

Responses of Undergraduate Students Toward Implementation of MBKM Curriculum Outside-Campus: Case Study at Mathematics Education UIN Syarif Hidayatullah Jakarta

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Abstract:

The Ministry of Higher Education's Regulation No. 3, 2020, issued the MBKM curriculum as a foundation for learning development at the University. Since 2021, the mathematics education study program at UIN Syarif Hidayatullah Jakarta has been carrying out off-campus activities to support the MKBM curriculum. After 4 years of MBKM activities, the study program needs to survey to determine the effectiveness and usefulness of implementing the MBKM program. The purpose of this study is to describe the MBKM program and to find out the undergraduate students' responses related to this. The research method is qualitative research with a survey method. The population was 288 undergraduate students in the mathematics study program, and the sample was 150. The instrument is a questionnaire to determine the effectiveness of the socialization of the MBKM program, the extent of understanding and perception of the MBKM curriculum, and its implementation. The results showed: 1) 27% of undergraduate students got information from the study program, 2) 78% of undergraduate students understood about the MBKM curriculum, and 3) more than 50% of undergraduate students agreed that outside-campus activities can improve teaching skills, mathematical content, and technology mastery. It was concluded that MBKM activities outside-campus positively impacted undergraduate students and need to continue. Recommendation: study programs need to conduct intense socialization about MBKM, and continue the outside-campus program, to train undergraduate students' pedagogical skills, content knowledge, and technology skills.

Abstrak:

Permen Ristek Dikti nomor 3 tahun 2020 menerbitkan kurikulum MBKM sebagai landasan pengembangan pembelajaran di Perguruan Tinggi. Program studi pendidikan matematika UIN Syarif Hidayatullah Jakarta telah melaksanakan kegiatan di luar kampus sejak tahun 2021 untuk mendukung kurikulum MKBM. Setelah 4 tahun kegiatan MBKM berlangsung, program studi perlu melakukan survei untuk mengetahui efektifitas dan kebermanfaatan program MBKM. Tujuan dari penelitian ini yaitu mendeskripsikan kegiatan pada program MBKM dan mengetahui respon mahasiswa terkait dengan kegiatan MBKM yang telah dilaksanakan. Metode penelitian yang digunakan adalah penelitian kualitatif dengan metode survei. Populasinya sebanyak 288 mahasiswa aktif pada Program Studi Pendidikan

Matematika, sampel penelitian sebanyak 150. Instrumen yang digunakan dalam penelitian ini adalah angket. Angket digunakan untuk mengetahui efektivitas sosialisasi program MBKM, tingkat pemahaman mahasiswa terhadap kurikulum MBKM dan persepsi terhadap implementasinya. Hasil penelitian menunjukkan bahwa 1) 27% mahasiswa mendapatkan informasi tentang kurikulum MBKM dari program studi, 2) 78% mahasiswa memahami tentang kurikulum MBKM, dan 3) lebih dari 50% mahasiswa memahami menyatakan setuju bahwa kegiatan di luar kampus dapat meningkatkan keterampilan mengajar, kemampuan konten matematika, dan meningkatkan penguasaan teknologi. Berdasarkan hasil penelitian disimpulkan bahwa kegiatan MBKM di luar kampus memberikan dampak positif bagi mahasiswa dan tetap dilaksanakan. Rekomendasi: program studi perlu melakukan sosialisasi tentang MBKM secara intens, dan tetap melanjutkan program MBKM di luar kampus, untuk melatih kemampuan pedagogis, pengetahuan konten matematika, dan kemampuan memanfaatkan teknologi mahasiswa.

Keywords:

MBKM Curriculum, Mathematics Education, KKN-Thematic, Internship, Teaching Assistance

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INTRODUCTION

Regulation of the Indonesian Government Number 12 year 2012 concerning Higher Education says that undergraduate students as independent people who have awareness and independence in developing their potential in higher education to become intellectuals, scientists, practitioners, or professionals. This emphasizes the importance of flexibility and the activeness of undergraduate students to always adapt to the development of science, knowledge, and technology.

Furthermore, the regulation of the Ministry of Higher Education number 3 for 2020 issued a new curriculum for higher education, namely, the MBKM curriculum. The MBKM curriculum focuses on implementing outside-campus lectures to provide direct experience to undergraduate students so they can get theory and practice at the same time (Arifin & Muslim, 2020). The right of undergraduate students to be able to carry out activities outside the campus is for 2 semesters, which is equivalent to 40 credits. Eight forms of outside-campus

activities follow the MBKM curriculum, namely internship programs or industrial practices, projects in villages, student exchanges, research, entrepreneurship, independent studies or projects, humanities projects, and teaching at school. Religious education is coupled with two other activities: the Certified Independent Study (SIB) activities of the Ministry of Religion of the Republic of Indonesia and Religious Moderation. (see figure 1).

