. (Directorate General of Higher Education, Ministry of Education and Culture, 2020).

Through this policy, the government hopes to increase the competence of every student in Indonesia. It states that "If implementation is to proceed effectively, not only must implementers know what to do, but they must also desire to carry out a policy". (Edwards III 1980; Arwildayanto. et al., 2018).

Research by Ratna Puspitasari and Riant Nugroho (2021) resulted in a conclusion, among others, mbkm policy is less effective and has not been implemented properly because:

- 1) Difficulty converting courses
- 2) It is not easy to get cooperation partners
- 3) Complicated cooperation process between PT
- 4) The number of programs and activities that must be implemented.
- 5) The system is not ready.
- 6) There is no conformity of lecture time with activities outside the study program.
- 7) There is a quota.
- 7) HR issues.
- 8) Lack of support from students.
- 10) Network problems.

Haedar Akib's research (2010), mentioned that policy implementation is done on the basis of something that must be solved. Edward III introduced the implementation approach by using factors in questioning what hinders and supports the success of policy implementation.

What distinguishes this research from previous research is that it uses the theory put forward by Edward III. So this policy will achieve its objectives if a policy is implemented properly. To measure success, the researcher uses the Implementation theory of Edward III which consists of four indicators: Communication, Resources, Disposition, and Organizational Structure. With the scope of research in the Study Program Educational Administration. (Kartika Dewi, 2014).

Policy implementation is the implementation of

basic policy decisions, which are usually in the form of laws, orders or other important executive decisions. In general, a decision identifies the problem to be solved in a way that is a structured decision in the implementation process. (Sunarti Neti, 2016).

In implementing the policy, the success of the policy is influenced by four factors, namely communication, resources, disposition, and bureaucracy structure based on the approach of Edward III, George C. (1980). (Aristin Rini & Nur Azizah R., 2018).

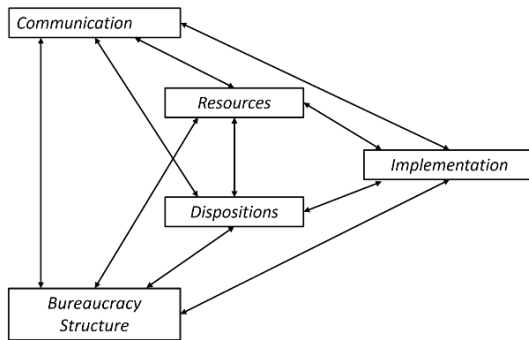


Figure 1 Edwards III Policy Interaction Model

- . Communication; interpreted as the process of delivering information from communicators to communicants, where the policy needs to be conveyed so that policy actors can know what they have to prepare and do in carrying out the policy. Includes the dimensions of transmission, clarity, and consistency.
 - a. Resource; has an important role in policy implementation, which includes the dimensions of human resources, equipment resources and authority resources.
 - b. Disposition; is a willingness, desire, and tendency of policy actors to carry out policies seriously so that the objectives of the policy can be achieved.
 - c. Bureaucratic structure; is a structure that determines how SOPs (Standard Operating Procedures) are made and how work is formally divided/grouped/coordinated (fragmentation) which includes division of work, chain of command, span of control scope of control, formalization of rules, formalization of rules.

II. RESEARCH METHODOLOGY

The design of this research is descriptive with a qualitative approach because to describe the current phenomenon, this researcher is observing cases, thus the process of data collection and data analysis is also a case. Collecting data using documentation studies, interviews and observations based on a phenomenon that occurs in the implementation of the Merdeka Belajar program policy. The participants in this study were the Head of the Education Administration Study Program and Educational Administration Students who had and/or were currently participating in the Merdeka Belajar Kampus Merdeka Program. With this research design, the researcher focuses on analyzing the implementation of the Merdeka Belajar

Kampus Merdeka Program policy.

