

A Systematic Literature Review of Prior Studies on the Indonesian Independent Campus Policy (2020–2023)

Rahmad Hidayat*

Abstract. Based on prior research indexed in the Scopus database, this coherent literature review explores the transformative impact of the independent campus policy on Indonesian higher education by highlighting its role in forming the autonomy of students to shape their academic trajectories. The analysis spans 63 publications from 2020 to 2023, revealing a notable increase in yearly publications and diverse global authorship, with Indonesian scholars contributing prominently. The review identifies several bibliometric indicators in prior studies: the number of publications, authorship patterns, document types, authors' countries, co-authorship, and keyword co-occurrence. Additionally, this study employs rigorous content analysis, thematic coding, and cross-disciplinary comparisons to reveal nine distinct research streams. The findings confirm that 'Freedom to Learn on Campus' is the philosophical value of the independent campus policy that aims to respond to evolving educational needs in Indonesia. While providing valuable insights, the author acknowledges limitations, including temporal constraints, potential bias, and the lack of exploration of future regional variations. With its interdisciplinary nature, this pioneering review addresses a research gap and offers a profound understanding of the policy's global significance and transformative effects on Indonesia's educational landscape.

Keywords: education, learning freedom, policy, research evolution, transformation

Introduction

Higher education in Indonesia is undergoing an era of significant transformation, driven by a change in the learning paradigm through the policy of the *Merdeka Belajar Kampus Merdeka* (MBKM).¹ This

* Senior Lecturer, Department of Administrative Science, Universitas Mbojo Bima, 84119 Bima, Indonesia, e-mail: rahidsmart@gmail.com

¹ In subsequent narratives of this article, the term "MBKM" will be replaced with "Independent Campus" to help readers understand its meaning. The first is the Indonesian local term, which has a substance similar to the second one.

regulation, introduced in 2020 by the Indonesian Ministry of Education and Culture, provides greater flexibility and autonomy to higher education institutions in developing curricula and academic activities. It encourages students to be more independent and ready to face the challenges of the employment landscape through various programs. It also allows students to select courses outside their study program or at other universities, both domestic and abroad, to develop broader competencies relevant to industry needs. In line with these objectives, the policy introduces the “Freedom to Learn on Campus” (FLC) principle, which marks a significant change in the learning approach in Indonesian higher education. The courage to grant the FLC is a monumental step because today, students have the right to explore various fields based on their interests and talents, not limited to the confines of the study program (Quibrantar & Ezezika, 2023). Moreover, granting such freedom provides discretionary spaces for students to explore their hidden potential and nurture their entrepreneurial spirits (Bukhari et al., 2021; Flores et al., 2024; Forliano et al., 2021; Oulhou & Ibourk, 2023). Such an initiative provides academic freedom and encourages them to engage in various practical learning contexts.

The advantage of an independent campus that applies an independent learning system is that it allows students to pursue learning outside of their college, even in different study programs at other colleges that enrich their academic experience and open opportunities to interact with diverse educational environments, because such a system is a tailor-made program for learners to successfully develop their will and skills independently (Macfarlane, 2016; Moore, 1973). More than just escaping the confines of the classroom, independent campuses provide unique opportunities and challenges. Students can cultivate their personality, capacity, and creativity through responsive learning to individual needs (Popenici & Brew, 2013). In the process, students are also involved in the field's dynamics, encountering skill expectations, practical challenges, social engagement, teamwork, self-management, and performance standards that enrich their learning experience (Huang & Lajoie, 2023; Lagat & Concepcion, 2022; Le et al., 2018).

As the independent campus policy requires, higher education in Indonesia must put knowledge into students' minds and mould their independence in seeking, discovering, and applying knowledge in a real-world context. The independent campus becomes the foundation for producing graduates who have deep academic comprehension and are ready to face the complexities of the labour market with courage, creativity, and personal excellence. The policy intends to instill knowledge and encourage learning that is more dynamic and adaptive to global changes. In an era marked by dynamic transitions across various sectors, including the world of education, the policy emerges as an innovation that stimulates and changes the learning paradigm in higher education.

Various parties hope that it will not only be positioned merely as a policy but also as a breakthrough that presents fresh thinking about student freedom in determining the course of instruction. By allowing students the flexibility to select their courses, lecturers, and institutions, the policy will catalyze fundamental transformation that not only eliminates the traditional limitations of study programs but also opens the door to a broader exploration of knowledge relevant to the interests and talents of each

student. Such freedom is a matter of choice that encourages them to explore their untapped potential. By gaining it, students will become agents of change who make their mark in academia, industry, and society in an extraordinary way. Therefore, a profound insight into the research evolution around this policy is critical to providing a holistic view of its impact or implications.

This article seeks to offer comprehensive insights into the progression of research on the independent campus policy in Indonesia, specifically focusing on the nexus of knowledge that emerges from it. By combining bibliometric and critical review methods, this study will uncover key trends, researcher contributions, and collaborative networks formed in the policy context. The significance of understanding the nexus of knowledge in prior studies lies not only in the consequences of the policy on universities but also in how that permeates and impacts various disciplines. In addition, the author also explores the pivotal role of these studies in determining the future direction of higher education policy in Indonesia. As such, this article is a primary contribution to tracking and analyzing research development, understanding the nexus of knowledge formed, and identifying future research directions that can positively impact and shape Indonesia's higher education policy.

The introduction of the independent campus policy in 2020 has become a focal point for Indonesia's rapidly growing body of research. From 2020 to 2023, the Scopus database records 63 pieces of literature available, reflecting the interest and significance of this topic in an academic context. Previous studies have broader scopes than several aspects of policy execution in universities, although this remains the center of attention. Instead, they also extend to a broader dimension, covering the dynamics of its implementation at various levels of education, particularly the Merdeka Curriculum in primary and secondary schools. Following the official enactment of this curriculum in 2022 in Indonesia, various published works of literature portray responses and adaptations to noteworthy changes in the national education ecosystem. These studies span from policy analysis and implementation in higher education to the policy's consequences on curriculum-based practices in primary and secondary education.

Previous researchers not only observed the effects of that policy on the way students choose courses and undergo learning in universities but also looked at the transformation in primary and secondary education that aims to grant students the autonomy to direct their learning process based on their talents and interests. The results of prior studies imply that the policy not only shapes significant changes at the tertiary level but also has a domino effect on earlier educational structures. Since its inception, the independent campus policy has garnered interest from numerous researchers. Early studies highlighted the potential of this policy in improving the relevance of the curriculum, providing a more diverse learning experience, and strengthening the linkages between higher education and industry. Programs such as internships, student exchanges, village projects, and entrepreneurship activities are considered significant breakthroughs in improving the quality of Indonesia's higher education institutions.

Nevertheless, evaluations of the policy impacts have been sporadic and segmented, with many studies only focusing on specific aspects, such as internship programs or student exchanges. They have

resulted in an incomplete understanding of the implementation and overall benefits of the policy. The locus of research is often limited to a particular organizational unit so that research results do not reflect variations in policy implementation across broader contexts.

Comparative research on the independent campus policy implementation still needs to be improved, including research that compares the implementation of this policy between developed and disadvantaged regions. Many studies only highlight the specific benefits of a particular program without linking it to the overall objectives of the policy, so there is no holistic picture of its consequences on the system of higher education in Indonesia, including changes in pedagogy, administration, and academic culture. The fragmented research approach also makes integrating research results difficult, exacerbated by the need for more collaboration between researchers and institutions. Existing research often uses preliminary or limited data, making it complicated to draw comprehensive conclusions. In addition, obstacles such as limited resources, lack of supporting infrastructure, and resistance from lecturers and students are often the focus of research without integrated solutions. Long-term evaluations that assess the impact of the policy on graduates, structural changes in higher education institutions, and broader socio-economic consequences still need to be improved, and interdisciplinary research that combines perspectives from various disciplines is yet to be completed.

Based on the above research limitations or weaknesses, a systematic literature review (SLR) of the published literature is needed to present a comprehensive insight into the research evolution over time and shed light on how these policy changes permeate and shape educational praxis at various levels. This review of 63 pieces of literature indexed in the Scopus database related to Indonesia's independent campus policy issue is the first academic exploration of this topic. Previously, there had never been a systematic effort to summarize and analyze findings from the literature accessible in a prestigious database such as Scopus. The review is a comprehensive presentation of the nexus of knowledge in previous research findings. By integrating bibliometric approaches and critical analysis, the author yields a holistic overview of key trends, researcher contributions, and emerging collaboration networks in the policy context. Over time, the relevance and impact of that policy on higher education in Indonesia have deepened, making bibliometric studies increasingly important.

An SLR that uses bibliometric analysis with critical insight offers a comprehensive and in-depth approach to disseminating and understanding the development of a research field. Bibliometric analysis allows for the systematic collection and measurement of literature based on specific metrics, such as citation counts, authors, and keywords, providing a quantitative picture of research trends, collaboration networks, and dominant topic areas. With the addition of critical observation, the author can highlight the quality and contribution of the identified literature, assessing the methodology used, key findings, and relevance to the research question at hand. This combination ensures that the review process is transparent and replicable while providing a more in-depth and contextual qualitative analysis. It will broaden the scope and depth of the evaluation literature and provide a stronger foundation for drawing more holistic and informative conclusions about the status and future research directions.

This systematic literature review will fill a research gap. As a first-of-its-kind initiative, it presents empirical results and provides an in-depth look at the research journey since the policy's enactment. By detailing the main findings of previous studies, the review will contribute to the academic understanding of the changes, trends, and policy implications of higher education in Indonesia brought about by the independent campus policy.

