Evaluation the *Merdeka Belajar Kampus Merdeka* Programme in Indonesia: Sustainability and Challenges

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Abstract

This study aims to evaluate the MBKM (*Merdeka Belajar Kampus Merdeka*) Programme in Indonesia, describe sustainability, and challenges in implementing the programme. This research uses descriptive qualitative research by utilising data sources from books, articles, and related journals. The data collection technique was carried out by reviewing and analysing documents from several universities that have implemented the programme. The result of this study is that the universities that became the sample in the evaluation of MBKM implementation did not all implement the programme. Although there are universities that implement the programme, the percentage is still low. Therefore, universities need to do several things to improve it: 1) socialisation and inspire/motivate students to get involved in the programme. One of the strategies that can be anticipated to overcome the difficulties in producing outcomes that are aware of scientific and technological advances and able to compete in global progress is to design programme policies; 2) involve cooperation with several partners outside the college to equip students with MBKM programme experiences that are in accordance with student preferences; 3) colleges need to pay attention to the interests of students in implementing MBKM programmes, especially internship programmes that require extra funds. In addition, to support this programme, it is necessary to innovate learning models, collaborate with partners outside the campus, and adjust the study programme curriculum to be more adaptive in preparing graduates for the world of work.

Keywords: Policy Evaluation; *Merdeka Belajar*; *Kampus Merdeka*

Introduction

The Ministry of Education and Culture offers the MBKM (*Merdeka Belajar Kampus Merdeka*) programme as a policy in an effort to develop human resources with character and improve their quality. It is hoped that with the introduction of this programme to universities, the academic community will broaden their horizons, deepen their understanding, and develop stronger characters. In addition, this programme is expected to help universities prepare their graduates to face the rapidly growing fields of technology, industry, and the workforce, as well as readiness for social and cultural changes (Zunaidi et al., 2021).

The government has stipulated (MBKM), in accordance with the Regulation on National Higher Education Standards Number 3 of 2020 issued by the Ministry of Education and Culture, students can complete one semester or the equivalent of 20 credits (Semester Credit System) of study in an outside study programme at the same university if given the right to study for three semesters. Students are also allowed to study outside their study programme for up to two semesters or forty credits at different universities. When students enter the workforce, this policy aims to prepare students by enabling them to acquire a range of up-to-date and ready knowledge. The purpose of such activities is to complement the available study programme credits. With this, it cannot be denied that the success of the MBKM programme depends on students' understanding of the

programme (Putri & Astutik, 2023). An independent campus is an adjustment to a new routine that presents opportunities and challenges for academic and teaching institutions in applying the principles of quality and productive public services (Rosani, 2023). Efforts to develop a learning culture that is creative and responsive to student needs, it is hoped that the independent campus will be able to become an independent and flexible learning environment. In addition to fostering students' desire to seek and gain knowledge through reality, this programme provides opportunities for students to improve their personality, talents, creativity, and needs. These include the need for specific skills, real-world problems, social interaction, teamwork, self-management, performance standards, goals, and success (Direktorat Jenderal Pendidikan Tinggi, 2020). Student participation in MBKM exercises can improve analytical and problem-solving skills.

In addition, there are pros and cons of MBKM, those who support it think that this programme will increase access to higher education for students in Indonesia. By giving students the opportunity to take courses at other universities, the programme can help overcome the limited facilities and capacity of home campuses. MBKM also encourages students to take courses outside of their major, thus helping them to develop a broader cross-disciplinary expertise that can equip them with more holistic insights and diverse skills. Therefore, through MBKM students have the opportunity to interact with peers from various universities who can build networks and relationships that are beneficial for their future careers. While there are some who disagree or are not in favour as there is a concern that the quality of education may not be consistent across all colleges. Students may face differences in teaching methods, evaluation standards, and curriculum that may affect the overall quality of their education. In addition, the MBKM programme may cause students to have to bear additional costs such as travel expenses, living expenses in a new place, or additional registration fees at the destination college. This can be an additional financial burden for students. In an effort to prepare students for the world of work, the government also continues to encourage education and research to find effective ways to adapt both sectors of society. One of them is through the MBKM Programme with various plus-minus considerations. In this way, students can enter the workforce with the knowledge and skills that companies need (Kamalia & Andriansyah, 2021).

