

INDEPENDENT CAMPUS IMPLEMENTATION AT UPN “VETERAN” YOGYAKARTA

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Abstract

Independent campus policy was a form of Students Centered Learning (SCL) actual implementation. Through this policy, learning might be performed outside the campus area, yet still within lecturer’s supervision. The policy implementation needed carefulness. Objective of this research was to establish the implementation independent campus at UPN “Veteran” Yogyakarta. This research used qualitative descriptive methods using in-depth interviews. This research, also, used diffusion of innovation theory to see how the adaptation process performed by academics of UPN “Veteran” Yogyakarta in implementing independent campus policy. Result of this research showed that University of National Development (UPN) “Veteran” Yogyakarta satisfied Independent Campus program preparation in the future and would be elaborated and referred to 5 decision making processes. Stages in diffusion of innovation were stages of knowledge, persuasion, decision, implementation, and confirmation. Lecturer as educator had been socialized about Freedom to Learn – Independent Campus (MBKM) program. Therefore, after drafts of Independent Campus had been implemented, freshmen would be the first batch that would be tried with this policy. In competency, UPN “Veteran” Yogyakarta lecturers had been known to have met the teaching quality standard. In addition, learning process methods would be made creatively and innovatively to balance the MBKM dynamics.

Keywords: Independent Campus, State Defense, innovation, college

INTRODUCTION

As governments mandate in performing strategic rules to enrich the life of nations in the 1945 Constitution Article 31 paragraph (5) about science and technology development, the higher education implementation in Indonesia is

still hindered by several issues. Whereas, in fact, higher education has an important role in improving the nation's competitiveness in the future.

Quoted from Higher Education Council, Directorate General of Higher Education, Ministry of Education and

Culture, about Higher Education Autonomy and Governance, higher education in Indonesia face obstacles such as policy, implementation, supervision, until evaluation. (Tim Sosialisasi Undang-Undang Pendidikan Tinggi:2014). This issue is influenced by many factors such as budget, financing, access, relevance, quality, and governance. In facing such obstacles, the government then establishes legal protection equal to regulations about higher education governance in the form of its autonomy and governance itself. It is deemed as important to avoid disputes between universities and other government institutions.

University autonomy and governance in Indonesia cannot be separated from pros and cons and other issues. This governance is often associated with commercial university issues, government avoidance of responsibility on university implementation, and cause of higher cost universities. These issues appear due to the differences of understanding and view of various parties about university's autonomy and governance.

In fact, autonomy of management given to universities is done based on the principle of accountability, transparency, nonprofit, quality assurance, effectiveness, and efficiency. In early 2020, the government through the Ministry of

Education and Culture established a policy of Freedom to Learn—Independent Campus (MBKM). This policy is a freedom of autonomy given to the education institutions, and they are far from a convoluted bureaucracy, also freedom of students to choose their own desired program. The big goal wished to be achieved by the Ministry of Education and Culture is creation of autonomous and not bureaucratic education institutions, also the creation of innovative learning systems based on specialization and modern demand. (Kementerian Pendidikan dan Kebudayaan:2020). Its policy becomes the newest thing for society of academicians in university. On the other hand, this policy also gives an opportunity to improve the system of university implementation processes. In the challenging industrial era, university is demanded to prepare students to have better competence in facing various developments such as development of technology, social, and culture, until working life.

Policy of an independent campus also has pros and cons due to the surface of many doubts that it is too extreme. In (Arifin, 2020), it is mentioned that independent campus may cause confusion for small Private University (PTS) and PTS which included as left behind category in the terms of its relationship with service

company and big industry, as well as question about the availability of “A” accreditation university that collaborated with B or C accreditation university.

University is expected to help students to prepare themselves in challenging real life and wide society in order to enter working life. For university, last semester students are the graduation candidates who will continue to work life. The students are demanded to equalize quality needed by the company. Nevertheless, unfortunately, many students from university are not satisfying the qualifications needed by the company (Baiti et al, 2017).

Based on data from the Central Bureau of Statistics (BPS) in February 2019, it shows the decrease of 50.000 unemployment or 5,01%. Although overall the unemployment number decreases, but seen from the education level, the graduates of diploma and university are increasing. Based on the data, from 2017 until 2019, the number of educated unemployed is increasing about 25%, from 5,0% becomes 6,2%. Therefore, it shows the number of unemployed diploma and university graduates.

