

Freedom to Learn – Independent Campus (MBKM) Curriculum Management at the Indonesian Language Tadrís Degree Program (TBI) of Islamic Religious Higher Education Institutions (PTKI)

Siti Isnaniah^{1✉}, Kurniawan²

¹Universitas Islam Negeri Raden Mas Said, Surakarta, Indonesia

²Badan Riset dan Inovasi Nasional

Corresponding author: sisnaniah7@gmail.com

ABSTRACT

Purpose – This study aims to explain the management of the MBKM curriculum in the TBI Degree Program at PTKI and the implementation of forms of collaboration with partners who support the MBKM program's implementation. The data was gathered from the TBI Degree Program at UIN Raden Mas Said (RMS) Surakarta.

Design/methods/approach – This study employs a qualitative explanatory method. Documents, informants, and events serve as data sources. Data collection methods included content/document analysis, in-depth interviews, and observation. The data analysis technique employs an interactive model. The triangulation technique is used in the data validity technique.

Findings – The results show that the MBKM Degree Program curriculum design at UIN RMS Surakarta has incorporated 21st-century skills. Several courses will require digital skills, such as Digital Literacy, Monetization of Digital Products, and Development of Indonesian Language Learning Media starting in 2019. TBI's Degree Program, Starting in 2019 in support of MBKM, has also implemented collaboration with various partners, including the Industrial World Business World (DUDI).

Research implications/limitations – This research contributes to understanding the importance of implementing MBKM in the TBI Degree Program at PTKI, with the data source being the TBI Degree Program Faculty of Adab and Language at UIN Raden Mas Said Surakarta. It can be used as a model for other TBI Degree Programs at PTKI that have not implemented MBKM much. in designing the curriculum.

Practical implications – This research can provide practical training in the Indonesian Tadrís curriculum and a curriculum review for MBKM design.

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1. Introduction

The rapid advancement of science and technology has resulted in significant changes in many aspects of life. One of the most noticeable changes is the emergence of various new jobs and the disappearance of various jobs that have been around for a long time. Jobs that cannot keep up with the advancement of science and technology will undoubtedly be eliminated by the emergence of various new technologically advanced jobs.

The world has now entered the era of industrial revolution 4.0, which requires individuals to be able to collaborate with technology based on the Internet of Things (IoT) or cyber-physical systems, as



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well as the expertise to operate sophisticated machines in order for them to effectively and efficiently synergize with the environment. To progress, we must master the integration of knowledge, skills, and attitudes and mastery of information and communication technology. Education implementation requires digital, big data, and human literacy proficiency. Furthermore, skills for the twenty-first century must be mastered in addition to manual skills. Universities must undoubtedly take note of the previous, particularly in providing students with the necessary skills. As a result, a curriculum that can prepare students to become scholars with high resilience, skills that align with the demands of the times, and leaders with noble character and a strong sense of nationalism is required.

The Freedom to Learn – Independent Campus (MBKM) curriculum is a guide to understanding the current situation because it provides opportunities for students to increase their knowledge and sharpen their horizons in scientific fields that match their interests and current issues in the scientific field. Students may pursue their interests and passions for one to three semesters or 20 to 40 credits. Students can gain this learning experience both within and outside their study program, even outside the university. This experience will provide students with the best learning experience possible because the MBKM curriculum includes a variety of programs that students can use, such as internships, village projects, teaching in schools, student exchanges, research, entrepreneurship, independent projects, and even humanitarian projects (Junaidi et al., 2020).

Several programs, such as internships, teaching in schools, village projects, research, and entrepreneurship, have been practised by students where it is part of the coursework set up, such as MBKM. The Indonesian Language Tadris Degree Program at UIN RMS Surakarta is one of the Degree Programs ready to welcome MBKM. Several business entities have also partnered with TBI so that students can intern there yearly; TBI has also partnered with global technology companies such as Google to support Islamic Entrepreneurship Courses.

Currently, the TBI curriculum refers to the Graduate Learning Outcomes (CPL) of SN-Dikti and the KKNi descriptor based on the level of education. CPL includes abilities demonstrating each university's uniqueness following its vision and mission, regional specialities and local wisdom, and the uniqueness of Indonesia with its culture and climate. Each aspect of the CPL formulation points for graduates contains indicators of skills that must be mastered and study materials that higher education students must study. As a result, during the CPL preparation process, an in-depth analysis of the capabilities required by stakeholders is required. In addition, studies from the development of disciplines in the field of knowledge (body of knowledge) in the Degree Program are required to determine the study materials that students will study (Junaidi et al., 2020). The fluctuating demand for competence from year to year confuses the implementation stage in higher education. Thus, research into applying higher education curricula in the field is required.