A number of studies conducted in Indonesia have examined MBKM and detailed the impact of this policy. The result is that students in the biology education study programme, Faculty of Teacher Training and Education (FKIP), University of Flores, gave a positive response to the programme (Meke et al., 2022). The findings of the study are that most students are not fully aware of the *Merdeka Belajar Kampus Merdeka* (MBKM) policy. This shows that there are gaps in students' understanding of the policy, which can affect the implementation and benefits obtained from the MBKM programme. Likewise, research on MBKM policy evaluation at the university level is only limited to the scope of the study programme. Likewise, the perceptions of students of the Faculty of Sport Sciences, State University of Semarang towards MBKM are classified in the moderate category (Permono et al., 2021). The results of this study indicate that the perceptions of FIK UNNES students towards the MBKM programme are in the moderate category. This provides an overview of how FIK UNNES students perceive and understand the MBKM programme in the context of the campus. Including the implementation that has not been optimal in the Physiotherapy Study Programme, Esa Unggul University (Anggita & Wahyudin, 2021). Likewise, research has made adjustments and implementation of the curriculum. However, there are various problems and obstacles faced by the law study programme in implementing the *Merdeka Belajar* curriculum on an independent campus, especially related to the programmes in the curriculum (Rahmadia et al., 2022).

Based on several previous studies, some of which have been described above, there are interesting things that are of concern to researchers to find what factors influence me so that the policy can be implemented well (including getting a positive response) and what causes it not to be implemented optimally. So that the findings of this research can formulate a formula for macro-level (ministry) and micro-level (implementing universities) policies so that the programme is implemented evenly throughout universities in Indonesia. This research is reviewed to find out by describing the sustainability of the MBKM programme that has been implemented from various universities in Indonesia. The difference between this research and other research is that the research conducted by several universities is only bound to their respective universities/prodices. Meanwhile, this research is more complex to describe the MBKM program that has been implemented through 3 samples of universities that have implemented it, although some of the programs still have shortcomings, and compared with 3 samples from universities that have made innovations to realize the success of this program. As for the similarities of this research, namely evaluating the MBKM program that has been implemented.

Method

This research uses descriptive qualitative research with a library research approach that utilises data sources derived from books, articles, and related journals that have relevance to the title and content of the research. Furthermore, the reading was analysed using the content analysis method. The sources were then analysed based on the theory of policy and its implementation.The study sample comes from documents or publication manuscripts that describe the implementation of the *Merdeka Belajar Kampus Merdeka* Programme. Data analysis uses the Miles & Huberman Model with the stages of data reduction, data presentation, and verification. Then the researcher's data validity uses data source triangulation.

Results and Discussion
1. MBKM Programme Policy in Indonesia

Regulation of the Minister of Education and Culture No. 3 of 2020 in Article 18 states that undergraduate or applied undergraduate students can be given study time and workload by complying with the university study programme as a whole in accordance with the time and workload given and participating in the programme learning process to complete part of the study period and workload, while the rest is devoted to learning outside the programme. The *Kampus Merdeka* Policy consists of 4 important points, as explained below.
a. Universities are given great enthusiasm to create new study programmes (products);
b. Automatic reaccreditation;
c. Assisting Public Universities with Public Service Agency (PTNBLU) status to become Public Universities with Legal Entity (PTNBH);
d. Students are free to study anywhere, even off campus, outside of work.

In addition, the following are the general prerequisites for implementing MBKM, namely:
a. Students are enrolled in an accredited study programme.
b. Students who have been registered in PDDIKTI (Higher Education Database).

Universities and partners must collaborate to prepare the programme. The Ministry has created a national programme called *Merdeka Belajar Kampus Merdeka* Programme, or higher education institutions registered in the Higher Education Database have created the programme. Students' beliefs and expectations are that the MBKM

programme policy will be able to face life outside campus (Wijiharjono, 2021). Activities in learning can be implemented by study programmes, including the following 8 schemes.