For students to have optimal and relevant competence, university is asked to provide creative and innovative learning activities. Amidst technology development,

universities also demanded to maximize the learning process with the development that exists along with valuable soft skill investment for students.

Hence, through independent campus policy, it is expected for universities to generate students who are ready and able to challenge time and technology development optimally. This policy provides a learning culture in line with students' needs, but without forgetting academic aspects. Thus, students obtain opportunity to learn with freedom, not restrain, creative, and innovative.

This is expected to give flexibility to students for improving their skill and interest in academics. The main programs of independent campuses are: easiness to open a new study program, change university accreditation system, easiness for university to be state university with legal entity, and rights to study three semesters outside study program. Students are given freedom to take credit outside study program, in which the three semesters referred in form of 1 semester chance to take subject outside study program, and 2 semesters to perform learning activities outside university (Buku-Panduan-Merdeka-Belajar-Kampus-Merdeka-2020/<http://dikti.kemdikbud.go.id/>).

Independent campus policy is a form of Student Centred Learning (SCL)

actual implementation (<http://dikti.kemdikbud.go.id/wp-content/uploads/2020/04/Buku-Panduan-Merdeka-Belajar-Kampus-Merdeka-2020>). Through this policy, learning can be done outside the campus area, but still within lecturer supervision. Various activities can be chosen by students in this program, including: field practice (internship), community service, teaching in school, performing project independent, research, entrepreneurship, humanity program, and student exchange.

By such various activity choices, students are expected to obtain actual and depth experience in the field, have optimal and relevant competence, and improve students' soft skill and hard skill. Students are also expected to be ready for working life or create new employment for the community.

In his explanation, Prof. Ir. Nizam M.Sc., DIC., PhD. as Executor of Directorate General of Higher Education, Ministry of Education and Culture, mentions that the policy of MKBM aims to create an excellent generation with creativity and innovation in any condition and any time. In the guidance book of MKBM, it is elaborated that the objective of this policy, "rights of three semester to learn outside study program", is improving graduates' competence, either their soft skill

or hard skill, so that they will be more ready and relevant with the time development; also preparing graduates as leader of excellent and character nation. Experiential learning programs with flexible method are expected to facilitate students improving their potency in line with their passion and talent (<http://dikti.kemdikbud.go.id/wp-content/uploads/2020/04/Buku-Panduan-Merdeka-Belajar-Kampus-Merdeka-2020>).

The novelty in this research is the communication process carried out in the implementation of the independent learning policy on an independent campus at the new State University, namely UPN Veteran Yogyakarta. In implementing the policy of an independent campus, university needs careful preparation and strategy to achieve its goal and target well. It needs carefulness in implementing the policy. By the identity and State Defense value adhered to by UPN "Veteran" Yogyakarta, it gives new color in new organization culture formation in each independent campus policy implementation. The objective of this research is to establish the implementation of independent campus policy at UPN "Veteran" Yogyakarta. The researcher wants to establish how society of academicians interpret State Defense value in Independent Campus actual implementation.

In its establishment, UPN "Veteran" Yogyakarta is expected to

develop Three College Principles to face the challenges in Indonesia and contribute to enrich the life of the nation. This identity is implemented in various academic and non-academic activities either by lecturers, students, and staff. Hence, state defense value can grow and strongly take root in each person at UPN “Veteran” Yogyakarta. Such state defense values are applied in order to create democratic, inclusive, dialogic, and emancipatory space to improve state defense character itself. Moreover, in implementing independent campus policy, it needs careful strategy and preparation to be easily understood by society of academicians without forgetting state defense values.

In order to answer such a question, the researcher uses Diffusion of Innovation theory by Everett M. Rogers which depicts the adoption concept by a group of people on an innovation at a certain time. Therefore, communication and adaptation processes can identify how independent campus policy can be accepted, understood, formed, and applied to achieve the desired goal. It is important to be interpreted as a form of transformation to develop and enrich the life of the nation in line with UPN “Veteran” Yogyakarta vision.

