**The Implementation of MBKM Policy and Its Impact on the Curriculum and Learning Model**

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This article is a report of a research on the implementation of Merdeka Belajar Kampus Merdeka (MBKM) at Soegijapranata Catholic University (SCU), Semarang supported by the Directorate General of Research and Technology, Directorate General of Higher Education, Republic Indonesia). This study involved 5275 respondents as the sample taken from a total of 7775 population which consisted of lecturers, administrative staff, and students. It aimed to see the implementation of MBKM at SCU and how the stakeholders perceived the impacts of MBKM implementation on the curriculum, syllabus, and learning model. This study applied sequential method by which the results of qualitative and quantitative data analysis were elaborated. The instruments used were Focus Group Discussion and SPADA survey. The results of this study showed that respondents had positive perceptions on the implementation of MBKM but not all respondents fully understood the system, process, and procedure of the MBKM implementation. The implementation of MBKM also affected the curriculum and learning model. Therefore, a model of curriculum and learning model based on contextual learning was suggested to support the implementation of MBKM at SCU.

Keywords: MBKM policy, curriculum, learning model

**Implementasi Kebijakan MBKM dan Dampaknya Terhadap Kurikulum dan Model Pembelajaran**

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Artikel ini merupakan laporan penelitian pelaksanaan Merdeka Belajar Kampus Merdeka (MBKM) di Universitas Katolik Soegijapranata (SCU), Semarang yang danai oleh Direktorat Jenderal Riset dan Teknologi, Direktorat Jenderal Pendidikan Tinggi, Republik Indonesia. Penelitian ini melibatkan 5275 responden sebagai sampel yang diambil dari total 7775 populasi yang terdiri dari dosen, tenaga administrasi, dan mahasiswa. Penelitian ini bertujuan untuk melihat implementasi MBKM di SCU dan bagaimana persepsi dosen, tendik, dan mahasiswa akan dampak penerapan MBKM terhadap kurikulum, silabus, dan model pembelajaran. Penelitian ini menggunakan sequential method yang menggabungkan hasil analisis data kualitatif dan kuantitatif. Instrumen yang digunakan adalah Focus Group Discussion dan survei SPADA. Hasil penelitian ini menunjukkan bahwa responden memiliki persepsi positif terhadap pelaksanaan MBKM namun tidak semua responden memahami sepenuhnya sistem, proses, dan prosedur pelaksanaan MBKM. Penerapan MBKM juga mempengaruhi kurikulum dan model pembelajaran. Oleh karena itu, model kurikulum dan model pembelajaran berbasis pembelajaran kontekstual disarankan untuk mendukung pelaksanaan MBKM di SCU.