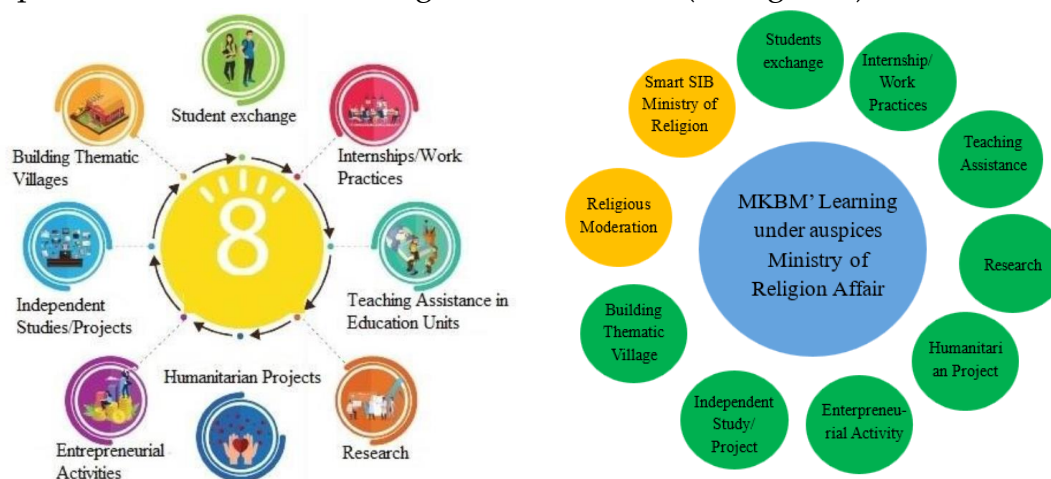


Figure 1. MBKM Activity Outside-Campus (Afandi, Yustiana, & Wahyuningsih, 2022; Direktorat Jenderal Pendidikan Tinggi, 2020)

The mathematics education study program of UIN Syarif Hidayatullah Jakarta has implemented off-campus activities since 2021, following the regulations on changes in the university curriculum. Outside-campus activities consist of three forms, namely internship programs, student exchanges, and teaching at schools. The collaboration carried out by UIN Syarif Hidayatullah Jakarta is KPM Bogor, the Ministry of Religion Office of Pandeglang Regency, the Ministry of Religion Office of DKI Jakarta, PT Arga Inti Persada Tbk, Universities under the auspices of the Ministry of Religion affairs of Indonesia, and partner schools around the campus. This aligns with research to build a network between lecturers, undergraduate students, and partners (Fuadi & Meutia, 2024).

After implementing activities in the MBKM curriculum, the study program needs to analyze the program's implementation through undergraduate students' responses. Therefore, the purpose of this study is 1) to describe the socialization of the MBKM program by the study program, 2) to explain the outside-campus MBKM activities, and 3) to describe the undergraduate students' response to the implementation of the MBKM

curriculum policy in the mathematics education study program, Faculty of Educational Sciences, UIN Syarif Hidayatullah Jakarta.