METHOD

In the research about independent campus policy implementation at UPN “Veteran” Yogyakarta, the researcher used a qualitative method. The researcher used this method to compile thoughts and opinions of the society of academicians. Qualitative research had the characteristic which showed that reality was multiple, complex, dynamic, and reality truth itself was dynamic (Arkandito et al, 2016).

In carrying out this research, the researcher used a qualitative descriptive method to elaborate the implementation process of independent campus at UPN “Veteran” Yogyakarta with State Defense values adhered to the institution and society of academicians. The data were collected through in-depth interviews in order to obtain information in line with research objectives to several informants. Therefore, the data would be in accordance with the fact. Sutopo (2006) explains that in-depth interview was a process to obtain information for research through face to faces interview between the interviewer and interviewee with or without interview guide, and where the interviewer and interviewee were involved in social life. Informants or interviewees in this research were Barlian Dwinagara (Head of Independent Campus Founding Committee), Partoyo (Head of LP3M/Institution of Learning Development and Quality Assurance), Wrego Seno

Giamboro (Secretary of Geophysical Engineering Department), Johan Danu Prasetya (Head of Environmental Engineering Department), Tedy Agung Cahyadi (Secretary of Oil Engineering Department), Herlina Jayadianti (Coordinator of Information System Study Program), Asep Saepudin (Head of Curriculum International Relationship Department and Vice Dean 1, Faculty of Social Science and Political Science), Heru Kristanto (Head of Management Department). Those eight informants were interviewed regarding MBKM policy at UPN “Veteran” Yogyakarta.

DISCUSSION

New policy in the education world has been proposed by Minister of Education and Culture (Mendikbud), Nadiem Makarim, about Freedom to Learn: Independent Campus (MBKM) in 2019. Pursuant to the instruction of President Joko Widodo, this program, as in *Buku Panduan Merdeka Belajar-Kampus Merdeka* (guidance book of Freedom to Learn-Independent Campus), aims to improve graduate competence, either soft skill or hard skill, in order to be more ready and relevant with time development, also preparing them as leader of excellent and good character nation. Experiential learning programs with flexible methods are

expected to facilitate students in developing their potency in line with their passion and talent.

“Grant freedom and autonomy for education institutions, and freedom from bureaucratization, lecturers are liberated from convoluted bureaucracy, as well as students freely choose the field they desire.”
–Nadiem Makarim in ‘*Guidance Book of Freedom to Learn—Independent Campus*’.

New regulation under Regulation of Ministry of Education and Culture number 3 as in kemdikbud.go.id website asks for universities in Indonesia to be ready for several innovations which will be performed at least in the next 2 years probation period. Students will be given the opportunity to obtain their learning right in a certain time outside their study program. There are eight aspects of learning activities, they are (1) student exchange (2) internship (3) teaching assistant in the education unit (4) research (5) humanity project (6) entrepreneurship (7) independent project/study (8) improve village/*Tematik* community service.

Quoted from *Guidance Book of Freedom to Learn-Independent Campus*, university obliges to facilitate students, one of the obligations is giving rights to learn outside university at most 2 semesters or equal to 40 Credits or take Credits of different study program within the university for 1 semester or equal to 20 Credits.

The process of Independent Campus program diffusion at UPN “Veteran” Yogyakarta, includes four elements, such as:

1. Innovation

Independent Campus program adaption at UPN “Veteran” Yogyakarta has innovation characteristics, in which: (1) *Relative advantages*, students are facilitated within bureaucracy when they learn outside their program study by paying attention to requirement, policy, direction, guide, and supervision from the responsible lecturer.

2. *Compability*, objective of MBKM policy at UPN “Veteran” Yogyakarta is the diversity in teaching and learning process across majors, preparing graduates for the future, improving learning achievement, and upgrading soft skills.

3. *Complexity*, MBKM for UPN “Veteran” Yogyakarta gives its own challenge for the committee regarding curriculum, learning system adaptation, cooperation with stakeholder, course equivalent, and university readiness to implement the program.

4. *Triability*, several study programs at UPN “Veteran” Yogyakarta have previously performed similar programs with those eight aspects learning activity of Independent Campus. The programs are intership, research, personal project, and entrepreneurship. However, not all of them are included as Credits.

5. *Observability*, university must constantly try to prepare itself in handling Independent Campus programs that are scheduled to be executed in freshman year 2020. Discussion and presentation of each study program will be carried out on September 29th, 2020. Moreover, each study program will form each Independent Campus Team.