The Independent Campus Policy: Its Substance and Implementation Dynamics

The independent campus policy is a critical milestone in shaping a revolutionary approach for Indonesia's higher education institutions. The policy was launched by the Ministry of Education and Culture of the Republic of Indonesia in early 2020 in response to the urgent need to reform Indonesia's higher education system. The system was previously considered incapable of responding to global challenges and meeting the ever-growing industry's needs. The policy offers a variety of innovative programs that equip a more contextual and varied learning experience for students to bridge the gap between the theory taught in universities and the practice required in the workplace.

Under the Regulation of the Minister of Education and Culture No. 3/2020 on National Higher Education Standards, the policy gives students the freedom to manage their educational journey based on their needs and interests (Mujiwati et al., 2023; Purwanti, 2021; Sa'diyah et al., 2022). It encourages students to master various sciences relevant to the job market by enabling them to select the courses they want to take, even outside their study program. According to Article 18 of this regulation, students can fulfill their study period and load in various ways, including participating in learning processes outside the study program that better accommodate their interests and talents (Utami & Suswanto, 2022; Yusuf, 2021). This flexibility broadens their academic horizons and fosters a competitive environment where students can develop critical skills for the real world.

The Indonesian independent campus policy integrates the core elements of the Liberal Arts Education (LAE), the Bologna Process (BP), and innovative concepts from Indonesia's national education reforms. This integration aims to amplify the relevance and responsiveness of Indonesian universities, laying a solid foundation for developing inclusive educational practices through equipping students with social responsibility, adaptability, and critical skills, which are essential in a competitive global workforce (Hidayat, 2024b). The BP ensures that graduates' qualifications are recognized internationally, facilitating global mobility and enhancing job prospects (Canal Domínguez & Gutiérrez; Gareis & Broekel, 2022; Rodríguez, 2023; Salas-Velasco, 2023). Meanwhile, the LAE, with its emphasis on critical thinking, effective communication, and adaptability, is central to preparing students for the demands of the 21st century (Chen & Min, 2021; Leping, 2021; Penprase, 2021; Shen, 2016; Wang & Xu, 2021). When these two powerful educational paradigms are combined with the transformative ideas of the Indonesian government, it is hoped that in the future, they will be able to promote the creation of graduates who are academically superior and have strong leadership and ethical

skills, which will contribute to sustainable social and economic development in Indonesia.

In line with this paradigmatic combination, the independent campus policy stimulates students to be more energetic, independent, and competitive in pursuing their education and careers. Eight main programs are expected to meet these goals within the framework of this policy to upgrade the worth of universities and shape students who are better prepared to face future challenges. The policy encourages students to become more independent, creative, and solution-oriented by allocating various chances to study and contribute. First, the “student exchange” program offers students the opportunity to study at different campuses, domestically and abroad, broadening their academic horizons and networks. Second, the “internship or work practice” program provides several months of actual work experience, strengthening practical skills and understanding of industry dynamics. Third, the “village project” program invites students to be directly involved in developing village communities by applying the knowledge they have gained to address local issues. Fourth, the “teaching in schools” program distributes chances for students to become teachers in schools, especially in remote areas, to boost the excellence of primary and secondary education. Fifth, the “research” program encourages students to engage in research projects relevant to their field of study, enhancing analytical and critical skills. Sixth, the “entrepreneurship activity” program fosters an entrepreneurial spirit by providing support and guidance in starting a business. Seventh, the “independent project” program allows students to propose and implement projects according to their interests and needs with supervised lecturers. Finally, the “national defense” program provides training and knowledge about national defense, fostering a love for the homeland and concern for preserving the country (Kusumawardani et al., 2024).

Nevertheless, stakeholders’ responses to the independent campus policy have varied widely. Many higher education institutions have welcomed the policy because it provides greater freedom in designing the curriculum and provides more diverse learning opportunities for students at primary schools and universities (Harlanu et al., 2024; Mursitama et al., 2022; Samsudi et al., 2024; Suharno et al., 2023; Sumani et al., 2022; Wardani et al., 2023; Zubair et al., 2023). However, there are also concerns regarding the readiness of infrastructure and human resources to execute the policy effectively (Ahyanuardi et al., 2023; Muslihati et al., 2023; Supriyoko et al., 2022). A comprehensive evaluation is needed to ensure that existing programs provide the expected benefits and not simply become an additional administrative burden for educational institutions (Usman & Hartati, 2024).

In summary, the independent campus policy presents an excellent opportunity for higher education reform in Indonesia, but its success depends heavily on practical implementation and support from all stakeholders. Continuous evaluation and adjustment are needed to ensure that this policy can make a real contribution to augmenting the grade of education and the competitiveness of graduates at the national and international levels.

Research Method

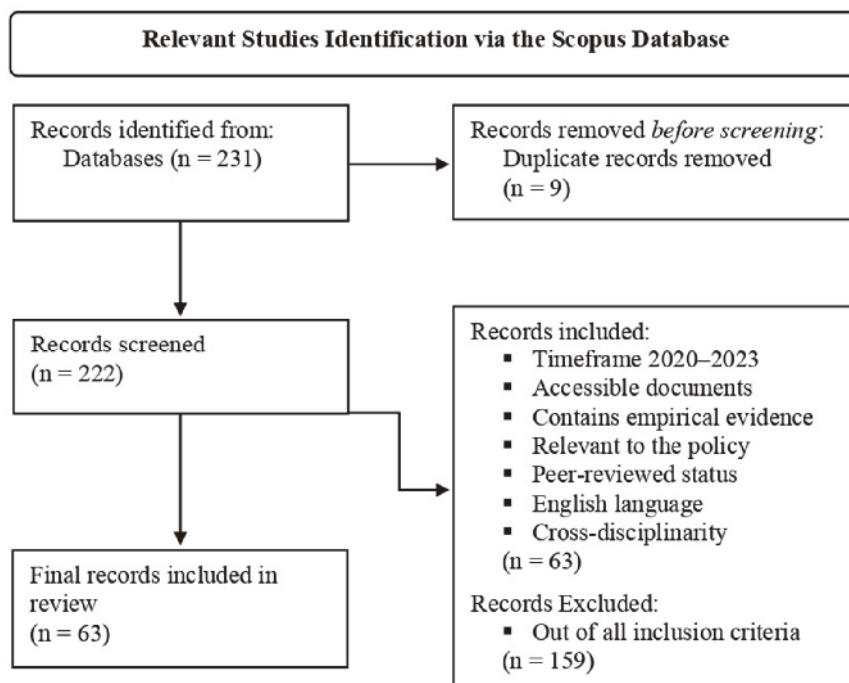
This study adhered to Tranfield et al.'s (2003) SLR framework, ensuring a methodological and transparent process. The process involved crafting a search protocol encompassing a research question, criteria, strategy, and article selection process. The investigation delved into the previous research to address three primary inquiries: (1) How do bibliometric indicators manifest in prior studies on the independent campus policy, encompassing the number of publications, authorship patterns, document types, authors' countries, co-authorship, and keyword co-occurrence? (2) Within previous research, which streams are poised to receive heightened attention? (3) What is the critical role of the previous research in shaping the future direction of Indonesia's higher education policy?

The bibliometric indicator data underwent a systematic processing procedure facilitated by the Excel spreadsheet tabulation and the VOSviewer application. In the initial phase, the author organized raw data tabulation through an Excel spreadsheet, involving meticulous arrangement and categorization to ensure the presentation accuracy of each bibliometric aspect. Subsequently, the author imported the processed data into the VOSviewer software, a powerful device for envisaging and analyzing complex bibliometric networks (Bukar et al., 2023; Firmansyah & Hidayat, 2024; Hidayat, 2024a; van Eck & Waltman, 2010). VOSviewer employs advanced algorithms to generate visual representations of relationships and patterns within scholarly data. In this case, it facilitated the creation of visual maps depicting co-authorship networks, keyword co-occurrence clusters, and other relevant bibliometric trends. The application's capabilities allow for a comprehensive exploration of the interconnectedness and thematic associations present in the dataset. By combining the Excel Spreadsheet and VOSviewer, this systematic literature review can provide a robust and comprehensive approach to handling the bibliometric indicator data. This integrated methodology ensured an accurate tabulation and enabled sophisticated visualization, enhancing the interpretability and insights derived from the complex bibliometric analysis.

The author used five inclusion criteria to ensure a thorough exploration, encompassing empirical evidence on the independent campus policy, a perspective aligned with it, peer-reviewed status, English language, and cross-disciplinarity. The author limited the literature search to English-language papers indexed in the Scopus database because this database provides broad global coverage and high-quality standards. Although there are academic journals in Indonesian that also have credibility, language limitations and international accessibility are essential considerations in ensuring broader relevance and readability. However, this review still recognizes the vital contribution of domestic literature and suggests further studies that include these sources for a more comprehensive perspective. In addition, cross-disciplinarity reflects the fact that the author included relevant documents not limited to the disciplines of public administration, government, and political sciences that are close to the author's academic proficiency, but go beyond that scope according to the data available in Scopus.

The search terms included variations of ‘independent learning’ OR ‘independent campus’ OR ‘kampus merdeka’ OR ‘merdeka belajar’ OR ‘MBKM’. The search spanned literature from December 2020 to December 2023, with exclusions applied for non-accessible documents and those unrelated to the policy. The four-stage review process encompassed database exploration, title-keyword-abstract screening, full-text scrutiny, and final selection. From an initial pool of 231 documents, the author chose 63 pieces of literature to emphasize comprehending the intricate relationship within the policy sphere, following rigorous screenings and evaluations. Figure 1 below illustrates these stages. The author then analyzed data through bibliometrics, content, and thematic analyses. Excel spreadsheet tabulation and VOSviewer were used to visualize and analyze bibliometric indicators, while content analysis involved coding and categorizing the main themes of the selected literature—furthermore, thematic analysis identified and categorized essential themes in the literature using a systematic coding process.