Aspects in this study refer to variables of Edward III's approach to the implementation of public policy, as follows:

- a. Communication, the dimensions of transmission, clarity, and consistency.
- b. Resources, the dimensions of human resources, equipment resources and authority resources.
- c. Disposition, the dimensions of cognitive, affective, and incentive.
- d. Bureaucracy structure, the dimensions of fragmentation and how is SOP.

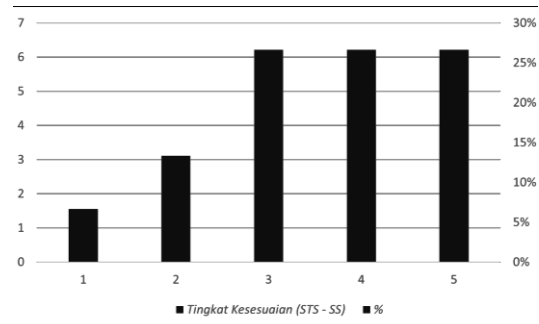
III. RESULT

Merdeka Belajar - Kampus Merdeka Policy is in accordance with Permendikbud Number 3 of 2020 concerning National Standards of Higher Education, in Article 18 it is stated that the fulfillment of learning periods and burdens for students of applied undergraduate or undergraduate programs can be carried out by: 1) following the entire learning process in the study program at universities according to the time and learning load; and 2) follow the learning process in the study program to meet some of the learning time and burden and then follow the learning process outside the study program.

The results of observations and questionnaires that have been disseminated about the suitability of the implementation of the Merdeka Belajar Kampus Merdeka program in the Education Administration study program, the following are the results and discussions that include:

1. Communication Merdeka Belajar Kampus Merdeka Program Policy in the Education Administration Study Program

Table 1 The level of compatibility is based on the communication factor according to Edward III's approach in the Implementation of the Independent Learning Program in the Independent Campus in the Education Administration Study Program



The important thing to note in the communication process there are three things according to Edward III's approach, namely:

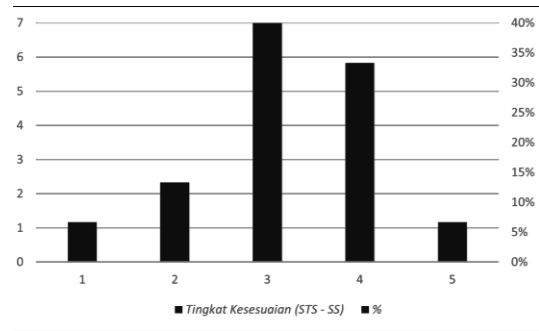
- a) Transmission, public policy is not only conveyed to the executor but also to the target group both

directly and indirectly. Based on the results of questionnaires from 15 (fifteen) students in general, stated that the ministry of education and culture was appropriate in delivering to the target group (namely Education Administration, University of Education Indonesia). However, students still feel less direction from the study program related to the MBKM program in accordance with the direction of the center which is the implementation of Permendikbud Number 3 of 2020, Article 18. Then, based on the result of the interview with the Head of the Study Program, that the study program was still quite confused with the existence of this MBKM. This is because of the existing wedge between programs with minimal educational administrative scientific competence.

- b) Clarity, policies that are transmitted both to the implementer, target group and other parties must be accompanied by clarity so that the parties can clearly understand the purpose, purpose and substance of the implementation of the policy. The process of delivering clear information has a great effect on the success of a program, from the results of questionnaires related to the MBKM program of students in the Education Administration study program and interviews with the head of the study program in general have felt well and clearly conveyed from the program policy makers, namely the Directorate of Higher Education of the Ministry of Education and Culture of the Republic of Indonesia. Although from the side of the study program feels that this policy has not thoroughly touched the core of educational administration science. So, from the side of the study program it is quite difficult to adjust to the existing curriculum.
- c) Consistency in communicating is needed in a policy so that the executor and target group is not confused when carrying out the policy. Regarding the implementation of the MBKM program from the results of student questionnaires and interviews with the Head of the Study Program in general, there is a clarity of information related to the MBKM program from the beginning until the program takes place.