Research on the response or perception of the academic community to MBKM activities has been carried out by many previous researchers, for example Mulyadi, TJalla, and Suseno (2023), In his research, he conducted a survey to undergraduate students at the Faculty of Education Universitas Negeri Jakarta (UNJ) related to their satisfaction, and the results showed that undergraduate students of Faculty of Education were very satisfied. Next, Arsyad and Widuhung (2022) explained the MBKM program carried out at the Faculty of Economics and Business, Al-Azhar University Indonesia (UAI), Pongsapan (2024) described the MBKM program for undergraduate students in the English language education study program of the Indonesian Christian University of Toraja, and Triwati, Mustika, Yusuf, and Purnamawati (2023) explained the internship activities for undergraduate students of the Dewantara Palopo Polytechnic. The results of the research all show that MBKM activities have a positive impact on the quality of undergraduate students. Santoso, Muzakki, and Fathurrahman (2023) explained the implementation of teaching assistance activities for undergraduate students of the University of Education Muhammadiyah Sorong; his research showed that teaching assistance activities have not been fully implemented. This is due to the lack of undergraduate students honing interpersonal and leadership skills; most activities are teaching in the classroom, making learning media, and performing picket duty. Rahmadanirwati and Agustina (2024); Sintiawati, Fajarwati, Mulyanto, Muttaqien, and Suherman (2022), found several obstacles or challenges faced in implementing the MBKM curriculum, emphasizing the need for a comprehensive strategy to overcome the curriculum, funding, partnerships, and adjustment of information systems for the successful implementation of the MBKM program, added by Hastuti, Susanti, and Erfando (2022) and Setiana, Bustam, Ali, Febrianty, and Sari (2022) there is another obstacle in the implementation of MBKM is the conversion of the value of activities outside the campus with internal study program courses, so that the management of MBKM needs to be considered. Asril, Amiruddin, and Lamada (2023) analyzed the effectiveness of the implementation of MBKM at the State University of Makassar by involving nine faculties. The results of the study show that 1) MBKM is following the objectives, regulations, policies, and evaluations can continue to achieve the goals of a program, 2) the fulfillment of undergraduate student needs after the implementation of the MBKM program is still lacking in

terms of recognition and value conversion, 3) the suitability of the implementation of the program based on the independent learning guidebook of the independent campus, 4) the improvement of undergraduate students' skills, both soft skills and hard skills, after implementing the MBKM program. Primasanti, Lukitasari, and Fitriyadi (2024) conducted research on the socialization of the MBKM curriculum to undergraduate students, and the results of the research showed the success of this socialization activity, which was shown by the enthusiasm of undergraduate students to conduct discussion sessions and increase the number of MBKM registrants and MBKM publications. Another different research is the research conducted by Ikram, Anaguna, and Rosidah (2023) about the implementation of independent learning in schools, which shows that the independent learning platform has a positive impact on mathematics teachers, students, and schools.

Unlike previous studies that emphasized MBKM policies, this study analyzes undergraduate students' responses through their experiences who implementing the program. In addition, the difference lies in the approach used, which combines qualitative and quantitative data to evaluate the effectiveness of MBKM implementation at the university level, especially at the study program level. Therefore, the findings in this study can expand understanding of the implementation of MBKM in universities, especially in terms of undergraduate student participation and the dynamics they face in the field.

METHODS

The research method used in this study is qualitative research with a survey method (Chafe, 2024), where the researcher collects data through a questionnaire from undergraduate students to find out the effectiveness and efficiency of MBKM activities outside the campus. Furthermore, data analysis is built inductively and makes interpretations of the meaning of the data (Creswell & Creswell, 2018). The population in this study was 288 undergraduate students who were active in the mathematics education study program for the 2020, 2021, and 2022 batches, and 150 undergraduate students filled out the questionnaire. The sample is determined from undergraduate students who fill out the questionnaire voluntarily, so the sampling technique used is convenience sampling (Creswell & Creswell, 2018). Although the sample in this study is voluntary, the results will show accuracy because all undergraduate students are given a chance to fill out the survey and are not selected based on certain conditions. Details of the sample are in table 1.

Table 1. Number of Samples for Undergraduate Student Response

No	Year of Undergraduate Students	Population	Sample
1.	2020	92	39
2.	2021	108	61
3.	2022	88	50

The instrument used in this study is a questionnaire with a five-choice Likert scale (score 5 = strongly agree, score 4 = agree, score 3 = neutral, score 2 = disagree, score 1 = strongly disagree) to determine the extent of undergraduate student understanding of the MBKM program and undergraduate student perception of its implementation. The questionnaire was compiled from various previous research sources, then validated by five lecturers regarding the suitability of the objectives, indicators, and development of statements. The instrument consists of 5 indicators (table 2) developed into 25 statements.

Table 2. Indicator for Questionnaire

No	Indicator	Statement
1.	Understanding the Curriculum	a) Undergraduate students understand the MKBM curriculum
2.	MKBM curriculum information resources	<ul style="list-style-type: none"> • How far do undergraduate students understand the MBKM curriculum b) How far are undergraduate students understanding the MBKM curriculum delivered by the study program
3.	Lecture system that implements the MBKM curriculum	c) Undergraduate students can choose which learning method is the most effective, whether offline/online/hybrid
4.	Involvement in MBKM Activities	d) Undergraduate students mentioned MBKM activities that they had participated in
5.	Pedagogical, Content, Technological Knowledge Development	e) Undergraduate students mentioned the benefits of MBKM activities in improving Pedagogical, Content, and Technological knowledge

The data was collected using a Google form, and the data was calculated using percentages; then, descriptive analysis was carried out to strengthen the calculation results.