The same thing happened with the TBI curriculum, which was continually revised when there was a change in officials. Furthermore, there are other issues, such as the number of credits for Islamic Studies courses, which frequently burden students because they must still take Degree Program Expertise Courses (MKK PS), Basic Expertise Courses (MKDK), General Courses (MKU), and Additional Authority Courses (MKKT). The laboratory unit coordinates educational internship courses (PLP 1, PLP 2, and PLP 3) to reduce the authority of the Degree Program. The division of teaching lecturers is sometimes not following expertise due to officials' involvement in the determination for budgetary reasons.

The TBI curriculum must be comprehensive and well-designed based on the explanation above. TBI, which has received a B accreditation with a high score since its initial submission, needs to be supported by various components for re-accreditation to get superior scores, one of which is curriculum management, which is ready to meet the demands of the times. According to some of the conditions described above, the focus of this study is on the design of the MBKM curriculum at the TBI UIN RMS

Surakarta Degree Program, as well as the implementation of all formulations of cooperation programs with various institutions that will support the realization of the MBKM program. Because there has been no previous research that examines the management of the MBKM curriculum in the TBI Degree Program, particularly at PTKI, this study falls under the new research category. Therefore, this study can offer a unique perspective on the MBKM curriculum in the TBI Degree Program at PTKI and universities in general.

This study aims to explain the design of the MBKM curriculum at the TBI UIN RMS Surakarta Degree Program, as well as the implementation of the entire formulation of the collaboration program with various institutions that will support the realization of the MBKM program. The theoretical benefits of this study can be seen in the MBKM curriculum design implemented at TBI UIN RMS Surakarta. Furthermore, this research can contribute knowledge in MBKM curriculum design, MBKM curriculum implementation, and MBKM curriculum evaluation.

Meanwhile, the practical benefits of this paper for PTKI include being a reference for Degree Programs and faculties to organize curriculum and learning processes, being a reference for PTIPD and the academic administration department to provide course-taking services both for students in their Degree Programs and across degrees, and being a reference for the Quality Assurance Institute to standardize the quality of MBKM learning. The results of this study can also be used as a reference for the Research and Community Service Institute to develop various research and service programs that synergize with the Degree Program as part of off-campus lectures, as well as a reference in developing collaborative networks with other relevant parties to support the MBKM program's implementation.

The benefit for lecturers is that they can provide input in developing and applying knowledge views that can support the novelty and quality of learning content, as well as implement the Tridarma of higher education that can be obtained through collaboration with various institutions. For students, the benefit is that they can maximize their potential to fulfil graduate learning outcomes while also gaining supporting competencies and experience from outside their study program for up to three semesters. Therefore, students can have high resilience and relevant skills and become leaders with noble characters and a strong sense of nationalism.

Other researchers must add and deepen their knowledge to develop MBKM curriculum management at PTKI. Meanwhile, the advantages for industrial partners as prospective users of graduates include obtaining the best graduates in Indonesian language education. For partner universities, this will be a strategic step to improve the quality and ability of students in terms of gaining experience through exchange programs between students from different universities or online credit achievements.

Educational management, particularly in Islamic education, is a process that follows the objectives of Islamic guidelines and values through effective resource utilization. It comprises the following components: inputs, curriculum, teachers, infrastructure, funds, institutions, the environment, and outputs (Supriyanto, 2004, p. 86). Consistent with this statement, Islamic education management requires both instructional and conditional aspects. The instructional aspects include learning objectives, teaching materials, media, methods, class management, students, and evaluation; the conditional aspects include monitoring the level of readiness related to the needs of students, efforts to expose and discourse in actual linguistic situations, conditioning learning activities, and independent training (Muliastuti, 2017, p. 18).

Meanwhile, Kontz defined management as the stage of activities carried out by others, beginning with the design, distribution of structures, laying, providing guidelines, and supervision in order to achieve the goals that have been established (Kontz & O'Donnel, 1990, p. 3). According to Terry, management is a series of processes that include planning actions, task structure division, and

controlling the deployment of programs that are carried out to establish and achieve predetermined goals through the use of other resources (Terry, 1977, p. 1).