Figure 1. Example of MBKM Programme Learning Activities
Source: (Directorate General of Higher Education, 2020)

a. Student Exchange Activities. The student exchange programme is expected to help reduce the problems of infrastructure and educational facilities in Indonesia. In addition, this programme provides students with access to opportunities outside of their original study programme that they may be interested in pursuing (Faiz & Purwati, 2021). Another advantage of this programme is that students who can manage their time well, have good communication skills, and are willing to accept help when they need help will have a high level of self-efficacy when learning online (Fatimah et al., 2023).

b. Internship/Work Practice Activities. Part of the vocational training system is apprenticeship/practical work, which is done by working directly for a certain period of time at a certain agency. This work process is directly supervised or guided by qualified instructors, staff, or other agency employees. This internship/work practice is intended to provide specific knowledge or skills. Students may choose to participate in an internship or work experience as part of their academic requirements, or they may do so for personal reasons (Hayati et al., 2022).

c. Teaching Assistance in Education Units. Student participation in assisting is commonplace in educational settings such as elementary, middle, and high schools. Schools where teaching is provided can be found in both urban and rural locations.

d. Research. Independent learning can be realised for students who have an interest in research through research activities at a college or study centre. Critical thinking is developed through discovery/research, which is important for many disciplines in higher education.

e. Humanitarian Project. The emergence of this programme is in line with the many natural disasters that have occurred in Indonesia. Students are expected to participate in development and humanitarian projects after these disasters. From a technical point of view, instructors and their affiliated organisations assist students to supervise, evaluate, and record the activities carried out (Fuadi & Aswita, 2021).

f. Entrepreneurial Activities. So far, the management of the entrepreneurial potential of the millennial generation is still ineffective and the level of entrepreneurial index in Indonesia is still low compared to other ASEAN countries. The policy aims to develop students' interest in entrepreneurship which is implemented including related educational activities.

g. Independent Study/Project. Discussing lectures that are available on the syllabus of the study programme or faculty but are not listed in the lecture schedule, universities or faculties can also organise independent studies. Independent project activities can be completed in groups across disciplines.

h. KKNT. Students who take part in Thematic Real Work Lectures (KKNT) have the opportunity to live off campus in a community, working directly with the community to identify opportunities and solve problems. In doing so, students are expected to maximise the potential of a city or region and offer improvements to the problems that arise there.

2. Evaluation of the MBKM Policy

Through this policy, it is hoped that Indonesian universities will implement it well, but it was found on several campuses that the MBKM programme policy could not be implemented optimally. It is necessary to evaluate the ability of students to participate in the MBKM programme. Given the importance of this, it is important to conduct research related to evaluating the implementation of the MBKM policy that has been implemented. Of course, this is also useful to prevent problems when the programme is implemented as a whole in all universities in Indonesia. This can be achieved for the needs by concentrating on the following areas.

a. Thorough dissemination of information on the objectives and benefits of the MBKM programme;

b. Understanding of MBKM regulations at the university level;

c. Equitable understanding of the implementation, planning, and evaluation steps of the MBKM programme.

The assessment will provide insight into notifications that are still not widely shared and known, whether there are specific challenges and problems that are being experienced. Such issues also relate to the diverse circumstances of study programmes. This assessment can be used to determine how effective the MBKM programme is. The findings of this study can also help improve the MBKM programme at the study programme level by increasing participation and providing suggestions to academic institutions and lecturers for further programme development.

MBKM is being introduced at the tertiary level, this policy aims to encourage students to acquire various skills that will help when entering the world of work. The anticipated outcome has the potential to improve the competence of graduates in both hard and soft skills, preparing for the demands of an increasingly modern world of work. Thus, the educational options provided are expected to help students achieve their maximum potential/excellence through their interests and abilities. In addition, 21st century skills are also put forward in the hope of helping students become independent learners, so that they can find and identify knowledge with reality. In order for higher education to continue to operate in the face of shifting demands from the corporate, industrial, and government sectors and remain competitive with other universities, all parties must have a common mindset (Kodrat, 2021). In this research, the author analyses six samples of universities that have implemented the MBKM programme, with the following reviews.