Description of the implementation of the Merdeka Belajar Kampus Merdeka policy implementation at UPN “Veteran” Yogyakarta environment is as follows. (Tim Perumus dan Pengembang Kampus Merdeka UPN “Veteran” Yogyakarta, 2020:21-23).

1. Within 1 semester or the equivalent of 20 SKS students are given the freedom to take courses at outside the study program at UPN “Veteran” Yogyakarta. In the Principles of Academic Regulation UPN “Veteran” Yogyakarta,

structure undergraduate program curriculum, in addition to course content study program competency expertise, there must also be content:

- a. 8 credits of National Courses (MKN),
- b. University courses (MKU) as many as 8 credits outside the lecture Real Work (KKN),
- c. Faculty (MKF) courses that are regulated by each faculty. Students can take MKN and MKU across study programs at within the university and MKF in cross-study programs within the faculty.

Apart from MKN, MKU and MKF can also take courses Options (MKP) from other study programs while remaining oriented similarity in learning outcomes. Total number of MKN, MKU, MKF and MKP other study programs that can be taken are 20 credits. Right students in taking cross-study courses inside. The university as many as 20 credits can be done in the third semester and in the semester in which there are MKP cross study programs taken.

2. Within 5 - 6 semesters or equivalent to 84 - 104 credits, the learning process for students is addressed to provide the main

competence of study program expertise. The learning process that supports core competencies (Profile and Learning Outcomes Graduates) study programs can be taken in semesters I - VIII according to the position of the course taken on the curriculum structure. Taking core competency courses Study programs can be carried out in their own study program at UPN "Veteran" Yogyakarta or can also take the longest two semesters or the equivalent of 40 credits, in the same study program outside UPN "Veteran" Yogyakarta. Taking courses on the same study program outside UPN "Veteran" Yogyakarta can done through a modification of the Permata Sakti (Exchange Nusantara Students of Credit Transfer System and Information Technology) or student exchange program on the same or linear courses in existing colleges at home and abroad.

3. Within 2 semesters or equivalent with 40 credits, the study program facilitates a student interested in taking the form of outside learning activities UPN "Veteran" Yogyakarta. Various forms of activity. This learning is an

apprenticeship / practical work in industry or other workplaces, community service projects in village, teaching in educational units, student exchanges, research / research, entrepreneurial activities, independent studies / projects, humanitarian programs, and military training as a characteristic feature UPN "Veteran" Yogyakarta as a state defense campus.

Determination of the semester for the implementation of 9 forms of learning in outside the university coordinated by the study program and customize in the learning activity program created by the study program.

6. *Communication Channel*

Adaptation of Independent Campus policy at UPN "Veteran" Yogyakarta is performed through two communication channels:

(1) Organization Communication, in its principle, department is given policy suggestion from the Ministry, afterwards it is given to the University. Therefore, after the policy is given, the department will be preparing all things related to the Independent Campus program. (2) Group Communication, an

instrument that has been arranged and made in a guidance will be distributed from lecturers and study program to the students. At that time, university must be ready for the implementation.

7. *Time Period*

An Independent Campus program has been proposed by Minister of Education and Culture, Nadiem Makarim, in 2019. In its planning, the policy will be tried for two years since it is declared.

"...Hope the time is still available since we have an independent campus program presentation for the excluded study program that has been drafted to be presented next semester 2021. Later, the university team will come to faculty and all FTE study programs all invited, then we will present the material there for the program in each study program..."

Until now, UPN "Veteran" Yogyakarta is in the middle of preparing all instruments needed to support the policy. University planned to try this regulation for the new academic year.

Social System

Social system members of the Independent Campus program at UPN "Veteran" Yogyakarta are all educators and society of

academicians at UPN “Veteran” Yogyakarta, including students, lecturers, until rectorate.