Schein defines management as a profession in which people are expected to work professionally. Its characteristics include the need for a professional to develop policies based on broad principles. Workers in the professional category have met standards of work performance while also being professional, as measured by a binding code of ethics (Schein, 2008, p. 2). As a result, good management is required in the learning process. Management and curriculum are required in Islamic education (Rahman et al., 2019). In line with the statement, the management consists of teachers, objectives, teaching materials, media, methods, evaluation, and environment (Muhaimin et al., 2012).

Furthermore, the curriculum serves as a collection of designs and rules about objectives, standards, learning materials, and the methods used to implement learning strategies to achieve the stated goals (UU RI Number 20 of 2003 concerning the National Education System). A curriculum is ideal if it can develop students' critical thinking skills while learning (Cintamulya, 2018).

The curriculum in a Degree Program can use a formal curriculum and a hidden curriculum. The formal curriculum is guided by the CPL SN-Dikti and the KKNi descriptor. Meanwhile, the hidden curriculum in learning is more cultural (culture). PTKI creates a good culture for students by consistently implementing Islamic insights (aqidah and sharia) and Islamic values (morals). A Degree Program's curriculum can include both formal and hidden curricula. The formal curriculum is guided by the CPL SN-Dikti and the KKNi descriptor, whereas the hidden curriculum in learning is more cultural (culture). PTKI creates a good culture for students by constantly implementing Islamic insights (aqidah and sharia) and Islamic values (morals) (Demir & Şad, 2020).

According to the various explanations above, curriculum management is a subject that focuses on critical aspects such as how the curriculum is proposed, implemented, and evaluated (and refined), by whom, when, and where. Curriculum management also includes decisions about who is assigned the task, authority, and responsibility for developing, implementing, and revising the curriculum. The curriculum is the essential aspect of a learning program because its implementation requires planning, implementation, and evaluation that are very much in line with the need for knowledge, technology, and skills (IPTEKS), as well as the competencies required by the general public and prospective users of higher education graduates.

Several researchers have conducted curriculum management research, which includes: Management of Indonesian Language Learning for Foreign Speakers (BIPA) at Islamic Religious Higher Education Institutions (PTKI) in Indonesia and Thailand, by Isnaniah and Islahuddin, has been published in the Islamic Education Journal of UIN Sunan Kalijaga Yogyakarta (Volume 9 Number 1) (Isnaniah & Islahuddin, 2020). The research shares similarities in the study of curriculum management in Islamic education. On the other hand, this study focuses on managing the BIPA curriculum in university programs that have not implemented MBKM, whereas this research focuses on managing the MBKM curriculum in the TBI Degree Program.

Another relevant study is Isnaniah and Fauzan Mustofa's Management of Islamic Education on Indonesian Language Learning for Foreign Speaker Program, published in the Journal of Islamic Education at UIN Sunan Gunung Djati Bandung (volume 6 number 2). The research is similar in looking at curriculum management in Islamic education (Isnaniah & Mustofa, 2020). On the other hand, this study focuses on BIPA curriculum management at BIPA institutions in Islamic universities and has not implemented MBKM, whereas this study focuses on MBKM curriculum management in the TBI Degree Program.

Nurmayani's dissertation, Curriculum Management in Improving the Quality of Graduates at the Ar-Raudlatul Hasanah Islamic Boarding School in Medan, North Sumatra, is another relevant study (Nurmayani, 2017). The study of curriculum management in Islamic education is where the research

differs. However, this research focuses on curriculum management, which aims to improve the quality of graduates in Islamic boarding schools but has not implemented MBKM, whereas this study focuses on the study of MBKM curriculum management in the TBI Degree Program.

Krishnapatria then researched the MBKM curriculum in the English Degree Program (Krishnapatria, 2021). Sulisyarini et al. investigated the implementation of MBKM in health and non-health faculties (Sulistyani et al., 2022). Yurnalis investigated the curriculum of the MBKM Degree Program for English Education, FKIP (Yurnalis, 2022). Oksari et al. investigated the implementation of the MBKM Degree Program Biology curriculum at the University of Nusa Bangsa (Oksari et al., 2022). Nita et al. investigated the implementation of the MBKM curriculum in the Unikama PGSD Degree Program (Junaidi et al., 2020). Irawan et al. investigated the adaptation of MBKM implementation in the higher education curriculum in the PGSD Degree Program, PJKR, and mathematics education (Irawan et al., 2022). Other researchers rarely have conducted research on MBKM curriculum management, particularly in the TBI Degree Program, so this research is expected to provide novelty in curriculum development in Indonesia in general and PTKI in particular.