a. Universitas Djuanda, Aquaculture Study Programme

According to research conducted at this campus, information about the MBKM policy can be obtained at challenge socialisation events organised by the university and offline to students with a ratio of 57.14%. In addition, humanitarian projects with a ratio of 42.86%, student exchanges with a ratio of 28.57%, internships/practical work with a ratio of 14.28%, and entrepreneurial activities with a ratio of 14.28% are among the extracurricular learning opportunities chosen by aquaculture students (Mulyana et al., 2022). Further explanation can be seen through the diagram illustration below.
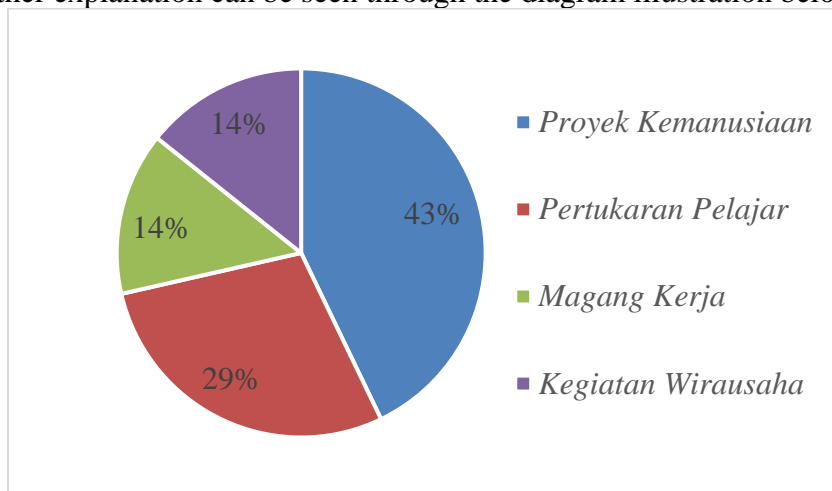

Figure 2. Choices of MBKM Programme Students at Djuanda University
Source: Mulyana et al. (2022).

In the diagram above, of the 4 programmes, the most popular is the humanitarian project programme. Meanwhile, the second most preferred programme is student exchange. These results are considered normal because the programme is in line with the fundamentals and expertise of the study programme, namely preparing future teachers. Students who have a young spirit, strong knowledge base, and social awareness can work on humanitarian projects, as well as equity in Indonesia. Student exchange between study programmes at the same university is one of the many types of learning activities that can be carried out in the framework of learning exchange. In addition, there are student exchange programmes offered by various universities within the same study programme. There are also student exchanges between academic programmes at different universities.

b. Universitas Flores, Biology Education Study Programme

According to research conducted at the University of Flores, biology students found information about the MBKM policy carried out by online and offline socialisation activities from the university 34.4%. Humanitarian projects with a ratio of 7.8%, student exchanges with a ratio of 17.8%, internships / work practices with a ratio of 30%, entrepreneurial activities with a ratio of 7.8%, and teaching support in educational units 24.40%, 7.8% for research / research and 11.1% for KKNT are additional learning opportunities from the programmes they choose (Meke et al., 2022). Further explanation can be seen through the diagram illustration below.
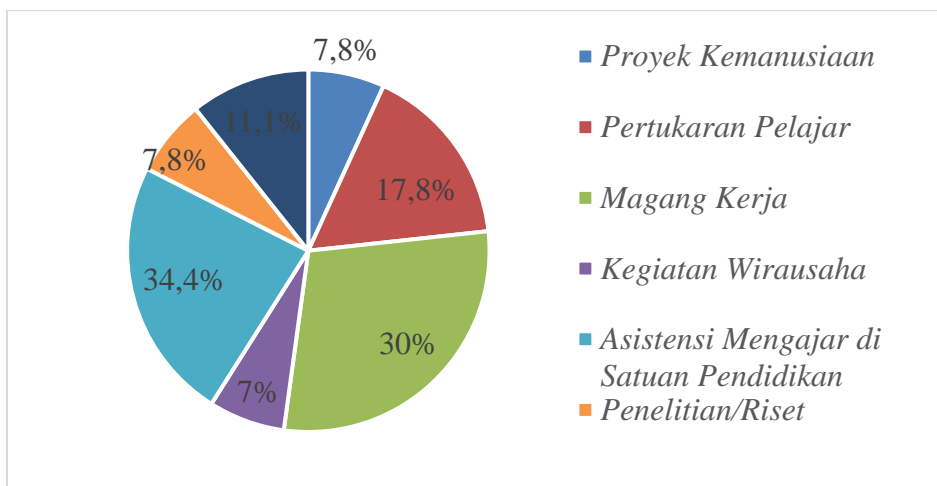
Figure 3. Students' choice of MBKM programme at the University of Flores
Source: Meke et al. (2022)

The seven programmes in the diagram above that are most in demand are internship/practical work programmes. Internships can help students become more competent and capable while providing a variety of real-world experiences, preparing them when they eventually enter the workforce (Aswita, 2022). Meanwhile, teaching in educational units is the second most popular choice, as this programme is in line with the fundamental study programme and area of expertise, which is preparing prospective teachers, so it is considered commonplace.