Figure 1. Literature Search Flowchart



Results and Discussion

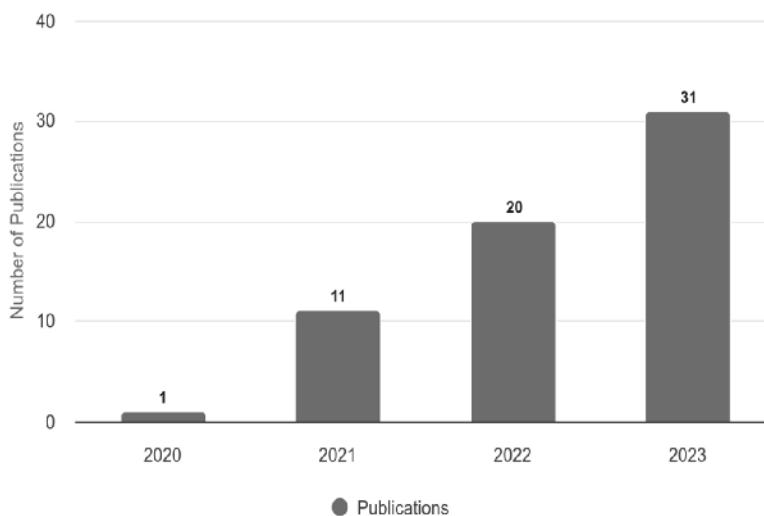
Results: Bibliometric indicators

This section provides the results of bibliometric review, centering on several indicators: the number of publications, authorship patterns, document types, authors' countries, co-authorship, and keyword co-occurrence.

Number of publications

The data presented in Figure 2 illustrates the yearly distribution of the published literature in a particular field over four years. In 2020, there was a modest start with only one publication. However, the subsequent years witnessed a notable surge in scholarly output. In 2021, the number of publications increased significantly to 11, signaling a substantial growth in research contributions. The trend continued in 2022, with a further rise to 20 publications, suggesting sustained academic activity and potentially heightened interest in the subject matter. The pinnacle of the research trajectory materialized in 2023, as evidenced by the highest recorded number of published works during this particular year. It reached 31, indicating research productivity or a period of heightened scholarly engagement within the field. In four years, there were 63 publications, underscoring a cumulative body of work and providing a quantitative measure of the scholarship output in this specific domain over the specified time frame.

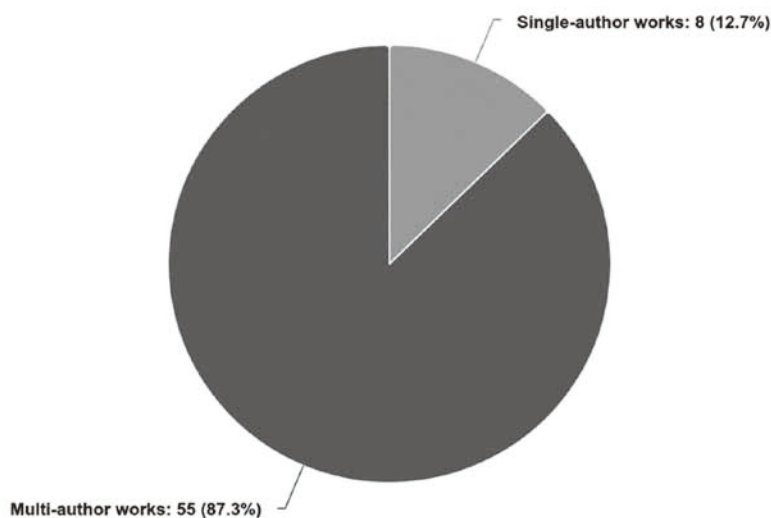
Figure 2. Annual Publications (2020–2023)



Authorship patterns

Figure 3 below provides a comprehensive overview of the authorship patterns within 63 documents. Among these, eight are identified as single-authored, showcasing independent contributions and perspectives. In contrast, 55 documents were multi-authored. That signifies collaborative efforts involving two or more authors, highlighting the collective nature of scholarly endeavours. The data underscores the diversity of authorship patterns in the analyzed documents, emphasizing independent research contributions and collaborative efforts within the academic or research context.

Figure 3. Authorship Patterns in Published Literature (2020–2023)

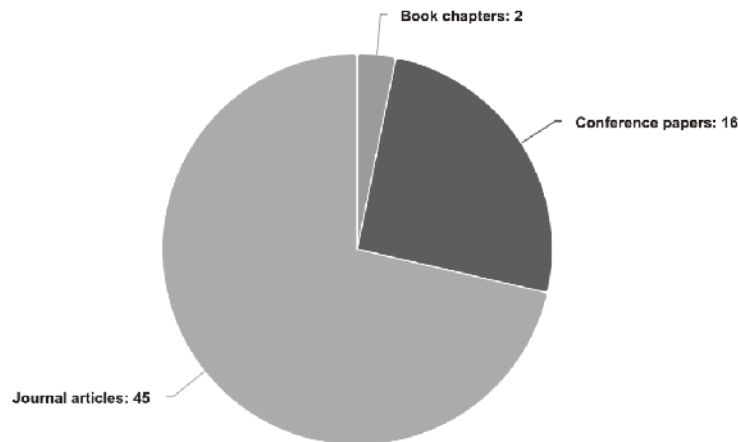


Document types

The following Figure 4 reveals the distribution across different formats of published literature from 2020 to 2023, consisting of three document types: book chapters, conference papers, and journal articles. The breakdown indicates two book chapters, 16 conference papers, and 45 journal articles, contributing to 63 publications. This information offers insights into the diverse nature of scholarly output within prior studies, focusing on journal articles, followed by conference papers and book chapters. The distribution

among these document types provides a snapshot of the communication channels and dissemination strategies employed by researchers in the given domain.

Figure 4. Types of Publications (2020–2023)



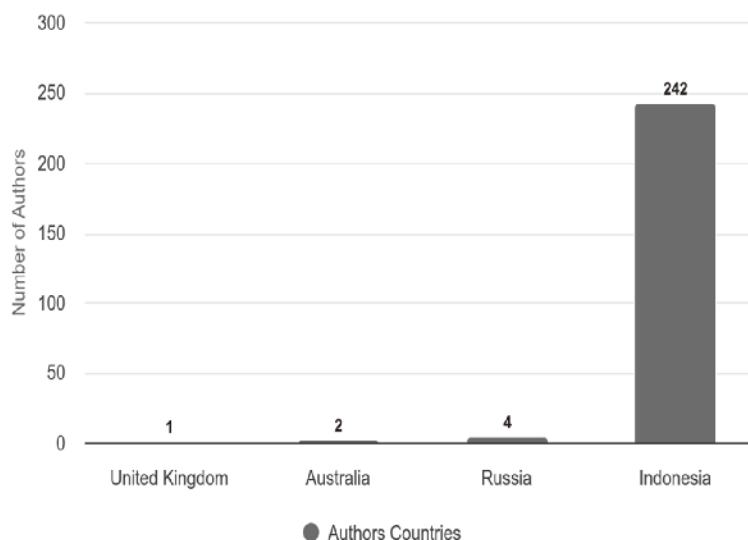
Authors' countries

Figure 5 visualizes the global distribution of 249 authors associated with the 63 publications in the Indonesian independent campus policy research domain. The data underscores a pronounced concentration of research output in Indonesia, with 61 publications attributed to authors from this country. That points to substantial and noteworthy contributions from the Indonesian scholarly entities to the field under investigation. Australia provided two authors who collectively contributed to one publication; four Russian scholars compiled a single article with five Indonesian lecturers; and the United Kingdom is associated with two documents from an author affiliated with University College London.

The detailed information about specific foreign authors sheds light on diverse affiliations and collaborative efforts. Dorothy Ferary, linked to University College London in the UK, played a multifaceted role as the Country Program Manager for the Duke of Edinburgh's Award in Indonesia and as a visiting lecturer at Satya Terra Bhinneka University in Indonesia. Adam Voak and Brian Fairman are authors affiliated with James Cook University in Australia and jointly contributed to a single publication. Their collaborative endeavours extended to partnerships with authors Abdullah Helmy from *Politeknik Negeri Malang* and Anggi Afriansyah from the National Research and Innovation Agency in Indonesia. Meanwhile, Vadim V. Ponkratov, Gevorg T. Malashenko, Mikhail E. Kosov, and Olesya V.

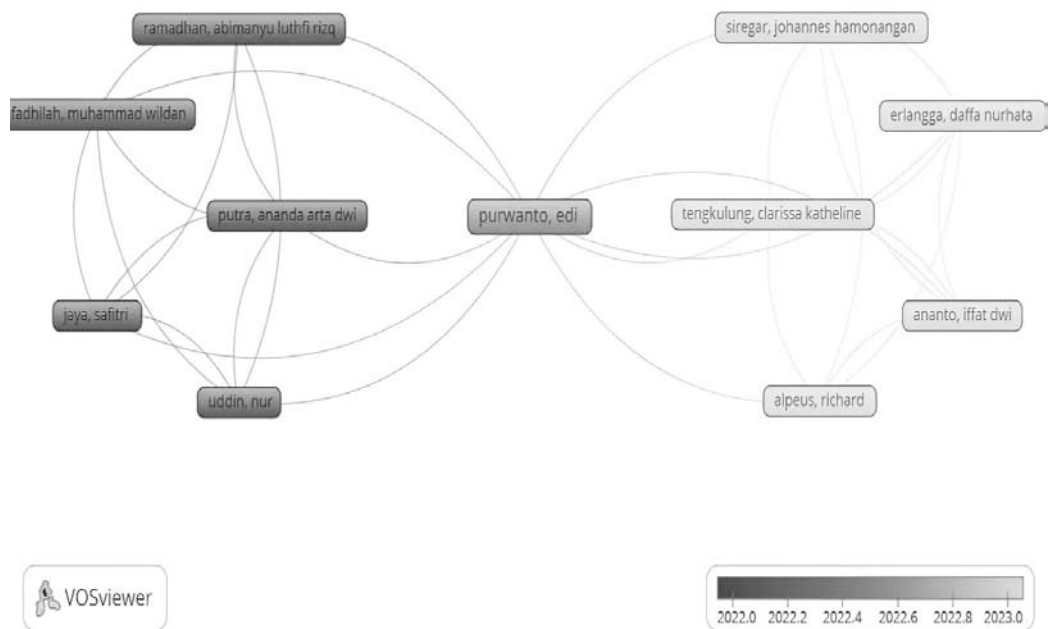
Dudnik, Russian scholars, co-authored one article, together with Lili Abdullah Rozak and five additional authors from various universities in Indonesia. This collaborative international engagement among authors from different countries reflects a rich and interconnected network of researchers contributing to the scholarly output in the specified field. The emphasis on Indonesian participation underscores the country's significant role in shaping the research landscape within this dataset.