2. *Resources Merdeka Belajar Kampus Merdeka Program Policy in Educational Administration Study Program.*

Table 2 The level of suitability is based on the resource factor according to Edward III's approach in the Implementation of the Independent Learning Program in the Independent Campus in the Education Administration Study Program

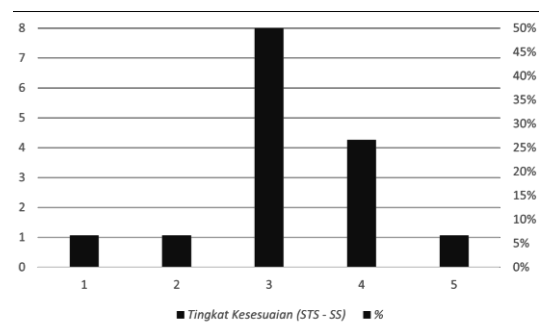


The important thing to note in the resource there are three things according to Edward III's approach, namely:

- a) Human resources, 1) in terms of the number of human resources (lecturers) in the Education Administration study program is sufficient in the sense that it is sufficient supporting resources to implement the MBKM program; 2) in service and problem solving the study program is still not optimal and there are still many students who are not satisfied with the service of the study program to students during the implementation of the MBKM program.
- b) Equipment resources, including physical buildings such as buildings that are the main support of implementation, but in the current state the equipment intended is a supporting medium during this MBKM program such as online learning media. In general, related to supporting facilities or equipment such as online learning media in the Education Administration study program, students have been satisfied and have been good in supporting the MBKM program.

3. *Disposition Merdeka Belajar Kampus Merdeka Program Policy in the Education Administration Study Program*

Table 3 The level of suitability is based on the Disposition factor according to Edward III's approach in the Implementation of the Independent Learning Program in the Independent Campus in the Education Administration Study Program



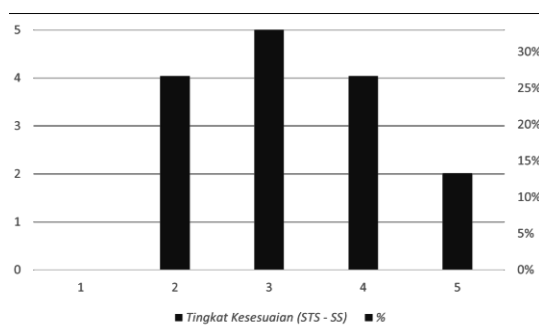
According to Edward III (in Widodo, 2010, 104) the disposition includes the will, desire and tendency of policy actors in carrying out policies seriously so that

policies are realized to the maximum. In this case, the implementation of the MBKM program policy in accordance with Permendikbud Article 18 Number 3 of 2020, in the Education Administration study program according to the results of the student questionnaire, he felt that the lecturers in the study program had enough understanding regarding this MBKM program and in the enthusiasm of lecturers and / or study programs in the MBKM program was good enough as well, however, there are still some students who are still not satisfied regarding the role of lecturers in this MBKM program, so in general, in this disposition factor, the study program and / or lecturers are still not optimal in the implementation of this MBKM program. This is also in accordance with what was conveyed by the head of the study program, that those involved in the implementation of this activity from the lecturer are only three and the nature is to answer questions from students. The policy issued also follows the direction of the rectorate.

4. Bureaucratic structure Merdeka Belajar Kampus Merdeka Program Policy in Educational Administration Study Program.

Table 4 The level of conformity is based on the bureaucratic structure factor according to Edward III's approach in the Implementation of the Independent Learning Program in the

Independent Campus in the Education Administration Study Program



The bureaucratic structure is one of the organizations that most often become policy implementers, in this case, namely the Education Administration study program, Faculty of Education, University of Education Indonesia with the Directorate General of Higher Education of the Ministry of Education and Culture. In the implementation of the MBKM program policy in the Education Administration study program with the results of the student questionnaire, students already feel that the bureaucracy in coordination and communication in the study program is good, while during the continuity of this MBKM program in terms of SOP, there are still many problems that make it difficult for students both systemically and technically in this MBKM program, so the role of the study program in this case is still not

optimal. This was also conveyed by the head of the study program. Because this MBKM activity does not have a large slice with competencies that must be owned by education administration students.