c. Universitas Komputer Indonesia, Faculty of Cultural Sciences

According to research conducted at Universitas Komputer Indonesia, students of MBKM policies carried out from the faculty of cultural sciences from online and offline socialisation activities with a ratio of 47.8%. Humanitarian projects with a ratio of 11.6%, student exchanges with a ratio of 24.9%, internships / work practices with a ratio of 58.8%, entrepreneurial activities with a ratio of 1.7%, teaching support in educational units with a ratio of 0.3%, independent projects with a ratio of 1% and research / research with a ratio of 2% (Setiana et al., 2022). Further explanation can be seen through the diagram illustration below.
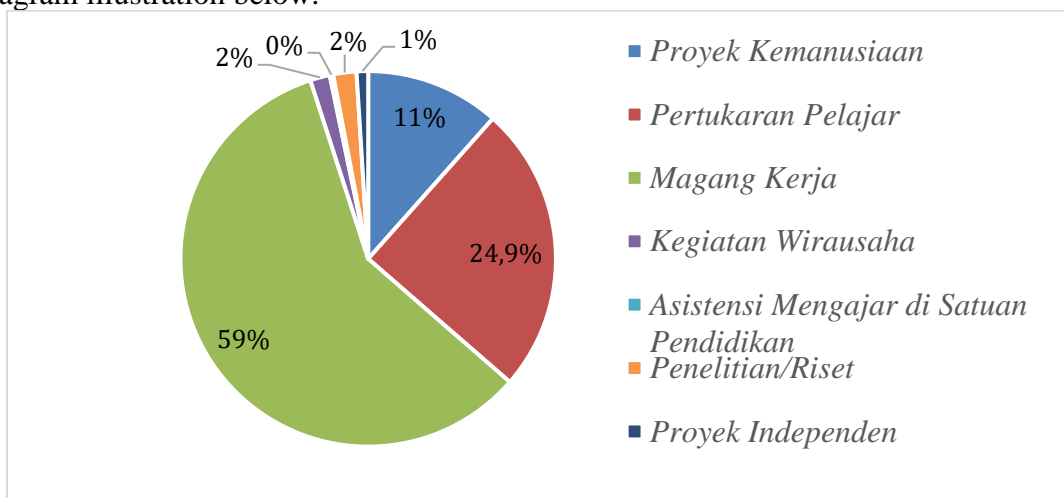

Figure 4. MBKM Programme Student Choices at Universitas Komputer Indonesia
Source: Setiana et al. (2022)

The seven programmes in the diagram above that are most in demand are internship/practical work programmes. Student exchange is the second most popular choice at the moment. Based on these findings, FIB Unikom students still dislike other

teaching methods. This may occur due to habituation from regular participation in certain activities in previous years. As for the evaluation of some sample universities above, we can compare them through the following table.

Table 1. Comparison of MBKM Implementation in Research Samples

Perguruan Tinggi	Proyek Kemanusiaan	Pertukaran Pelajar	Magang Kerja	Kegiatan Wirausaha	Asistensi Mengajar	Penelitian/ Riset	Proyek Independen	KK NT
Universitas Djuanda	42,8%	28,57%	14,2%	14,2%	-	-	-	-
Universitas Flores	7,8%	17,8%	30%	7,8%	24,4%-	7,8%	-	11, 1%
Universitas Komputer	11,6%	24,9%	58,8%	1,7%	0,3%	2%	1%	-

Source: Research Data

It can be seen from the table above that the universities sampled for the evaluation of MBKM implementation did not all implement all the programmes. Only 2 universities have almost implemented all MBKM programmes, namely Flores University and Universitas Komputer Indonesia, which run 7 programmes out of a total of 8 programmes created by the government. Even though the two universities almost implemented all programmes, the percentage still looks low. Furthermore, researchers compared the three universities above in terms of the percentage of each programme that excels, which can be seen as follows.

1) In the humanitarian project programme, the superior percentage is Djuanda University with 42.8%;
2) The superior student exchange programme is Djuanda University with 28.57%;
3) The superior work internship programme is Unikom with 58.8%;
4) Entrepreneurial activities that excel are Djuanda University with 14.28%.