Figure 5. Authors' Countries (2020–2023)



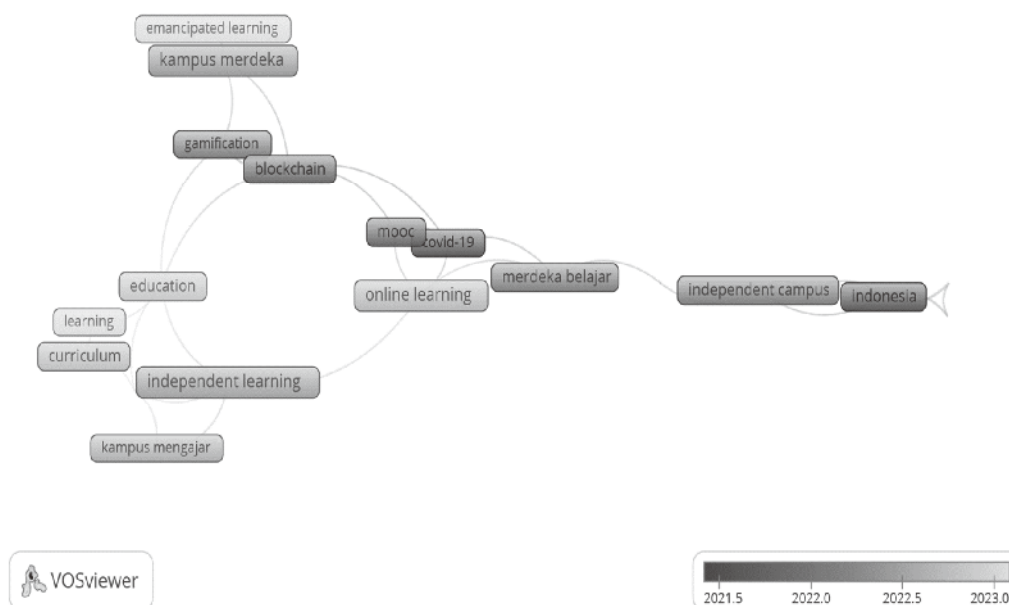
Co-authorship

Co-authorship reflects how frequently researchers collaborate with others in an academic work. The number of collaborations among authors can reflect the level of interaction and engagement within a specific research field. In our analysis, the author set specific criteria: 1 as a minimum number of documents for an author out of 249 who met the established threshold. As a result, the analysis revealed 11 names that stood out as prominent researchers in the field, as shown in Figure 6, highlighting their significant contributions through collaborative efforts. These researchers demonstrated a noteworthy level of involvement and interaction within the academic community, as reflected in the substantial number of co-authored documents they have produced. This collaboration highlights the significance of collective knowledge-building and emphasizes the collaborative state of research in the realm of the Indonesian independent campus policy.

Figure 6. Co-authorship in Prior Studies (2020–2023)

Keyword co-occurrence

Keyword co-occurrence analysis indicates how often particular keywords co-occur in the scientific literature to aid the identification of relationships between topics or concepts often discussed together, the author applied specific criteria. The criteria included the requirement that each keyword appear at least twice out of the 206 terms identified, and the results showed that 22 keywords met the set threshold. As illustrated in Figure 7, these keywords consistently co-occur in the context of the scientific literature, highlighting the relationships and interrelationships between topics or concepts highly relevant to research on the independent campus policy.

Figure 7. Keyword Co-occurrence in Published Literature (2020–2023)

The above 22 identified terms are keywords that often appear in the literature related to the independent campus policy. The frequency of co-occurrence and the total strength of the link can be interpreted to show how these topics are related to each other in the literature. For example, the keyword “independent learning” appears five times with a total strength of four links, while “MBKM” also appears four times with a total strength of four. It confirms that independent campus literature often discusses these two terms, indicating the relevance and close relationship between independent learning and related policies.

Other keywords such as “online learning” and “education” appear five and four times, respectively, with a significant total strength of links, indicating that online learning and general education are topics often discussed in the same context as the independent campus policy. Terms such as “blockchain,” with a link strength of six, “COVID-19,” with four, and “gamification,” with four, show that aspects of technology and the pandemic are also essential parts of the discussion of the independent campus policy. The frequency and strength of these links indicate that these topics are often discussed and have significant relevance in the literature.

The results of this analysis can provide a valuable initial overview of the structure and focus of discussions in previous literature. By understanding the interrelationships between these topics, various aspects can be identified that interact with each other and contribute to the broader discussion of the independent campus policy.

Discussion

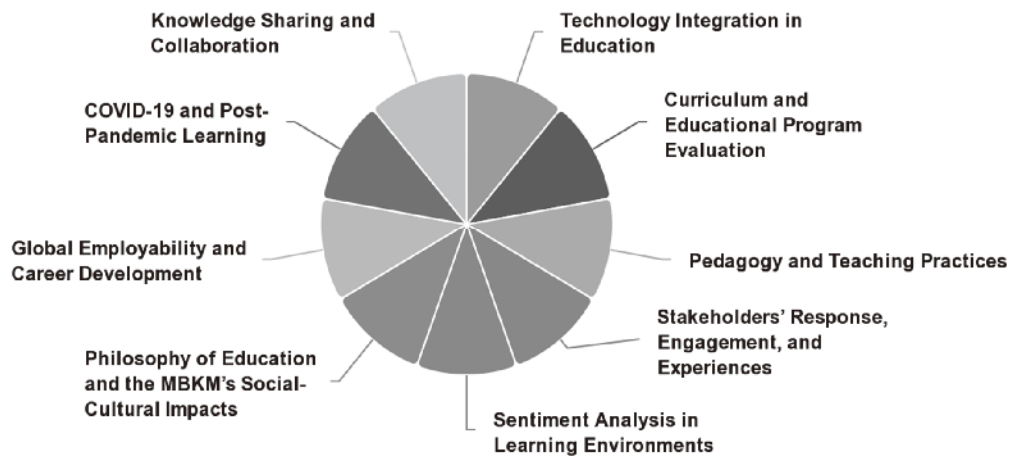
This section will comprehensively explore and address research question 2. The analysis will unfold in one pivotal dimension—streams or cross-cutting research themes on the Indonesian independent campus policy. In other words, the discussion will examine the prior extensive studies conducted between 2020 and 2023. The primary focus will be identifying cross-cutting themes emerging across multiple core disciplines: agricultural science and entrepreneurship; computer science and information technology; education policy, management, and technology; public administration; and sociology. By synthesizing findings, the narrative will unveil interconnected and overarching topics that have significantly influenced the research landscape. Such a holistic approach furnishes cohesive insights into the recurring themes that have shaped the diverse research streams during the specified period.

Streams: Cross-cutting themes of prior studies (2020–2023)

Cross-cutting themes from 63 documents were identified through a systematic literature review and academic discipline-based categorization. Rigorous content analysis and thematic coding are also employed to extract vital research themes and foci within each academic discipline. The subsequent cross-referencing and comparison across disciplines revealed overarching patterns and commonalities, forming the basis for identifying cross-cutting themes that transcended individual academic domains. These themes were conceptualized as dynamic currents shaping the intellectual landscape of prior studies.

To ensure robustness, the synthesis of cross-cutting themes underwent iterative refinement and validation through peer reviews. The result is a cohesive narrative that captures the essence of research, emphasizing shared interests and challenges across diverse disciplines. This methodological approach provides a nuanced comprehension of the interconnected fabric of the Indonesian independent campus policy research, enriching the analysis and contributing to the initiative's comprehensive intellectual landscape.

Figure 8 unveils a visual representation that encapsulates the outcome of an exhaustive analysis of 63 documents encompassing research conducted between 2020 and 2023. Within this graphic presentation, nine distinct research streams emerge, delineating the primary avenues of intellectual exploration embedded within the Indonesian independent campus policy framework. That figure is an intricate visual roadmap, providing a concise and insightful overview of the diverse research streams that collectively contribute to the multifaceted research exploration during the specified timeframe.

Figure 8. Research Streams (2020–2023)

In the “Technology Integration in Education” stream, a diverse range of topics unfold, exploring the integration of humanitarian technology into computer science education (Asfarian et al., 2020). Additionally, studies delve into enhancing MOOC design (Adriyanto et al., 2021) and developing effective online learning systems (Budiyanto et al., 2021). The exploration extends to digital manufacturing requirements within the apprenticeship program (Rachmat et al., 2021) and eLearning education with gamification blockchain (Aini et al., 2022). The research landscape encompasses project-based empathy learning with new technologies (e.g., inaRISK Application and Biopore Technology; Khusna et al., 2022), digital technology transformation and empowerment (Triwiyanto et al., 2022), machine-learning prediction of students’ interest (Uddin et al., 2022), blockchain-based frameworks for securing learners’ activity (Henderi et al., 2022), integration of independent learning in STEM module (Azhari et al., 2023), the effectiveness of MOOC in learning Arabic during the pandemic (Baharun, 2023), interactive multimodality books in nursing education (Anggraini & Dewi, 2023), developing social virtual reality applications for collaborative learning (Rante et al., 2023), and the independent campus policy’s emphasis on digital skills for quality education management (Muflihini & Warsito, 2024).