IV. DISCUSSIONS

According to the Ministry of Education and Culture (2020) states that the learning process in MBKM provides challenges and opportunities for developing creativity, capacity, personality, and student needs, as well as developing independence in seeking and finding knowledge through realities and dynamics in the field such as direct problems, social interaction, collaboration, time management, work demands, etc. This study compares the policy of the MBKM program with Edward III's theory (approach). According to Edward III the achievement of policy implementation is influenced by the following indicators:

A. Communication

In the communication process there are three important things that need to be considered, namely (transmission, clarity, and consistency). (1) Transmission, in a policy on the communication process must be conveyed to implementers and target groups directly and indirectly. (Suharsih, Sri., 2017; Aristin Rini. et al., 2018). In implementing the MBKM program policy, this variable is needed, where the form of transmission here is in the form of socialization carried out by the Directorate of Higher Education and the Ministry of Education and Culture to all universities and students related to the program in question. Research findings related to this transmission is that communication is channeled well to students and universities.

During the continuation of this policy, the university, together with the heads of faculties and study programs, held meetings related to the MBKM program policy. However, the students who participated in the MBKM activities felt that they still did not receive direction from the study program. (2) Clarity, the policy transmitted to both implementers, target groups and other parties must be accompanied by clarity, so that the parties involved can clearly understand the purpose, purpose and substance of the implementation of the policy. (Suharsih, Sri., 2017; Aristin Rini. et al., 2018). Clarity in the process of conveying information will greatly affect the success of a program. The author's findings in the field are that this policy is conceptually clear, but the MBKM program policy has not yet touched on deeper things. In the sense that this policy does not yet regulate large slices for conversions. So that this affects the lack of response and direction from the study program to students who take part in the MBKM program. (3) Consistency, in the process of policy communication, this consistency is needed so that the implementer and group targets are not confused when carrying out policies. (Suharsih, Sri., 2017; Aristin Rini. et al., 2018). Researchers' findings related to the implementation of the MBKM program in general are still a big question for policy implementers, in this case students and study programs. On the one hand, this policy aims to provide broad experience and knowledge for students. But on the other hand, by following this policy, students do not get too much

competence as a graduate of educational administration, because one semester is spent on outside activities and the activities, they carry out do not have a large wedge with educational administration science. This is what causes the decision, which in this case is the conversion of credits from the study program, is still not in accordance with the direction of the Ministry of Education and Culture, where one activity is equivalent to 12 and 20 credits.

B. Resource

Resource; has an important role in the process of implementing a policy, in resources there are sub-variables which are equally important in the policy implementation process, namely (human resources, equipment resources, and authority resources). (Edward III, 1980; Widodo, 2010). (1) human resources, one of the important resources influencing success in the process of implementing a policy, it is stated that "...probably the most essential resource in implementing policy is staff." and continue "...no matter how clear and consistent implementation orders are and no matter how accurately they are transmitted, if personnel responsible for carrying out policies lack the resources to do an effective job, implementing will not be effective". (Edward III, 1980). The research findings related to human resources are that the study program has prepared four people consisting of three facilitators (lecturers) and one person as operator (staff) to provide services to students who take part in this MBKM activity. (2) equipment resources, is a means used to operationalize the implementation of a policy that makes it easier to provide services in policy implementation, it is stated that "*physical facilities may also be critical resources in implementation. An implementer may have sufficient staff, may understand what he is supposed to do, may have authority to exercise his task, but without the necessary building, equipment, supplies and even green space implementation will not succeed*". (Edward III, 1980; Widodo,