When viewed from the programmes that have been carried out by the three universities, the superior majority is Djuanda University. Although compared to the 2 universities above that implemented 7 programmes, Djuanda University implemented 4 programmes out of a total of 8 programmes launched by the Ministry of Education and Culture.

d. Universitas Nusa Bangsa, Biology Study Program

Based on the results of the survey analysis of the implementation of the MBKM curriculum for the UNB Biology Study Program towards partners, lecturers, students and staff, it appears that the MBKM program has been implemented well. However, this study program must continue to make preparations for each activity that will take place and evaluate after the activity is completed. Students are expected to get to know the world of work or the environment they will work in after graduating from college. This will have a positive impact because they are used to and more adaptive in responding to problems that occur in society and providing solutions according to their scientific capacity (Oksari et al., 2022).

e. Universitas PGRI Kanjuruhan Malang

The results of this research show that the implementation of the case method and Team Based Project is a method that is in accordance with the MBKM program and is actually able to provide opportunities to improve student skills, namely Creativity Skills, Critical Thinking Skills, Communication Skills, and Collaboration Skills (4C), so that quality graduates become better. Implementation of MBKM using the Case Method and Team Base Project Learning has been carried out by lecturers. It's just that some students don't understand that the learning methods used by lecturers are case method and team based project learning (Sahertian et al., 2022).

f. Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar

The research results show that (strength) with this program students can study (study) in the same study program at different universities and different study programs at the same university. The advantage of this program is that students can feel and compare the academic climate in other study programs or universities. Students can get to know more closely the customs, traditions, culture of foreign communities and various other unique things. That is the form of the student exchange program carried out by the three study programs through the MBKM program (Syahrir et al., 2023).

Basically, the changes that occur in higher education bureaucracy and the curriculum are caused by external influences, namely the MBKM program, where study programs are encouraged to provide 20 credits to students participating in the program. This will change if there are still students who request recognition of 20 credits from universities for learning experiences outside the study program. Therefore, if universities create their own MBKM programs (MBKM Mandiri), this policy will continue even though the flagship MBKM program run by the Ministry of Education and Culture no longer exists.

From the results previously presented, it can be seen that this research used 3 samples (no. 1 to 3) for evaluation that actually implemented MBKM, namely Djuanda University, Flores University, and Indonesian Computer University. The MBKM evaluation at Djuanda University has a positive impact, namely improving students' knowledge and skills for the better. Even though it has good benefits, in reality there are still several problems faced by Djuanda University, namely funding, adjusting the academic information system, exploring partners and lack of information/socialization of the MBKM program. Some of the problems experienced by Djuanda University in implementing the MBKM program are the hope that through the role and participation of lecturers they can improve the quality of learning, pass on their competencies to students, and lead students to success in the future. Through the implementation of MBKM carried out by Djuanda University, Djuanda University has fulfilled the policy made by the government Regulation of the Minister of Education and Culture article 18, namely the policy element that students are free to study anywhere, even outside campus, outside of work. If this policy is connected, it lies in the need for partners/companies/internships.

Then the MBKM evaluation at Flores University showed that students gave a positive response. The university's online and engaging outreach platform has emerged as a key source of information on all MBKM policies and programs. In particular, the most popular internship program has helped students prepare to participate in the MBKM program because it connects and aligns with the post-college work world. In fact, participating in MBKM activities significantly reduces the financial difficulties of Flores University students. The MBKM program is expected to start in the first semester of students, in the implementation carried out by the University of Flores, it has fulfilled the policy made by the government Regulation of the Minister of Education and Culture article 18, namely the policy element that students are free to study anywhere, even outside campus, outside of work. If this policy is connected, it lies in the need for partners/companies/internships.

Meanwhile, the MBKM evaluation at the Indonesian Computer University students has a positive influence on how activities in the MBKM Program are carried out. It is characterized by a thorough understanding of how these programs work. Apart from that, student interest in participating in the program is quite large. The hope is that the implementation of this program in the future will be even better, especially for students. The implementation of MBKM has fulfilled the policy made by the government, Minister

of Education and Culture Regulation article 18, namely the policy element that students are free to study anywhere, even outside campus, outside of work. If this policy is connected, it lies in the need for partners/companies/internships.

Referring to the existence of educational inequality so far lies in inequality as a relative standard of living across society. Because of these variations, the degree of development and income distribution in each region is different, giving rise to differences or disparities in welfare between regions. Thus, variations in production factors and available resources cause disparities between regions (Kuncoro et al., 2022). Referring to the review of the three sample universities described above, the three universities did not show any gaps, because each university's main problem was the funds that students would use for internships. Apart from that, when students do internships, they don't just pay for the internship costs, but also think about the student's living expenses at the internship location, for example living costs (internships in different cities). As for the differences that can be seen in the facilities between universities.