Research explores diverse avenues within the “Curriculum and Educational Program Evaluation” stream. Quality assurance in online learning (Pannen, 2021) and evaluations of the independent campus program (Yusuf, 2021) contribute significantly. The landscape extends to the assessment of the Indonesian higher education curriculum (Supriyoko et al., 2022), empirical assessment of educational service excellence during the COVID-19 pandemic, and the shift to hybrid education models (Rozak et

al., 2022), the policy implementation (Sa'diyah et al., 2022), readiness assessment tools for high school students (Belawati et al., 2023), evaluations of STEM students' critical thinking (Lubna et al., 2023), the execution of the learning curriculum in the integrated independent campus program (Prabawati et al., 2023), embedding SDGs in biotechnology curriculum (Purnomo et al., 2023), historical literacy skills in high schools (Purwanta, 2023), the impact of online media on students' understanding of the independent campus program (Siregar et al., 2022), implementation analysis of the policy in a high school (Taridala et al., 2023), and analyzing primary schools' Merdeka curriculum (Wardiyah et al., 2023).

In the "Pedagogy and Teaching Practices" stream, research navigated diverse aspects, examining elementary school teachers' understanding and support for the policy (Sihombing et al., 2021), teachers' perspectives on independent learning (Thohir et al., 2021), internship students' teaching skills and learning effectiveness (Tuasikal et al., 2021), the expansion of PBL-based web learning models for primary school teachers (Ahdhianto et al., 2022), learner autonomy and institutional support systems (Antara et al., 2023), determinants for participation in independent learning (Gunarso et al., 2023), contextual learning models for nursing education (Rohmah et al., 2023), and project-based learning for creative thinking (Sari et al., 2023).

Within the field of "Stakeholders' Response, Engagement, and Experiences," the research narrative encompassed students' evaluation of online learning (Mualimin, 2022), dual identities of student-teachers (Suharti et al., 2022), perceptions analysis regarding student exchange (Octaria et al., 2022), students' readiness for online education (Purwarno et al., 2023), learning students' internships experience (Muslihati et al., 2023), recognition of student participation in humanitarian activities "COVID-19 Ambassador" as part of the independent campus program and its consequence on academic justice (Suyadi et al., 2022), academic staff's pedagogical shifts and concerns under the policy (Voak et al., 2023), and Islamic religious universities' response to recent regulation (Zubair et al., 2023).

The "Sentiment Analysis in Learning Environments" stream, explored public sentiment evaluation of the independent campus policy (Sandra et al., 2022), the positive and negative feelings assessment for the independent learning curriculum (Ariefah et al., 2023), and the investigation of the public emotional reactions and satisfactions towards the "*Kampus Mengajar*" program (Suhud et al., 2023). Meanwhile, "Philosophy of Education and the Policy's Social-Cultural Impacts" delved into the philosophical perspective of Indonesian education and its relevance to Dewantara's philosophy (Ferary, 2021, 2023), impacts of the *Kampus Mengajar* program on students' social skills (Sumani et al., 2022), historical account of VET interventions (Siminjutak et al., 2022), strengthening culture and citizenship literacy of EFL pre-service teachers (Dewi et al., 2023), neoliberal ideology manifestations in the concept of "*Kampus Merdeka*" (Hatmanto et al., 2023), and civic education and student character: impacts of the independent campus values on multicultural encounters on a campus (Suharno et al., 2023).

The stream of "Global Employability and Career Development" encompasses research on the policy's impact on students' competence in achieving global employability (Mursitama et al., 2022) and

identifying critical factors for the success of agropreneurship education (Haryati et al., 2023). These studies underscored the significance of preparing students for a competitive global marketplace regarding evolving educational strategies amidst global challenges. Within the stream of “COVID-19 and Post-Pandemic Learning,” research explores e-learning readiness during COVID-19 (Heryandi et al., 2021), the post-pandemic independent learning assistance model (Nityasanti et al., 2023), and the learning loss experience of the Zillennial Generation (Parahita et al., 2023). This stream reflected the ongoing adaptation of educational methods in the face of unprecedented disruption. Lastly, the stream of “Knowledge Sharing and Collaboration” encompassed factors encouraging knowledge-sharing culture (Pramono et al., 2022) and collaborative knowledge-sharing system design (Zulhalim & Wibowo, 2022), which emphasized the importance of collaborative efforts in knowledge management in educational environments.

In summary, the research on the Indonesian independent campus policy forms a comprehensive tapestry, weaving through various streams that collectively enhance the understanding of higher education in Indonesia. From technology integration and curriculum evaluation to pedagogy, stakeholder experiences, sentiment analysis, philosophical impacts, global employability, post-pandemic learning, and knowledge sharing, each stream contributes a unique perspective. Together, they create a nuanced narrative that captures the multidimensional impact of the policy on higher education. These findings enrich the current discourse and lay the foundation for future advancements and well-informed educational policies.

The critical role of prior studies in shaping the future direction of higher education policy in Indonesia

The 63 pieces of literature in this SLR indicate academic interest that plays a pivotal role in determining the direction of higher education policy in Indonesia. One of the most recent policies widely discussed is the independent campus, introduced by the Indonesian Ministry of Education and Culture. This policy seeks to supply substantial flexibility to students in forming their academic trajectory according to individual talents and interests.

Several studies conducted between 2020 and 2023 show the policy’s multifaceted impact. For example, a study by Usman & Hartati (2024) reviewed various publications in Scopus-indexed journals to critique and assess policy implementation. They emphasized the significance of government support and the promptness of educational institutions, students, and lecturers in making this policy a success. Another relevant study by Triwiyanto et al. (2022) examines digital alteration and technology empowerment as a novel approach in classroom management to support the policy. The study’s results indicate that digital transformation creates a more adaptive and innovative learning environment.

In addition, a study by Muslihati et al. (2023) on student engagement with industry through internship programs underlines the importance of collaboration between universities and industry to

purvey students for the job market. The study highlights that internship experiences can assist students in constructing the expertise, knowledge, and attitudes required for employment. Yusuf (2021) also provides insight into the readiness of Indonesia's higher education institutions to adopt the policy. His study shows that institutional readiness and government support are critical to ensuring the policy's success.

Thus, previous studies provide a robust empirical foundation for policymakers to gauge the efficacy of the independent campus policy and make necessary improvements. These studies evaluate the policy's implementation at the university tier and the primary and secondary school levels. They serve as mirrors that reflect the successes and challenges of the independent campus policy while offering evidence-based recommendations for future improvements. Higher education policies in Indonesia must continue to evolve by considering the latest research findings to achieve better national education goals.

Conclusion

The independent campus policy represents a transformative milestone in Indonesian higher education, granting students the autonomy to shape their academic path based on individual interests and talents. The burgeoning body of research recorded in the Scopus database, underscores the scholarly interest in its multifaceted impact. However, the critical review reveals a notable research gap in the existing literature. While studies explore various dimensions of policy implementation, from higher education to the Merdeka Curriculum in elementary and secondary schools, a systematic effort should be made to synthesize and analyze these findings. A consolidated overview is necessary for a nuanced understanding of the policy's holistic effects on educational levels. This review bridges this gap by offering an empirical and in-depth examination of the research evolution. Delineating the main findings of the 63 prior studies will contribute to a more holistic comprehension of the policy's implications and identify avenues for prospective studies to elevate our comprehension of the transformative shifts in Indonesia's educational landscape.

The analysis of previous research spanning 2020–2023 reveals a robust scholarly landscape. Authorship patterns showcase a mix of single and multi-author works, emphasizing collaborative research efforts. The dominant document type is journal articles, reflecting diverse communication channels. Indonesia emerges as a focal point, contributing significantly to the global distribution of authors. Co-authorship patterns and keyword co-occurrence underscore collaborative knowledge-building and illuminate thematic relationships. This comprehensive synthesis encapsulates the previous research's interdisciplinary nature and global significance, highlighting Indonesia's pivotal role in shaping this scholarly domain.

There are some notable limitations, but this systematic literature review offers valuable insights into the prior research on the independent campus policy in Indonesia. First, the review's scope is limited to research conducted between 2020 and 2023, which may only encompass some relevant literature.

This temporal constraint could omit earlier foundational studies or miss more recent developments. In addition, the focus on the 63 selected documents might overlook emerging research or alternative perspectives. The reliance on peer-reviewed synthesis and iterative refinement while ensuring thoroughness may introduce a potential bias toward well-established viewpoints. More than that, this review emphasizes cross-cutting themes without delving into specific regional or institutional variations, limiting the generalizability of the findings. The bibliometric indicators, while informative, might only capture part of the spectrum of influential works. Because this review only relies on literature in a specific language, it is also essential to acknowledge potential language bias. Lastly, this review needs to explicitly address the quality or accuracy of individual studies, which could impact the overall reliability of the synthesized findings.