RESULTS AND DISCUSSION

1. Outside-Campus MBKM Activity Program

The mathematics education study program has carried out activities that support the MBKM curriculum since 2021. The following is data on undergraduate student activities outside the campus and those who collaborate with study programs.

Table 3. MBKM Activity for Undergraduate Students

No	Program	Collaborate	Implementation	Sum
1.	Reinforcement of Math Content	KPM-Bogor	2022	34
2.	Internship at Kalimantan	PT Triputra Agro Persada Tbk	2022	2
3.	KKN-Thematics in Pandeglang	Ministry of Religious Affairs of Pandeglang Regency	2021	60
4.	Lecturer Outside-Campus Permatasari/Merpati	PTKI/PTKIN	2022/2023	60
5.	KKN-Thematics in Kepulauan Seribu	Ministry of Religious Affairs of the Kepulauan Seribu Regency	2024	70
6.	Internship at UIN Syarif Hidayatullah Jakarta	Units at UIN Syarif Hidayatullah Jakarta	2023/2024	2
8.	School field I and School field II	Partner Schools	2023	98

The description of outside-campus activities in the mathematics education study program is presented as follows:

Reinforcement of Math Content

The Mathematics Content Strengthening activity (see figure 2.a) began in collaboration with the Bogor Mathematics and Natural Sciences Education Clinic (KPM). KPM is engaged in Mathematics and Science education, which focuses on learning Realistic Nalaria Mathematics. The collaboration between

the mathematics education study program and KPM is achieved by providing lectures for one semester, and each meeting is held for two credits. KPM provides instructors for solving mathematical problems, generally high-level thinking problems of the Olympics. The undergraduate students who participated in the activity were registered as 34 undergraduate students.



Reinforcement of Math Content (a)



Internship at Kalimantan (b)



KKN Thematic at Pandeglang (c)



Students Exchange (d)



Teaching in the School Field (e)



KKN Thematic at Kep. Seribu (f)

Figure 2. Outside-Campus MBKM Activity

a. Internship at Kalimantan (teaching assistance)

The internship activity in Kalimantan (see figure 2.b) is a collaboration between the UIN Syarif Hidayatullah Jakarta Career Center and PT Triputra

Agro Persada Tbk, Central Kalimantan. Undergraduate students teach at SDN 2 Jahitan, which is a school located in an oil palm plantation under the coordination of PT Triputra Agro Persada Tbk. In addition, undergraduate students also accompany mathematics talent interest classes, accompany Scout activities, teach children's recitation, and use various learning administration tools.

b. Internship at UIN Syarif Hidayatullah Jakarta units

Internship activities in units at UIN Syarif Hidayatullah Jakarta are an activity program that provides undergraduate students with experience in administrative management for 6 months. The units chosen by undergraduate students of the mathematics education study program are internships at PUSTIPANDA (Center for Information Technology and Databases), Uplift Creative Program (UCP) FITK, and internships at the CAREER CENTER.

c. KKN thematic - community service at Pandeglang District

The KKN-Thematic activity for the mathematics education study program in 2021 was carried out in Sukasari Village, Pulosari District, Pandeglang Regency, Banten (see figure 2.c). In this activity, undergraduate students taught fun mathematics to Islamic Elementary School students and Islamic Junior School at the Al Mumtaz and Al Mubarak Foundation. They made the event a success for people's activities, namely the Indonesian Independence Day on August 17, 2022. The students were very happy to be taught by the undergraduate students' mathematics education study program, and the teachers were very helpful because, to celebrate the independence day of the Republic of Indonesia in Pandeglang district, all schools had to send their squad representatives to participate in the walking event. Undergraduate students can help accompany the elementary school students in the activity in a walking group and become champions.

d. KKN thematic - community service at Kepulauan Seribu

KKN-Thematic activities mathematics education study program in the Kepulauan Seribu was done in 2024 (see figure 2.f). The program of activities in the Kepulauan Seribu is to provide direct instruction to elementary and Junior school students about learning fun mathematics and prepare competitions with the theme of mathematics for the students. In addition, undergraduate students are also actively involved in community life on Kelapa 2 Island, where the majority of the population are descendants of the Bugis tribe. Together with local residents, undergraduate students held a joint event to welcome the