2. Methods

This study aims to explain the design of the MBKM curriculum at the TBI FAB qualitatively UIN Raen Mas Said Surakarta Degree Program and the implementation of a type of collaboration with TBI partners. This study was carried out at UIN Raden Mas Said Surakarta. This study gathered data through content/document analysis techniques, in-depth structured interviews (in-depth interviews), and careful observation. Documents, informants, and events are used as data sources. Furthermore, data collection techniques are methods used to solve a problem during the research process or scientific investigation. Triangulation is used in the data validity technique. Finally, the data in this study is analyzed using an interactive model.

3. Results and Discussion

SN-Dikti has experienced rapid development along with the development of science and technology in the 21st century. SN-Dikti has undergone three revisions or changes over six years, namely from Permenristekdikti Number 49 in 2014 it was changed to Permenristekdikti Number 44 in 2015, and finally changed to Permendikbud Number 3 of 2020 in line with the Ministry of Education and Culture's policy on MBKM. The fundamental principle of MBKM is the transformation of the educational paradigm to become more independent and flexible with a learning culture that introduces new things so that students do not feel stigmatized in one perspective and follow the needs of each higher education. As a result, Junaidi stated that MBKM includes a variety of policies for curriculum implementation, including (Junaidi et al., 2020):

1. MBKM Curriculum Design Model

The MBKM curriculum is infused into several policies, such as flexible educational programs that allow students to gain learning experiences from the same and different Degree Programs, from the same or different campuses, and from off-campus activities that can be used as complementary/substitute courses. Students can apply their interests, talents, and potential in the learning process, making it easier to achieve learning outcomes.

The principle of flexibility applied in the Education program is expected to take into account the ability of Degree Programs and Universities to prepare accelerated learning programs. The Degree Program must be able and ready to offer a variety of concentration courses or electives that students can take based on their interests, talents, and potential. Universities must be able and ready to offer a variety of Degree Programs/field activities to students on and off campus.

Furthermore, in developing the MBKM curriculum, an academic approach, practice, and technology were used. Students are encouraged to master the scientific field according to their chosen degree program as a prerequisite for entering the workforce. Technology-based learning activities can also be carried out in degree programs and field activities to meet learning outcomes. As a result, this approach can help improve the MBKM curriculum's implementation.

The MBKM curriculum necessitates the acquisition of 21st-century skills. So far, the curriculum in the Indonesian Language Tadris (Education) Degree Program at PTKI, one of 13 Degree Programs, has not led to a curriculum fit for the twenty-first century and must be overhauled. Several courses will be required to include digital skills, such as Digital Literacy, Digital Product Monetization, and Development of Indonesian Language Learning Media Beginning in 2019. At UIN RMS Surakarta, several courses that require digital skills have been implemented.

2. MBKM Learning Implementation

MBKM Implementation Learning must consider the process, the outcomes, and the consequences. An effective learning process must prioritize student activity in the learning process by stimulating students to think critically, solve problems, be innovative and creative, and foster a love of science to continue learning throughout life.

Alternative approaches, models, and learning strategies include the following:

- a. Interactive, holistic, integrative, scientific, contextual, thematic, practical, and collaborative
- b. The future of jobs report in the World Economic Forum 2017: complex problem-solving skills, social skills, process skills, system skills, cognitive abilities such as flexibility, creativity, reasoning, problem detection skills
- c. It is varied in the use of learning resources in terms of design and use.
- d. The use of learning models oriented to information and communication technology (online/hybrid learning). Learning can use a blended learning model or fully online learning.

Furthermore, learning outcomes can be seen as student achievement scores, which describe the combination of knowledge, abilities, skills acquired, and attitudes. The impact of learning can be seen in the actualization of knowledge, abilities, skills, and attitudes when faced with tasks, particularly when faced with problems and must provide solutions to these problems.

3. MBKM Implementation Evaluation

Data and information are collected during the implementation of the MBKM curriculum, including curriculum design, learning processes, outcomes and impacts, facilities and amenities, and governance. The information gathered is then analyzed and compared to the implementation plan to identify gaps or sources of problems if the implementation results do not meet the initial target. Universities can use the results of this analysis to make decisions and improve the MBKM curriculum that is currently in use.