References

- Adriyanto, A. R., Santosa, I., Syarief, A., & Irfansyah, I. (2021). Design and multimedia learning principles on MOOC IndonesiAx. *Cakrawala Pendidikan*, 40(1), 92–106.
<https://doi.org/10.21831/cp.v40i1.34699>
- Ahdhianto, E., Arafik, M., Thohir, M. A., Mas'ula, S., & Putra, Y. D. (2022). Development of PBL-based web learning model for students of elementary school teacher education study program. *2022 2nd International Conference on Information Technology and Education (ICIT&E)*; pp. 247–250). <https://doi.org/10.1109/ICITE54466.2022.9759868>
- Ahyanuardi, A., Arifin, A. S. R., Efrianova, V., Panggabean, T. E., & Verawardina, U. (2023). Development of an assessment model for electric circuit courses based on “Free Campus Learning (MBKM) according to industry needs” using an expert system. *Paper Asia*, 39(6), 71–82.
[https://doi.org/10.59953/paperasia.v39i6\(b\).64](https://doi.org/10.59953/paperasia.v39i6(b).64)
- Aini, Q., Azizah, N., Salam, R., Santoso, N. P. L., & Millah, S. (2022). iLearning education based on gamification blockchain. *Indonesian Journal of Electrical Engineering and Computer Science*, 26(1), 531–538. <https://doi.org/10.11591/ijeecs.v26.i1.pp531-538>
- Anggraini, S., & Dewi, S. K. (2023). The effectiveness of using interactive multimodality books in pediatric nursing in implementing Merdeka Belajar program. *Revista Brasileira de Enfermagem*, 76(5), Article e20220599. <https://doi.org/10.1590/0034-7167-2022-0599>
- Antara, P. A., Widiiana, I. W., Komang, S. Tegeh, I. M., & Adijaya, M. A. (2023). The effect of learner autonomy and institutional support system on agile learners, independence, and work readiness of students participating in the Merdeka Belajar Kampus Merdeka program. *Journal of Higher Education Theory and Practice*, 23(15), 158–179. <https://doi.org/10.33423/jhetp.v23i15.6432>
- Ariefah, A., Widodo, W., & Nugraheni, M. (2023). Sentiment analysis for curriculum of independent learning based on Naïve Bayes with Laplace estimator. *2023 International Conference on Information Technology Research and Innovation (ICITRI)*; pp. 157–161).
<https://doi.org/10.1109/ICITRI59340.2023.10249320>
- Asfarian, A., Ramadhan, D. A., & Ardiansyah, F. (2020). Integrating humanitarian technology in computer science education to internalize independent campus policy: A case in IPB university. *Proceedings of 2020 IEEE 8th R10 Humanitarian Technology Conference (R10-HTC)*; pp. 1–6).
<https://doi.org/10.1109/R10-HTC49770.2020.9357026>
- Azhari, A., Irwandi, I., Jalil, Z., Ilhamsyah, Y., Sulastri, S., Muhibuddin, M., & Rasul, M. S. (2023). Integration Merdeka Belajar concept in development STEM module for electrochemical and renewable energy at vocational school SMK SMTI Banda Aceh. *Journal of Physics: Conference Series*, 2596, Article 012076. <https://doi.org/10.1088/1742-6596/2596/1/012076>
- Baharun, S. (2023). Effectiveness of using massive open online courses (MOOC) in learning Arabic during the COVID-19 pandemic in tertiary institution. *Perspektiv Nauki i Obrazovania*, 63(3),

- 651–661. <https://doi.org/10.32744/pse.2023.3.39>
- Belawati, T., Daryono, D., Sugilar, S., & Kusmawan, U. (2023). Development of an instrument to assess independent online learning readiness of high school students in Indonesia. *Asian Association of Open Universities Journal*, 18(1), 34–45. <https://doi.org/10.1108/AAOUJ-09-2022-0139>
- Budiyanto, S., Silalahi, L. M., Silaban, F. A., Sitorus, H. B. H., Rochendi, A. D., & Ismail, M. F. (2021). Analysis of the effectiveness of online electronic learning system using data traffic network performance management to succeed Merdeka Learning–Merdeka Campus during the COVID-19 pandemic. *International Journal of Electronics and Telecommunications*, 67(4), 595–601. <https://doi.org/10.24425/ijet.2021.137851>
- Bukar, U. A., Sayeed, M. S., Razak, S. F. A., Yogarayan, S., Amodu, O. A., & Mahmood, R. A. R. (2023). A method for analyzing text using VOSviewer. *MethodsX*, 11, Article 102339. <https://doi.org/10.1016/j.mex.2023.102339>
- Bukhari, E., Dabic, M., Shifrer, D., Daim, T., & Meissner, D. (2021). Entrepreneurial university: The relationship between smart specialization innovation strategies and university-region collaboration. *Technology in Society*, 65, Article 101560. <https://doi.org/10.1016/j.techsoc.2021.101560>
- Canal Domínguez, J. F., & Rodríguez Gutiérrez, C. (2023). Bologna Process and its impact on Spanish graduates employability: Good news yet to come. *Higher Education Policy*, 36(3), 556–577. <https://doi.org/10.1057/s41307-022-00274-0>
- Chen, W., & Min, L. (2021). Liberal education in the American context: Practical trends. *Higher Education Forum*, 18, 141–156. <https://doi.org/10.15027/50751>
- Dewi, S. L., Misnawati, M., Hayati, R., Zuhra, I., & Misnar, M. (2023). Merdeka Belajar–Kampus Merdeka (MBKM) to strengthen the culture and citizenship literacy of EFL pre-service teachers. *Studies in English Language and Education*, 10(3), 1270–1289. <https://doi.org/10.24815/siele.v10i3.28596>
- Ferary, D. (2021). On Ki Hadjar Dewantara’s philosophy of education. *Nordic Journal of Comparative and International Education*, 5(2), 65–78. <https://doi.org/10.7577/njcie.4156>
- Ferary, D. (2023). A philosophical perspective on the purpose of education in Indonesia. In D. G. Herbert (Ed.), *Comparative and decolonial studies in philosophy of education* (pp. 51–71). Springer. https://doi.org/10.1007/978-981-99-0139-5_4
- Firmansyah, F., & Hidayat, R. (2024). Bibliometric and critical review of the empirical research on political deception. *Thammasat Review*, 27(1), 1–26. <https://doi.org/10.14456/tureview.2024.1>
- Flores, M. C., Grimaldi, R., Poli, S., & Villani, E. (2024). Entrepreneurial universities and intrapreneurship: A process model on the emergence of an intrapreneurial university. *Technovation*, 129, Article 102906. <https://doi.org/10.1016/j.technovation.2023.102906>
- Forliano, C., De Bernardi, P., & Yahiaoui, D. (2021). Entrepreneurial universities: A bibliometric analysis within the business and management domains. *Technological Forecasting and Social*

- Change*, 165, Article 120522. <https://doi.org/10.1016/j.techfore.2020.120522>
- Gareis, P., & Broekel, T. (2022). The spatial patterns of student mobility before, during and after the Bologna Process in Germany. *Tijdschrift Voor Economische En Sociale Geografie*, 113(3), 290–309. <https://doi.org/10.1111/tesg.12507>
- Gunarso, G., Sandra, L., & Yap, M. (2023). Determinants for participation in independent learning policy and independent campus programs. *International Journal of Evaluation and Research in Education*, 12(3), 1507–1519. <https://doi.org/10.11591/ijere.v12i3.24320>
- Harlanu, M., Suryanto, A., & Achmadi, T. A. (2024). The impact of Merdeka Belajar Kampus Merdeka (emancipated learning) and motivation on students' learning outcomes in higher education in Indonesia. *Journal of Curriculum and Teaching*, 13(2), 299–307. <https://doi.org/10.5430/jct.v13n2p299>
- Haryati, N., Fibriantingtyas, A., Yuswita, E., Lasitya, D. S., Irwandi, P., Aulia, B. M., Nurirrozak, M. Z., & Herdianti, D. F. (2023). Identifying key factors in determining a successful agropreneurship education in Merdeka Belajar program. *IOP Conference Series: Earth and Environmental Science*, 1153, Article 012012. <https://doi.org/10.1088/1755-1315/1153/1/012012>
- Hatmanto, E. D., Pratolo, B. W., & Purwanti, E. (2023). Voices of English education department teachers on traces of neoliberal ideology in the 'Kampus Merdeka' concept. *International Journal of Evaluation and Research in Education*, 12(4), 1944–1953. <https://doi.org/10.11591/ijere.v12i4.24694>
- Henderi, H., Yusup, M., Sunarya, P. A., Lutfiani, N., & Nabila, E. A. (2022). A blockchain-based framework gamification for securing learners activity in Merdeka Belajar-Kampus Merdeka. 2022 4th International Conference on Cybernetics and Intelligent System (ICORIS; pp. 1–6). <https://doi.org/10.1109/ICORIS56080.2022.10031383>
- Heryandi, H., Septama, H. D., Komarudin, M., & Yulianti, T. (2021). E-learning readiness in University of Lampung during Covid-19 Pandemic. 2021 2nd SEA-STEM International Conference (SEA-STEM; pp. 43–47). <https://doi.org/10.1109/SEA-STEM53614.2021.9667968>
- Hidayat, R. (2024a). A bibliometric review of global research on constituency service (1975–2024). *Thammasat Review*, 27(1), 248–285. <https://doi.org/10.14456/tureview.2024.11>
- Hidayat, R. (2024b). The fusion of the Bologna Process, Liberal Arts Education, and Indonesian educational transformation ideas in the MBKM policy. *Journal of Governance and Local Politics*, 6(1), 11–24. <https://journal.unpacti.ac.id/index.php/JGLP/article/view/1262>
- Huang, X., & Lajoie, S. P. (2023). Social emotional interaction in collaborative learning: Why it matters and how can we measure it? *Social Sciences and Humanities Open*, 7(1), Article 100447. <https://doi.org/10.1016/j.ssaho.2023.100447>
- Khusna, N. I., Sumarmi, S., Bachri, S., Astina, I. K., Nurhayati, D. A. W., & Shresthai, R. P. (2022). New technologies for project-based empathy learning in Merdeka Belajar (freedom to learn): The use of inaRISK application and biopore technology. *International Journal of Interactive Mobile*