Indonesian Independence Day on August 17, 2024. After the activity was completed, undergraduate students took advantage of the time and place to recreate the islands and the very beautiful sea. They snorkel to see the beautiful underwater scenery, play in the crystal clear water along the coast of the small island, and frolic in the white sand.

e. Student exchange – Permata Sari/Merpati

Another program offered is student exchange through the application Permasanti/Merpati (see figure 2.d). This activity is a lecture as usual, but undergraduate students take courses at other universities in Indonesia. At the beginning of the program, 7 undergraduate students participated in the program, then in the second year, the interest increased to 53 undergraduate students. The universities chosen by undergraduate students are studying at IAIN Pare-Pare, IAIN Ambon, and UIN Sunan Gunung Jati Bandung.

f. Teaching practice in the school field

Another outside-campus activity is the practice of teaching at school. This activity is divided into two activities, namely School Field 1 and School Field 2 (see figure 2.e). In accordance with the guidelines, School Field I is intended to build the foundation of undergraduate students' identity as prospective educators. In School field 1, undergraduate students make observations on school culture, governance at school, routine activities at school, both curricular, co-curricular, and extracurricular, and positive habits. While School field 2 undergraduate students are asked to understand the role of teachers in the classroom, so the demands of School field 2 are annual program and semester program analyses that in accordance with mathematics, produce innovative learning strategies, prepare lesson plans that contain the learning process, learning media, teaching materials, and technology-based evaluations, be actively involved in the learning process.

2. Undergraduate Students' Response on The Implementation of The MBKM Curriculum

To find out the impact of implementing MBKM activities off-campus, the researcher then distributed a questionnaire to undergraduate students of the 2020, 2021, and 2022 batches to determine the involvement of undergraduate students and their responses to the activities in question. Undergraduate students who filled out the questionnaire were 150 people out of a population of 288 people. The number of samples are 150 people consist of 39

undergraduate students year 2020 (26%), undergraduate students year of 2021 as many as 61 people (40.7%), and undergraduate students year 2022 as many as 50 people (33.3%), the number of samples from undergraduate students are considered to be representative of the population (Bekele & Ago, 2022).

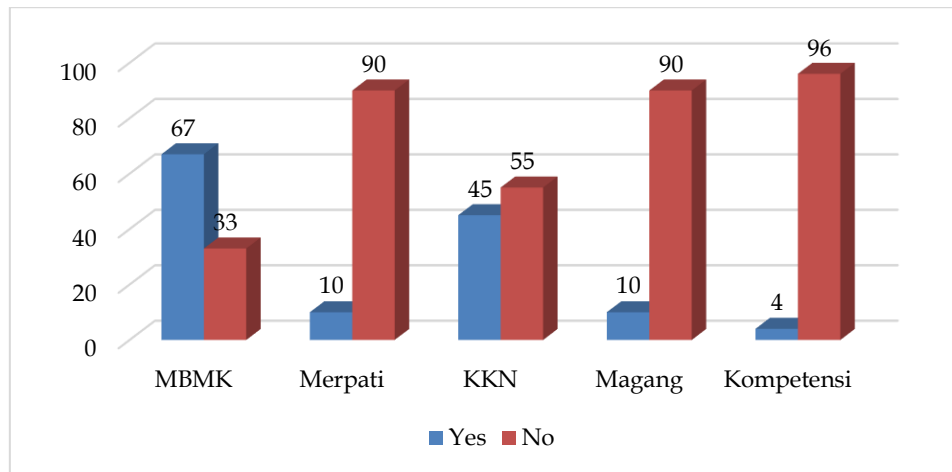


Figure 3. Undergraduate Student Involvement in MBKM Activities

Figure 3 shows that out of 150 undergraduate students who filled out the questionnaire, most (67%) participated in MBKM activities, while the rest (33%) never participated in outside-campus activities. The most outside-campus activities attended were KKN-Thematic (45%).

The next question is the extent of undergraduate students' understanding of MBKM. In this section, two questions are given. The first question is about understanding the MBKM curriculum, and the second question is about understanding the MBKM from the socialization carried out only by the study program.