MAPPING OF INDEPENDENT CAMPUS POLICY AT UPN “VETERAN” YOGYAKARTA IN FIVE STAGES MODEL OF INNOVATION-DECISION PROCESS

Scheme of UPN “Veteran” Yogyakarta in preparing Independent Campus program in the future will be elaborated and referred to 5 (five) stages of decisions making process within Diffusion of Innovation Theory proposed by Rogers (1995). The theory portrayed how variables influenced by an adaptation model. Thus, adoption and innovation on the variable appear, such as:

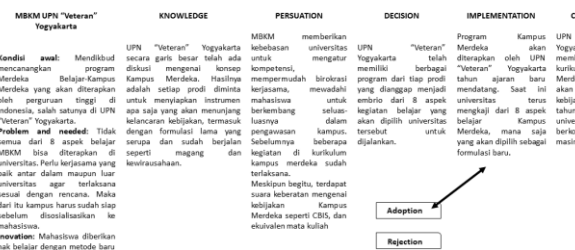


Figure 1 Model of Five Stages in Decision-Innovation Process

Note:

MBKM UPN “Veteran” Yogyakarta

Initial condition: Ministry of Education and Culture proposed

MBKM program that will be applied in university, one of them is at UPN “Veteran” Yogyakarta.

Problem and needed: not all eight aspects of MBKM learning can be applied in university. It needs good cooperation within or outside the university. Thus, it can be implemented as planned. Hence, campus must have prepared the program before it is socialized to students.

Innovation: Students are given rights to learn with new methods, in which outside the campus provided that with certain requirements, time, and guidance applied in the university.

Social System: All educators and society of academicians at UPN “Veteran” Yogyakarta, including students, lecturers, until rectorate.

Knowledge: UPN “Veteran” Yogyakarta, broadly speaking, has discussed the Independent Campus concept. It results in each program study to prepare instruments supporting the policy, including the similar old formula and has been done such as internship and entrepreneurship.

Persuasion: MBKM gives university freedom to arrange their competence, facilitate bureaucracy of cooperation, and facilitate students to grow under

campus supervision. Previously, several activities in the independent campus curriculum have been performed. Nonetheless, there are objections regarding the policy such as CBIS, and course equalization.

Decision: UPN “Veteran” Yogyakarta has various programs in each study program that are considered as embryos of 8 learning aspects and will be chosen to be done.

Implementation: The Independent Campus program will be applied at UPN “Veteran” Yogyakarta in the near academic year. Today, the university still examines the 8 learning aspects and what will be chosen as new formulation.

Confirmation

UPN “Veteran” Yogyakarta has formed an Independent Campus curriculum and planned to apply the policy in the near academic year. The university will constantly coordinate with each study program.

1. *Knowledge:* occurred when a person (or other decisions making units) gets innovation and obtains understanding about how the function is. Broadly speaking, UPN “Veteran” Yogyakarta has discussions about the Independent Campus concept. The result is each study program asked to prepare

instruments which will support the policy. Including modification of old similar formulas and has been applied such as internship and entrepreneurship. Then, each study program will be asked to do a presentation about learning system planning progress in their department.

“...Independent Campus will be applied to new students especially those who are in the odd semester. Through the presentation of the team chief about the implementation, I summarize it into two points. Firstly, in conventional models, conventional means adopting an old system by giving students freedom to choose. Secondly, formulation of an independent campus is done actually if the program has been examined deeply. If we think about it, we have already applied parts of the program since in the curriculum, first, there must be discussion about cross major, and second, there is discussion about internship...”.

2. *Persuasion:* occurs when a person (or other decisions making units) determines an attitude to support or not support innovation. Basically, the university supports this program, and has even formed guidance for Independent Campus at UPN “Veteran” Yogyakarta. Each staff of the study program has been asked to collect data and plan MBKM pursuant to department

characteristics. For example, for the study program of Mining Engineering, lecturers have been told about the general description about this Ministry of Education and Culture program. Based on that, response from lecturers about the program can be seen since actually there is not much change (from 8 aspects learning of Independent Campus, the department has run several parts of the program).

It is in line with study program representative opinion at UPN “Veteran” Yogyakarta which support this program, as it is said below:

“Yes, conceptually it is better since according to its terms, it gives freedom for us to manage our own competence. Where we will bring the communication in line with our character. Previously, several activities in independent campus curriculum have actually been performed as it was explained by Johan, such as Internship, Service Community, just it was known as a wider concept. Usually, an internship is done in 2 months, but in this program, we must give 6 months and be represented with more Credits. In my opinion, there are two sides in a coin. This program, in terms of student competence, prepares them to be more ready. Nevertheless, as we usually give more theoretic courses, then in this program it will decrease.”