- Technologies*, 16(22), 94–110. <https://doi.org/10.3991/ijim.v16i22.36153>
- Kusumawardani, S. S., Wulandari, D., Arifin, S., Santoso, B. J., Cahyono, E., Wastutiningsih, S. P., Slamet, A. S., Hertono, G. F., Yuniarti, A., Syam, N. M., Putra, P. H., Rahmawati, A., Fajri, F., Zuliansyah, A., Yulianto, Y., Julyan, B. S., Anggraini, D., & Nabila, S. Z. (2024). *Buku panduan Merdeka Belajar: Kampus Merdeka 2024* [The 2024 Independent Learning: Independent Campus guidebook]. Direktorat Pembelajaran dan Kemahasiswaan. <https://dikti.kemdikbud.go.id/wp-content/uploads/2024/06/Buku-Panduan-Merdeka-Belajar-Kampus-Merdeka-MBKM-2024.pdf>
- Lagat, K. T., & Concepcion, G. L. (2022). Students' social interaction, collaborative learning, and perceived learning in an online learning environment. *International Journal of Social Science Research and Review*, 5(1), 24–33. <https://doi.org/10.47814/ijssrr.v5i1.130>
- Le, H., Janssen, J., & Wubbels, T. (2018). Collaborative learning practices: Teacher and student perceived obstacles to effective student collaboration. *Cambridge Journal of Education*, 48(1), 103–122. <https://doi.org/10.1080/0305764X.2016.1259389>
- Leping, M. (2021). A comparative analysis of liberal arts models in three institutions from mainland China, Hong Kong, and Taiwan. *Higher Education Forum*, 18, 73–88. <https://doi.org/10.15027/50747>
- Lubna, L., Suhirman, S., & Prayogi, S. (2023). Evaluation of STEM students' critical thinking in terms of cognitive style through problem-based distance learning. *Journal of Education and e-Learning Research*, 10(3), 557–568. <https://doi.org/10.20448/jeelr.v10i3.4972>
- Macfarlane, B. (2016). *Freedom to Learn: The threat to student academic freedom and why it needs to be reclaimed*. Routledge.
- Moore, M. G. (1973). Toward a theory of independent learning and teaching. *The Journal of Higher Education*, 44(9), 661–679. <https://doi.org/10.2307/1980599>
- Mualimin, M. (2022). Students' evaluation on online learning system at IUP program, Faculty of Humanities Universitas Diponegoro. *E3S Web of Conferences*, 359, Article 02016. <https://doi.org/10.1051/e3sconf/202235902016>
- Muflihini, M. H., & Warsito, C. (2024). Independent learning policy for quality strategic educational management using IT skills: A case of Merdeka Campus (MBKM) program in Indonesia. *Quality: Access to Success*, 25(198), 351–360. <https://doi.org/10.47750/QAS/25.198.37>
- Mujiwati, Y., Hamzah, M. R., Daryono, D., & Laili, I. (2023). Implementation of the Ministry of Education and culture's independent campus learning program (MBKM) policy at Universitas PGRI Wiranegara. *International Journal of Humanities Education and Social Sciences*, 3(2), 1004–1014. <https://doi.org/10.55227/ijhess.v3i2.698>
- Mursitama, T. N., Noerlina, N., Setiawan, R., Princes, E., Chandra, A., Tunardi, Y., & Limto, D. (2022). The impact of Indonesia's higher education program on improving students' competence in achieving global employability. *Journal of Higher Education Theory and Practice*, 22(5), 172–187. <https://doi.org/10.33423/jhetp.v22i5.5212>

- Muslihati, M., Sobri, A. Y., Voak, A., Fairman, B., & Wonorahardjo, S. (2023). Engaging with industry through internships in order to acquire the skills, knowledge and attitudes for the world of work: The Indonesian student experience. *Journal of Higher Education Theory and Practice*, 23(9), 1–17. <https://doi.org/10.33423/jhetp.v23i9.6125>
- Nityasanti, N., Laila, A., Sahari, S., Iswantiningtyas, V., & Imani Khan, R. (2023). Post-pandemic independent learning assistance model for improving students' academic and socio-personal competence: Campus on Duty (COD) program in Indonesia. *Qubahan Academic Journal*, 3(4), 332–341. <https://doi.org/10.48161/qaj.v3n4a177>
- Octaria, O., Hartomo, K. D., Sembiring, I., Purnomo, H. D., Iriani, A., & Sedyono, E. (2022). Analysis perceptions regarding student exchange using simple random sampling and analytical hierarchy process (AHP) methods. *2022 9th International Conference on Electrical Engineering, Computer Science and Informatics (EECSI)*; pp. 331–336. <https://doi.org/10.23919/EECSI56542.2022.9946497>
- Oulhou, H., & Ibourek, A. (2023). Perceived effectiveness of entrepreneurship education, entrepreneurial mindset, entrepreneurial self-efficacy and entrepreneurial intention among Moroccan university students: A correlational study. *Social Sciences and Humanities Open*, 8(1), Article 100719. <https://doi.org/10.1016/j.ssaho.2023.100719>
- Pannen, P. (2021). Quality assurance in online learning at scale at the Indonesia cyber education institute. In S. Ra, S. Jagannathan, & R. Maclean. (Eds.), *Powering a learning society during an age of disruption* (pp. 121–134). Springer Nature. https://doi.org/10.1007/978-981-16-0983-1_9
- Parahita, B. N., Astutik, D., Ghufonudin, G., & Yuastina, Y. (2023). Learning loss experience and control motive by Zillennial generation in Indonesia. *International Journal of Evaluation and Research in Education*, 12(1), 346–356. <https://doi.org/10.11591/ijere.v12i1.23824>
- Penprase, B. (2021). Global liberal arts and new institutions for 21st century higher education. *Higher Education Forum*, 18, 157–172. <https://doi.org/10.15027/50752>
- Popenici, S., & Brew, A. (2013). Reading walls on university corridors: Transitional learning spaces in campus. In M. Vicars, & T. McKenna (Eds.), *Discourse, power, and resistance down under* (Vol. 2, pp. 145–156). Sense Publishers, https://doi.org/10.1007/978-94-6209-509-0_14
- Prabawati, I., Meirinawati, M., Riyanto, Y., Hariyati, N., Indrasetyaningsih, A., & Ladiqi, S. (2023). Implementation of learning curriculum in integrated independent campus learning program case study on KKNT village project. *International Journal of Learning, Teaching and Educational Research*, 22(3), 470–490. <https://doi.org/10.26803/ijlter.22.3.28>
- Pramono, S. E., Melati, I. S., Wijaya, A., Sahudin, Z., & Abdullah, H. (2022). Modelling factors encouraging knowledge sharing culture as a socio-innovation in collaborative era. *Asian Journal of University Education*, 18(4), 847–862. <https://doi.org/10.24191/ajue.v18i4.19991>
- Purnomo, A. R., Yulianto, B., Mahdiannur, M. A., & Subekti, H. (2023). Embedding sustainable development goals to support curriculum *Merdeka* using projects in biotechnology. *International*

- Journal of Learning, Teaching and Educational Research*, 22(1), 406–433.
<https://doi.org/10.26803/ijlter.22.1.23>
- Purwanta, H. (2023). Indonesian secondary history literacy skills level: Case study of public and private high schools in Sukoharjo Regency, Central Java. *Multidisciplinary Science Journal*, 5, Article 2023050. <https://doi.org/10.31893/multiscience.2023050>
- Purwanti, E. (2021). Preparing the implementation of Merdeka Belajar: Kampus Merdeka policy in higher education institutions. *Proceedings of the Fourth International Conference on Sustainable Innovation 2020: Social, Humanity, and Education* (ICoSIHESS, 2020; pp. 384–391).
<https://doi.org/10.2991/assehr.k.210120.149>
- Purwarno, P., Ekalestari, S., Suhendi, A., Shanthi, A., & Zainal Abedin, N. F. (2023). Students' readiness and perception on the effectiveness of online education post Covid-19 pandemic. *World Journal of English Language*, 13(7), 68–76. <https://doi.org/10.5430/wjel.v13n7p68>
- Quibrantar, S. M., & Ezezika, O. (2023). Evaluating student engagement and experiential learning in global classrooms: A qualitative case study. *Studies in Educational Evaluation*, 78, Article 101290. <https://doi.org/10.1016/j.stueduc.2023.101290>
- Rachmat, R., Nugraha, S., Prihandoko, L. A., Marsujitullah, M., & Suwarjono, S. (2021). Preliminary study of digital manufacturing requirement for *Kampus Merdeka* apprenticeship program [Paper Presentation]. *Journal of Physics: Conference Series*, 1899, Article 012076.
<https://doi.org/10.1088/1742-6596/1899/1/012076>
- Rante, H., Zainuddin, M. A., Miranto, C., Pasila, F., Irawan, W., & Fajrianti, E. D. (2023). Development of social virtual reality (SVR) as collaborative learning media to support Merdeka Belajar. *International Journal of Information and Education Technology*, 13(7), 1014–1020.
<https://doi.org/10.18178/ijiet.2023.13.7.1900>
- Rohmah, N., Azza, A., & Dewi, I. C. (2023). Development of contextual learning models through collaboration between lecturers, students, and village governments in nursing education. *Korean Journal of Medical Education*, 35(1), 71–83. <https://doi.org/10.3946/kjme.2023.250>
- Rozak, L. A., Arifin, M. B., Rykova, I. N., Grishina, O. A., Komariah, A., Nurdin, D., Ponkratov, V. V., Malashenko, G. T., Kosov, M. E., & Dudnik, O. V. (2022). Empirical evaluation of educational service quality in the current higher education system. *Emerging Science Journal*, 6, 55–77.
<https://doi.org/10.28991/ESJ-2022-SIED-05>
- Sa'diyah, M., Nurhayati, I., Endri, E., Supriadi, D., & Afrianto, Y. (2022). The implementation of independent learning independent campus: The new paradigm of education in Indonesia. *Journal of Educational and Social Research*, 12(4), 289–299. <https://doi.org/10.36941/jesr-2022-0114>
- Salas-Velasco, M. (2023). Propensity for self-employment in a model of occupational choice: Evidence from a cohort of recent university graduates in Spain. *Sustainability (Switzerland)*, 15(4), Article 3400. <https://doi.org/10.3390/su15043400>
- Samsudi, S., Suprptono, E., Utanto, Y., Rohman, S., & Djafar, T. (2024). Unraveling the Merdeka