As for the discussion from several sample universities above, it is necessary to increase socialization and inspire/motivate students to get involved in the MBKM program. Socialization regarding the MBKM curriculum needs to be improved so that all related parties understand better so that they are able to implement the MBKM curriculum in accordance with the desired objectives (Wardhani et al., 2022). This is an answer to the challenges of implementing the program. This shows how important socialization is for universities that use MBKM as a learning environment for their students (Baharuddin, 2021). One of the anticipated strategies to overcome the difficulty of producing output that is aware of advances in science and technology and able to compete in global progress is to design MBKM program policies. Then it is necessary to involve collaboration with a number of partners outside the university to provide students with MBKM Program experiences that suit student preferences. One of the most important factors in implementing a program or policy is planning. In order for the MBKM program to be implemented well, to achieve the desired results, it must be prepared with good policies. Of course, program organizers must play an active role in these preparations. Management of the MBKM program needs to involve several tasks including development, recruitment, placement, planning, outreach, recording and reporting (Andari, 2022).

The results of the review of the implementation of the MBKM Program emphasize that the policy process needs to re-emphasize the stages of systematic policy making. The public policy process requires several stages, including: identification of policy problems, agenda preparation, policy formulation, policy ratification, policy implementation and policy evaluation (Muadi et al., 2016). Likewise, in determining public policy, you must use stages such as defining, collecting, organizing, influencing, agenda, formulating, and ratifying. Having exposure to examples of campuses that have implemented it can of course be part of identifying problems with the implementation of the program. The government also needs to carry out evaluations to improve this curriculum so that it is more adaptive and provides benefits for educational progress.

Policy implementation is the most crucial variable which has a huge influence in resolving every public problem. Implementation also proves whether the government has the right response and method to embrace the interests of the community. Meanwhile, policy evaluation is the end of the policy stages. At this stage we can see how the implementation of the policy is going, the shortcomings, advantages, and whether the results of the policy implemented are positive or negative. Evaluation also becomes a benchmark for future policies that will be taken by the government or implementers (Permatasari, 2020).

Based on different points of view, it turns out that the author also found references to the success of implementing this program. The key to successful implementation of a university's MBKM policy (such as the implementation example in samples number 4 to 6) is the courage to change the mindset from a rigid content-based curriculum approach to an adaptive and flexible learning outcomes-based curriculum to prepare students to become capable adults. independent. Study programs are challenged to develop a curriculum that is adaptive and able to adapt to increasingly rapid developments without straying from the goal of producing graduates in accordance with predetermined learning outcomes (Giantomi, 2023). There needs to be support from universities for the implementation of MBKM so that complete information is available so that the implementation of MBKM can run well (Wulandari et al., 2022).

Innovation in learning models is needed, such as the implementation of the MBKM Curriculum through 5 activity programs, namely the Student Exchange Program, Introduction to the School Environment through the Teacher Activator program in remote areas, Business Internships, Thematic KKN "Digital Literacy Education", and Social Service (Baharuddin, 2021). In this program, students will be confronted with students from across study programs within the internal campus, across campus, the community, the business world, and the industrial world. This will have a positive impact because they are used to and more adaptive in responding to problems that occur in society and providing solutions according to their scientific capacity (Oksari et al., 2022).

Conclusion

The results of evaluations from various universities regarding the real benefits of the MBKM program for both lecturers and participating students can be concluded that increasing knowledge and skills among students can be achieved through this program. Although there are several challenges that must be implemented, namely: 1) encouraging students to take part in MBKM socialization activities, so that implementation can run well; 2) after students graduate from college, the challenges of the world of work require appropriate solutions by collaborating with partners/companies. Potential obstacles or difficulties that may arise in implementing the MBKM program, such as program funding, need to be overcome so that the goals and benefits can be realized effectively, optimally and over a long period of time.

There are 3 examples of implementation that are deemed to require more in-depth evaluation, this is because there are deficiencies in various aspects of implementing the MBKM Program. Apart from that, there are also 3 examples of good practice implementation because they have innovated policy implementation. This research recommends that further development and efforts be made towards implementing the MBKM Program in Indonesia, then every university needs to help this initiative. In addition, the findings of this research can be used to inform theoretical policy decisions taken by the government regarding the implementation of the MBKM program nationally so that it can improve the implementation of similar programs in the future.

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