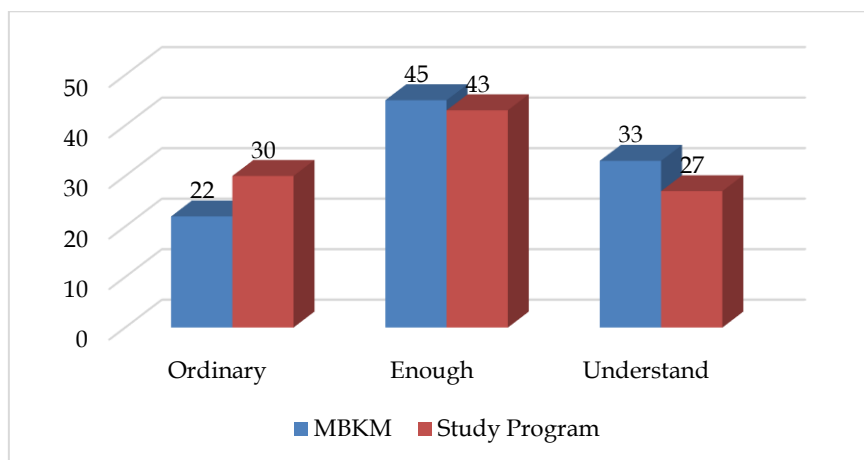


Figure 4. Undergraduate Students' Understanding of The MBKM Curriculum

Figure 4 shows that of the 150 undergraduate students who filled out the questionnaire, 22% stated that they were ordinary with the MBKM curriculum (score 1 and score 2), 45% understood enough information about the MBKM curriculum (score 3), and 33% understood it very well (score 4 and score 5). It means that most students care less about the curriculum; they only think about finishing every subject and graduating.

The study program has designed activities related to the socialization of the MBKM program to all undergraduate students, for example, for new students in PBAK, DELTA activities, socialization through academic supervisors, and HMPS Meetings.

Even though the study program has carried out socialization of MBKM activities through various activities, based on a survey from 150 undergraduate students consider the information from the study program, 30% to be ordinary (score 1 and score 2), 43% have enough (score 3), and 27% have a good understanding (score 4 and score 5). This means that students do not sufficiently understand the MKBM curriculum socialization carried out by the study program. We also have to find another effective way to explain the program.

Since 2023, the MBKM curriculum at UIN Syarif Hidayatullah Jakarta requires a hybrid teaching and learning method. The effectiveness of this method was assessed, and the responses from undergraduate students are shown in figure 5. Most undergraduate students agree that the teaching and learning process is conducted fully offline (66%).

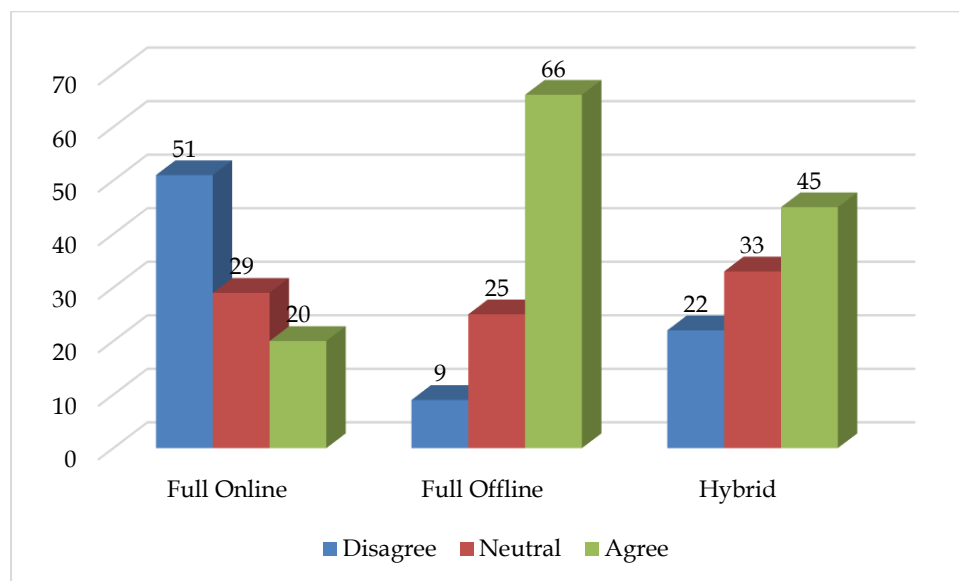


Figure 5. Teaching and Learning Method

Undergraduate students' perception of the benefits of outside-campus activities in improving pedagogical, content, and technological skills.