- curriculum: Exploring differentiated instruction's impact on student learning. *Jurnal Ilmiah Peuradeun*, 12(2), 517–538. <https://doi.org/10.26811/peuradeun.v12i2.1131>
- Sandra, L., Marcel, M., Gunarso, G., Fredicia, F., & Riruma, O. W. (2022). Are university students independent: Twitter sentiment analysis of independent learning in independent campus using RoBERTa base IndoLEM sentiment classifier model. *2021 International Seminar on Machine Learning, Optimization, and Data Science (ISMODE)*, pp. 249–253. <https://doi.org/10.1109/ISMODE53584.2022.9743110>
- Sari, E. D. P., Trisnawati, R. K., Agustina, M. F., Adiarti, D., & Noorashid, N. (2023). Assessment of students' creative thinking skill on the implementation of project-based learning. *International Journal of Language Education*, 7(3), 414–428. <https://doi.org/10.26858/ijole.v7i3.38462>
- Shen, W. (2016). Liberal education traditions in the United Kingdom and United States: An historical perspective. *Higher Education Forum*, 13, 25–42. <https://doi.org/10.15027/39938>
- Sihombing, A. A., Anugrahsari, S., Parlina, N., & Kusumastuti, Y. S. (2021). Merdeka Belajar in an online learning during the COVID-19 outbreak: Concept and implementation. *Asian Journal of University Education*, 17(4), 35–48. <https://doi.org/10.24191/ajue.v17i4.16207>
- Siminjutak, P., Voak, A., & Fairman, B. (2022). A historical account of VET interventions in Indonesia: Which way forward? *Asian Journal of University Education*, 18(2), 544–553. <https://doi.org/10.24191/ajue.v18i2.18185>
- Siregar, J. H., Purwanto, E., Tengkulung, C. K., Ananto, I. D., Alpeus, R., & Erlangga, D. N. (2022). The role of online media to improve student understanding in the Merdeka Belajar Kampus Merdeka program: (Case study at the information systems study program at Universitas Pembangunan Jaya). In K. Arya, V. K. Tripathi, C. Rodriguez, & E. Yusuf (Eds.), *Proceedings of 7th ASRES International Conference on Intelligent Technologies: ICIT 2022, Jakarta, Indonesia*; pp. 355–357). https://doi.org/10.1007/978-981-99-1912-3_32
- Suharno, S., Rifai, R. & Sudrajat, A. (2023). Multicultural encounters within kampus merdeka: A study on educational policy impact to bolster diversity. *Cakrawala Pendidikan*, 42(2), 539–548. <https://doi.org/10.21831/cp.v42i2.58223>
- Suharti, D. S., Suwandi, E., Zumrudiana, A., Indrasari, N., Lestari, I. W., & Rahayu, N. (2022). Negotiating the dual identities of the student-teacher as both a curriculum technician and a curriculum maker. *Electronic Journal of Foreign Language Teaching*, 19(1), 206–221. <https://doi.org/10.56040/NDSS1927>
- Suhud, R., Febriandirza, A., Permatasari, I., & Ramadan, F. (2023, October 4–5). Recognizing public satisfaction toward Kampus Mengajar program with Naive Bayes. *2023 International Conference on Computer, Control, Informatics and its Applications (IC3INA)*; pp. 125–130). <https://doi.org/10.1109/IC3INA60834.2023.10285769>
- Sumani, S., Kadafi, A., Purnomosasi, L. K. D., & Prasasti, P. A. T. (2022). The impact of “Kampus Mengajar MBKM program” on students' social skills. *Pegem Egitim ve Ogretim Dergisi*, 12(3),

- 220–225. <https://doi.org/10.47750/pegegog.12.03.23>
- Supriyoko, S., Rochmiyati, S., Irfan, M., & Ghazali, I. (2022). Online survey: Evaluation of Indonesian higher education curriculum. *Pegem Egitim ve Ogretim Dergisi*, 12(4), 235–240. <https://doi.org/10.47750/pegegog.12.04.24>
- Suyadi, S., Asmorojati, A. W., Yudhana, A., Nuryana, Z., & Siraj, S. B. (2022). COVID-19 Ambassadors: Recognizing Kampus Mengajar at the Merdeka Belajar Kampus Merdeka program humanitarian projects in the tertiary education curriculum. *Frontiers in Education*, 7, Article 902343. <https://doi.org/10.3389/feduc.2022.902343>
- Taridala, S., Samdin, S., Sukotjo, E., & Rahmانيar, S. (2023). Implementation of the Merdeka Belajar program in improving teacher performance and the quality of educational services. *International Journal of Membrane Science and Technology*, 10(2), 1445–1449. <https://doi.org/10.15379/ijmst.v10i2.1495>
- Thohir, M., Ma'arif, S., Junaedi, J., Huda, H., & Ahmadi, A. (2021). From disruption to mobilization: IRE teachers' perspectives on independent learning policy. *Cakrawala Pendidikan*, 40(2), 359–373. <https://doi.org/10.21831/cp.v40i2.39540>
- Tranfield, D., Denyer, D., & Smart, P. (2003). Towards a methodology for developing evidence-informed management knowledge by means of systematic review. *British Journal of Management*, 14(3), 207–222. <https://doi.org/10.1111/1467-8551.00375>
- Triwiyanto, T., Mubarika, F. D., Adriansyah, R. R., Dilshad, R. M., Agustina, G., Fitria, E. W. N., & Abusamra, A. (2022). Digital technology transformation and empowerment of technology: A new paradigm of classroom management for an “Merdeka Belajar” policy in Indonesia. *2022 8th International Conference on Education and Technology (ICET)*; pp. 293–297. <https://doi.org/10.1109/ICET56879.2022.9990725>
- Tuasikal, A. R. S., Hartoto, S., Prakoso, B. B., Kartiko, D. C., & Hariyanto, A. (2021). The analysis on teaching skills and learning effectiveness of internship students. *Cakrawala Pendidikan*, 40(3), 650–658. <https://doi.org/10.21831/cp.v40i3.40466>
- Uddin, N., Jaya, S., Purwanto, E., Putra, A. A. D., Fadhillah, M. W., & Ramadhan, A. L. R. (2022). Machine-learning prediction of informatics students interest to the MBKM program: A study case in Universitas Pembangunan Jaya. *2021 International Seminar on Machine Learning, Optimization, and Data Science (ISMODE)*, pp. 146–151. <https://doi.org/10.1109/ISMODE53584.2022.9743125>
- Usman, A., & Hartati, T. A. W. (2024). Analysis of “Merdeka Belajar - Kampus Merdeka” program research in Scopus indexed journals: A critical review. *JPBI (Jurnal Pendidikan Biologi Indonesia)*, 10(2), 616–630. <https://doi.org/10.22219/jpbi.v10i2.32576>
- Utami, Y. P., & Suswanto, B. (2022). The educational curriculum reform in Indonesia: Supporting “independent learning independent campus (MBKM).” *SHS Web of Conferences*, 149, Article 01041. <https://doi.org/10.1051/shsconf/202214901041>

- van Eck, N. J., & Waltman, L. (2010). Software survey: VOSviewer, a computer program for bibliometric mapping. *Scientometrics*, 84(2), 523–538. <https://doi.org/10.1007/s11192-009-0146-3>
- Voak, A., Fairman, B., Helmy, A., & Afriansyah, A. (2023). Kampus Merdeka: Providing meaningful engagement in a disruptive world. *Journal of Higher Education Theory and Practice*, 23(8), 224–235. <https://doi.org/10.33423/jhetp.v23i8.6076>
- Wang, D., & Xu, Y. (2021). Best practices of liberal arts education: Curricula in liberal arts colleges. *Higher Education Forum*, 18, 125–139. <https://doi.org/10.15027/50750>
- Wardani, N. E., Suwandi, S., & Ulya, C. (2023). Feasibility assessment of Merdeka Curriculum in Bahasa Indonesia digital textbooks for class vii junior high schools. *Theory and Practice in Language Studies*, 13(12), 3268–3278. <https://doi.org/10.17507/tpls.1312.25>
- Wardiyah, J., Budianti, Y., Al Farabi, M., Sirojuddin, A., & Fatikh, M. A. (2023). Merdeka Belajar activity unit at Madrasah Aliyah: Program evaluation study using CIPP method. *Nazhruna: Jurnal Pendidikan Islam*, 6(1), 119–138. <https://doi.org/10.31538/nzh.v6i1.2633>
- Yusuf, F. A. (2021). The independent campus program for higher education in Indonesia: The role of government support and the readiness of institutions, lecturers and students. *Journal of Social Studies Education Research*, 12(2), 280–304. <https://jsser.org/index.php/jsser/article/view/3283>
- Zubair, A., Mustafa, M., Amir, I., & Hamzah, H. (2023). Response of Islamic religious college to independent campus policy. *Journal of Law and Sustainable Development*, 11(6). <https://doi.org/10.55908/sdgs.v11i6.1203>
- Zulhalim, Z., & Wibowo, W. C. (2022). Designing inter-organizational collaborative knowledge sharing system for Indonesian MBKM policy. *2022 6th International Conference on Information Technology, Information Systems and Electrical Engineering (ICITISEE)*; pp. 482–487). <https://doi.org/10.1109/ICITISEE57756.2022.10057927>