However, there is objection about this Independent Campus policy, as stated below:

“In principle, this concept is good but it takes too much work, we have to understand the concept of independence. In a study program it is more about practice, application, does the course can be taken in other places? the conversion, the credits. In cooperation we must think first, of course we are able to do cooperation with other universities, yet we have our own criteria...”

Obstacles in each study program at UPN “Veteran” Yogyakarta includes CBIS system that must be integrated, student exchange between faculties until universities, course equivalency with activity performed by students, Credits, until quality and accreditation equivalence in each university.

Not only that, campus needs to observe the universities which have value in line with 8 learning aspects of Independent Campus determined by UPN “Veteran” Yogyakarta. Since not necessarily the same equal university has the same learning aspects.

“...When taking subjects in university, students are not just randomly choosing. Because when the university is approved, it falls into consideration whether the

university has such cooperation or not....”

3. *Decision:* occurs when a person (or other decisions making units) involved in activity which tends to adopt or refuse innovation. UPN “Veteran” Yogyakarta gives a positive response in welcoming the Independent Campus program in the new academic year of 2020. During this time, UPN “Veteran” Yogyakarta indeed has various programs on each of its study programs that are considered as embryos of 8 learning activity aspects that will be chosen by the university to be done.

There are three until five learning products outside campus that has been implemented, in which internship, entrepreneurship, and research. For the Faculty of Mineral Technology, there are independent projects which are usually chosen by lecturers or students directly.

Meanwhile, innovation rejection emphasizes on internship duration longer than the old formulation. Usually, an internship is done within 1-2 months, but in an Independent Campus program it will be done 6 months until one year. This drives the university to be

“strong” in making MOU with the target companies, so that the bureaucracy runs smoothly without waiting or causing students to miss the semester.

4. *Implementation:* occurs when a person (or other decisions making units) uses new ideas. The Independent Campus program will be applied by UPN “Veteran” Yogyakarta in the new academic year of 2020. The guidance is currently in process. Moreover, universities must examine 8 learning aspects of Independent Campus, which will be chosen as a new formulation.

In addition, the online learning system due to COVID 19 becomes one of the implementation obstacles where the university finds difficulties to measure the success of such a policy.

“... due to Covid, I prepare logistics to help since it has a relationship besides knowing the management committee. Yet, perhaps not for this semester since we still conduct online courses. Other universities also still conduct learning courses.”

5. *Confirmation:* occurs when a person is looking for affirmation of the innovation made, but such a person can change the decision if faced with information against the innovation.

UPN “Veteran” Yogyakarta has formed a curriculum team for the Independent Campus program and planned to apply such a policy in the new academic year of 2020. University will constantly coordinate with each of its study programs.

“One of the independent campus concepts demands us to cooperate with many parties. In this condition, it is easier since we can step further without budget for transport and others. All have been familiar with online communication as well as online-based activities. We can also easily design cooperation and others.”

If 8 aspects of Independent Campus examined and there are found less appropriate or difficult to be applied by UPN “Veteran” Yogyakarta, it will be re-examined or dismissed from the formulation. For instance, on the point of student exchange that still is a dilemma for campus, especially between universities. Not all universities are ready for this program and, if any, they do not necessarily have the same standard (may be higher or lower).

“Actually, it is difficult to be independent. What courses that must be converted, where we should send the students, to the equal, higher, or lower university.”

Lecturers as educators have been socialized with the MBKM program. Therefore, after the Independent Campus draft is ready, new students will be the first generation to try such a policy. In competence, lecturers at UPN “Veteran” Yogyakarta are considered to have fulfilled the learning quality standard. Besides, the learning process method shall be made different to balance the future MBKM dynamics.

When students try to be active in or outside university courses, lecturers, also, must give guidance theoretically. It is a challenge for educators to make students not only master theories well but also skill in line with their passion.

CONCLUSION

UPN “Veteran” Yogyakarta has made careful preparations according to the diffusion theory of innovation in preparation for the future Merdeka Campus program. It will be elaborated by referring to 5 stage processes of decision making. Lecturers as educators have been socialized with the MBKM program and considered to fulfill competence standards of learning quality. After the draft is ready, new students will be

the initial generation to be tried with the policy.

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