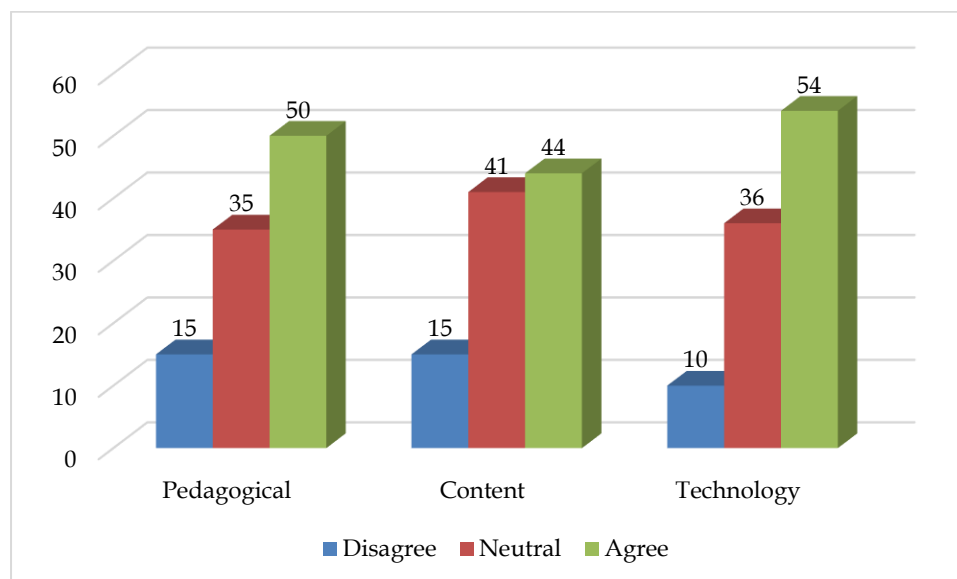


Figure 6. The impact of MBKM Activities on Undergraduate Students' Abilities

In figure 6, it appears that most undergraduate students agree (score 4 and score 5) that outside-campus activities can improve pedagogical skills (50%), mathematical content skills (44%), and technological skills (54%). While there are some undergraduate students who disagree (score 1 and score 2) that outside-campus activities can improve pedagogical skills (15%), mathematical content skills (15%), and technological skills (10%).

Undergraduate students' disagreement with the statement that MBKM activities can improve pedagogical skills, knowledge content, and technology can be caused by several interrelated factors, for example, viewed in terms of practical experience in teaching, they just got the theory of teaching and learning, they lack adequate pedagogical and technological training, the availability of supporting facilities in the location KKN-thematics, the perception that MBKM focuses on aspects of non-pedagogical, as expressed that outside-campus have a new experience and have to communicate and interact with new citizens from different cultures, the MBKM program can develop their responsibilities and teamwork to succeed in the program. For another reason, maybe it is caused by the incompatibility between students' backgrounds. They must live and adapt in a new situation (a village or an island).

In an open questionnaire related to undergraduate students' experiences in participating in outside-campus activities, the following are representative answers from undergraduate students:

- a) I feel helped by the program Merpati. I could take some courses that I could not take before, and I had new friends in IAIN Pare-pare and IAIN Ambon.
- b) KKN activities can foster undergraduate students' souls to live in society, I can socialize with residents of various ages, and KKN activities become a place to apply the knowledge gained on campus in the real classroom and improve my pedagogical skills
- c) By participating in an internship, I gained more knowledge about using Microsoft, SISTER, and E-SEMESTA
- d) I was experienced as a mathematics teacher, so I knew what students needed during learning. Considering students' characteristics, I can learn various school administrations, such as curriculum, school culture, rules for students and teachers, teacher administration, and school activities. I practice teaching directly to students, and I can apply the theoretical knowledge obtained on campus and practice it in school.

Based on the results of the analysis of undergraduate student responses, the researcher can show that undergraduate students are very happy to participate in lecture activities outside the campus. Even though the activity was felt to be heavy, they were still enthusiastic to take part in lectures outside the campus. Outside-campus activities are carried out to provide direct experience to undergraduate students in building the community, both the school community and the social community.

MBKM activities offered by the mathematics education study program of UIN Syarif Hidayatullah Jakarta are in the form of full offline (KKN-thematic), full online (MERPATI, strengthening mathematics content), and Hybrid (internal lectures on campus, internships). Furthermore, undergraduate students were asked to provide responses related to the MBKM implementation model. The results of undergraduate student responses showed that most of them preferred fully offline lectures. According to undergraduate students, the assignments given by lecturers are generally in the form of projects, so they prefer to learn face-to-face with lecturers and friends, but nevertheless, undergraduate students can still receive lectures with a hybrid system. (Syahrudin & Tambaip, 2023).