4. Implementation of the Form of Cooperation with Partners

The TBI Degree Program has collaborated with a variety of partners, including the Industrial World Business World (DUDI), to support MBKM, including:

Table 1. Forms of Cooperation with Partners

No.	Cooperation Partner	Name of Institution/Organization
1.	Field of Industry	Solopos Daily (student internship in Journalism Course)
		RRI Surakarta (student internship in Broadcasting Course)
		PT Smart Media Prima/Hadila (student internship at the Editing Court)
		Bank Bukopin Surakarta (Watching movies together on Literature Course)
		Solopos FM (industrial visiting student in Journalism Course)
		Radar Solo Jawa Pos (student internship in Journalism Course)
		Diomedia Publisher (student internship in Editing Courses and Journalism Courses)
		GMB Indonesia (National Literacy Development Center)
2.	Educational institutions	MTsN Gondangrejo
		MAN 2 Surakarta
		MA Al Muayyad Surakarta
		SMA Muhammadiyah 1 Karanganyar
		SMP Al Islam 1 Surakarta
		SMK Al Islam Surakarta
		SMK Muhammadiyah 4 Surakarta
		SMP Muhammadiyah 5 Surakarta
		SMA Batik 1 Surakarta
		SMP Batik 1 PK Surakarta
		SMP Batik 1 Surakarta
		SMA Batik 2 Surakarta
		MA Jamsaren Surakarta
		SMP Al Firdaus Surakarta
		SMA Al Firdaus Surakarta
		SMP IT Nur Hidayah Surakarta
		SMP Insan Cendekia
		SMA Insan Cendekia
		SMP Takmirul Islam
		SMP Al Azhar Syifa Budi
		SMA Al Azhar Syifa Budi
		MTS N 1 Surakarta
		MAN 2 Surakarta
		MA Assalam Surakarta
		MTS Assalam Surakarta
		SMA Assalam Surakarta
		SMP Muhammadiyah PK Surakarta
		SMA Muhammadiyah PK Surakarta
		SMP Al Kautsar Sukoharjo
		UPT Perpustakaan UNS
		Department of Indonesian Language Education (Tadris) FITK IAIN Tulungagung
		Indonesian Language Education Degree Program, Faculty of Language and Literature Education, Indonesia University of Education
		Faculty of Law, Social Sciences, and Political Science Open University
Faculty of Teacher Training and Education, Tidar University		
Indonesian Language and Literature Education Degree Program UNIPMA		

3	Government Institutions/Associations	Association of Indonesian Language and Literature Lecturers/ADOBSI (internship student teaching BIPA at Tamasat University Thailand) Central APPBIPA Indonesian Language Development and Mentoring Agency Central Java Language Center Research and Development and Training Agency of the Ministry of Religion of the Republic of Indonesia Indonesian Language and Literature Education Degree Program Association (IKAPROBSI) Forum Lingkar Pena (FLP) Surakarta Branch Soloraya Forum Lingkar Pena APPBIPA Central Java Indonesian Linguistic Society (MLI) PTKI Indonesian Language Tadris Degree Program Association (IPTABI) Association of Indonesian Literature Scholars (HISKI)
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The partners mentioned above, including industrial institutions, educational institutions, and government institutions/associations, can capitalize on the potential of the best graduates in Indonesian language education. So far, the cooperation with partners has been related to the *Tridarma* of higher education. It will be a strategic step for partner universities to improving students' quality and ability in terms of gaining experience through exchange programs between students from various universities or online credit achievements. Then, with industrial institutions, such as the media, radio, BIPA, publishing, and so on, it is more related to elective courses in the Degree Program, which had a study internship in the media prior to the MBKM policy.

4. Conclusion

TBI FAB UIN Raden Mas Said Surakarta Degree Program designed the MBKM curriculum with 21st-century skills in mind. Several courses will require digital skills, such as Digital Literacy, Digital Product Monetization, and Development of Indonesian Language Learning Media, starting in 2019. TBI's Degree Program, in support of MBKM, has also implemented collaboration with various partners, including the Industrial World Business World (DUDI).

Declarations

Author contribution statement

Siti Isnaniah conceived the presented idea. Kurniawan was data taker. All authors performed data analysis. All authors discussed the results and contributed to the final manuscript

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Data availability statement

The datasets generated during and/or analyzed during the current study are available from the corresponding author upon reasonable request.

Declaration of interests statement

The authors declare that they have no known competing financial interests or personal relationships that could have influenced the work reported in this paper.

Additional information

Correspondence and requests for materials should be addressed to sisnaniah7@gmail.com

ORCID

Siti Isnaniah  <https://orcid.org/0000-0001-8558-9982>

Kurniawan  <https://orcid.org/0000-0001-6470-0004>

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