2010). Equipment resources in this case are supporting media during MBKM activities. In general, related to supporting facilities or equipment from the implementing party which in this case is a study program, it can be said to be good, because this equipment is indeed held by a person assigned by the head of the study program to support the implementation of MBKM policy. (3) Authority resources, another important thing in determining the successful implementation of a policy, an authority will be important when they are faced with a problem and require it to be resolved immediately by a decision. Therefore, implementers must be given sufficient authority in making decisions in the implementation of policy implementation. (Edward III, 1980; Widodo, 2010). This MBKM policy is of course implemented by involving many parties, one of which is the University. The university responds to this MBKM policy by making stipulations or general policies as a form of authority. Then, it is returned to the study program for more specific policies that regulate the continuity of the study program. So, the authority resource in this case is the head of the study program. The authority of the head of the study program here is like making derivative policies in

accordance with the direction of the Ministry of Education and Culture related to the MBKM program.

C. Disposition

Disposition is the desire and / or tendency of implementers in carrying out policies to the maximum. It is said that, if you want to succeed effectively and efficiently in the implementation of policies, then implementers must have the will to implement a policy, not only know and have the ability about the policy. (Edward III, 1980; Widodo, 2010). Interpreting the application of the concept of disposition as stated above, the researchers found that empirically it had been carried out by the study program directly by the head of the study program and other fellow lecturers as many as three people. However, there are still many things that need to be maximized, especially in monitoring students who are implementing the MBKM program. In the process, which is still not optimal, one of them is due to limitations in terms of in-depth meaning of the aims and objectives of this MBKM program, which in terms of content is more or less far from the expectations of study programs related to the scientific fields of MBKM which are followed by students, so that from the side of the study program less maximum in monitoring this MBKM program. However, programs that are not and/or if they are scientifically close are meant to improve the skills and personal qualities of each student who participates in the program, as stated that "Skill, as well as numbers in important characteristics of staff for implementation, both substantive and managerial, needed to implement policies effectively". (Edward III, 1980; Yalia, M., 2014).

D. Bureaucratic structure

Bureaucratic structure; mentioned to have an impact in the implementation of policies, which in the process is measured by the availability of SOPs (*Standard Operating Procedures*) and the fragmentation or division of responsibilities in its implementation. SOPs here act as simplification tools in the decision-making process directly at the time of implementation by adjusting responsibilities to existing resources. Then, fragmentation itself is the distribution of responsibility for a policy to several different people so that the process requires coordination. (Yalia, M., 2014; Edward, 1980; Winarno, 2005). The researcher's findings are that the Ministry has indeed made a Standard Operating Procedure and has made efforts to ensure the implementation of MBKM which is adapted to existing sources and the uniformity of actions from the implementers. Both Standard Operating procedures for universities, students, and for other partners. However, this Standard Operating Procedure is felt by students is still not comprehensive, both in terms of systems and technical aspects. Even this is felt by the university which in this case is a study program. Regarding the fragmentation or division of tasks, it can be seen from the clarity of the SOP itself, with the clarity of the duties and responsibilities of each part/element of implementing which is expected to minimize barriers to coordination between or within the implementers of this MBKM policy. Based on the findings of researchers in the field regarding bureaucratic obstacles, division of tasks and accountability mechanisms that make it difficult or limit the authority itself related to the MBKM program, the ministry itself is still not optimal in thinking about

technical implementation in the field so that there are still many campuses that are still technically and systematically not ready to adapt optimally in the implementation of this MBKM program.

V. CONCLUSION

Researchers found the results based on findings from the analysis that had been submitted in the previous chapter, that Edward III's approach which includes communication factors, resources, dispositions and bureaucratic structures in the implementation of the Merdeka Belajar Kampus Merdeka program policy in accordance with Ministerial Regulation of Education and Culture Number 3 of 2020 Article 18 concerning National Education Standards are still has not been realized ideally so that in its implementation in the study program Education Administration, the University of Education Indonesia is still not optimal. The implementer feels that the policy of Merdeka Belajar Kampus Merdeka can make students lacking in the scientific competence of Educational Administration. Because the activities in the Merdeka Belajar Kampus Merdeka have small slices with Educational Administration Science.

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