The mathematics education study program, in the period from 2022 to 2024, has carried out many outside-campus activities that support the strengthening of undergraduate student competence, for example, activities to strengthen mathematics content in collaboration with KPM Bogor, KKN-Thematic in Pandeglang in collaboration with the office of the Ministry of Religion of Pandeglang Regency, KKN-Thematic in the Kepulauan Seribu in collaboration with the office of the Ministry of Religion of the DKI Jakarta, Internship in collaboration with PT Arga Inti Persada, several schools partner, or units in UIN itself, cooperation between universities in PTKI-PTKIN.

Through KKN-thematic activities, undergraduate students can develop their pedagogical and mathematical abilities and improve their soft skills. (Asril, Amiruddin, & Lamada, 2023; Hastuti, Susanti, & Erfando, 2022; Kuncoro, Handayani, & Suprihatin, 2022). In this case, undergraduate students can experience life in a community far from the city and with very limited facilities. Teachers are still required to teach according to the current curriculum.

Unfortunately, the socialization carried out by the study program is not 100% absorbed by undergraduate students; there are still many of them who do not understand the MBKM program. Maybe it is necessary to do more intense socialization, like what was done by Primasanti, Lukitasari, and Fitriyadi (2024) successfully conveyed MBKM curriculum to undergraduate students, and very proud that undergraduate students of the mathematics education study program of UIN Syarif Hidayatullah Jakarta are very enthusiastic and actively involved, as evidenced by 150 undergraduate students as respondents, as many as 67% of undergraduate students are members of the activity in question.

In general, the cooperation activities carried out by the mathematics education study program with partners are in the field of education and teaching. This activity is an option in outside-campus lectures because it will equip undergraduate students to become professional teachers (Santoso, Muzakki, & Fathurrahman, 2023), before undergraduate students take part in the actual teaching program, they need to be given teaching experience at the beginning because it has a positive impact on their readiness to join the school field in real life (Arsyad & Widuhung, 2022; Pongsapan, Veronika, & Allo, 2024).

Undergraduate students are very enthusiastic about participating in off-campus activities; they feel that off-campus lectures provide an extraordinary experience for them in improving pedagogical competence, mathematical content competence, and technological competence. In line with Mulyadi (Mulyadi, Tjalla, & Suseno, 2023), the MBKM curriculum satisfactions

undergraduate students because they can learn directly in the field after they get theory in college. The results of the survey showed that undergraduate students felt that MBKM activities could improve pedagogical skills (51%), mathematical content skills (44%), and technology mastery skills (55%). (Arsyad & Widuhung, 2022; Mulyadi, TJalla, & Suseno, 2023; Pongsapan, Veronika, & Allo, 2024).

At the end of the discussion, the researcher wanted to reveal the undergraduate students' responses to implementing MBKM activities outside the campus. According to them, whatever form of MBKM is offered and what they participate in, all provide a direct experience for them to be able to socialize with the community. In addition, undergraduate students also explained that MBKM is a solution for undergraduate students in lectures, be it saving or improving courses, so that they can accelerate the completion of their studies. (Misnawati & Zuraini, 2023; Primasanti, Lukitasari, & Fitriyadi, 2024).

CONCLUSION

The findings of the research, based on the responses 1) the socialization of the MBKM program carried out by the study program has not been optimally conveyed to students and 2) outside-campus activities can improve undergraduate students' pedagogical skills, content knowledge, and technology skills, although it was found some student responses that outside-campus is more about communication and collaboration skills in teamwork. Therefore, following KKN-thematics activities need to be coordinated regarding the implementation method, which includes pedagogical strengthening, mathematical content, and the use of technology.

Penelitian This study has several limitations, one of which is the sample size, which used only 52% of the population who come from the three generations of undergraduate students. Therefore, it is necessary to carry out further research involving all undergraduate students with active status; therefore, the results of this research are more accurate and can be generalized, especially in making policies related to the MBKM program outside the campus.

Recommendation: The implementation of the MBKM program outside the campus has to continue to be encouraged and implemented sustainably, considering its benefits in improving pedagogical competence, content knowledge, and technology skills through contextual and cross-regional learning experiences. To support the effectiveness of this program, the study program needs to design a more structured and communicative socialization

scheme, so that information about MBKM can be conveyed clearly and evenly to all undergraduate students, particularly in the mathematics education program. In addition, evaluation of the implementation of MBKM activities needs to be carried out simultaneously and continuously every year to ensure the quality, relevance, and positive impact of this program on undergraduate students' learning process and work readiness.

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