



**Kampus
Merdeka**
INDONESIA JAYA

HANDBOOK 2020

KAMPUS MERDEKA

CURRICULUM GUIDELINES

UPN VETERAN JAKARTA



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**KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
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**KEPUTUSAN
REKTOR UPN VETERAN JAKARTA
NOMOR : 751.1 / UN61.0 / HK.02 / 2020**

TENTANG

**PEDOMAN PELAKSANAAN KURIKULUM KAMPUS MERDEKA
EDISI I 2020
UNIVERSITAS PEMBANGUNAN NASIONAL VETERAN JAKARTA**

REKTOR UNIVERSITAS PEMBANGUNAN NASIONAL VETERAN JAKARTA,

- Menimbang** : a. bahwa dalam rangka mengimplementasikan Peraturan Menteri Pendidikan dan Kebudayaan Nomor 3 Tahun 2020 tentang Standar Nasional Perguruan Tinggi khususnya pada Pasal 15 dan 18 terkait Merdeka Belajar Kampus Merdeka (MBKM);
- b. bahwa sebagaimana butir a, perlu adanya Panduan Merdeka Belajar Kampus Merdeka UPN Veteran Jakarta;
- c. bahwa berdasarkan pertimbangan sebagaimana dimaksud huruf a dan b, perlu menetapkan Keputusan Rektor UPN Veteran Jakarta tentang Pedoman Pelaksanaan Kurikulum Kampus Merdeka Edisi I 2020 Universitas Pembangunan Nasional Veteran Jakarta;
- Mengingat** : 1. Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional (Lembaran Negara Republik Indonesia Tahun 2003 Nomor 78, Tambahan Lembaran Negara Republik Indonesia Nomor 4301);
2. Undang-Undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi (Lembaran Negara Republik Indonesia Tahun 2012 Nomor 158, Tambahan Lembaran Negara Republik Indonesia Nomor 5336);
3. Peraturan Pemerintah Nomor 4 Tahun 2014 tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi (Lembaran Negara Republik Indonesia Tahun 2014 Nomor 16, Tambahan Lembaran Negara Republik Indonesia Nomor 5500);
4. Peraturan Presiden Nomor 120 Tahun 2014 tentang Pendirian Universitas Pembangunan Nasional "Veteran" Jakarta (Lembaran Negara Republik Indonesia Tahun 2014 Nomor 249);
5. Peraturan Presiden Nomor 8 Tahun 2012 tentang Kerangka Kualifikasi Nasional Indonesia (Lembaran Negara Republik Indonesia Tahun 2012 Nomor 24);
6. Peraturan Menteri Riset, Teknologi, dan Pendidikan Tinggi Nomor 41 Tahun 2015 tentang Organisasi dan Tata Kerja Universitas Pembangunan Nasional "Veteran" Jakarta (Berita Negara Republik Indonesia Tahun 2015 Nomor 1798);

KEPUTUSAN REKTOR UPN VETERAN JAKARTA
NOMOR : 751,1 /UN61.0/HK.02/2020
TANGGAL : 7 AGUSTUS 2020
TENTANG PETUNJUK TEKNIS PELAKSANAAN
KURIKULUM KAMPUS MERDEKA EDISI I 2020
UNIVERSITAS PEMBANGUNAN NASIONAL
VETERAN JAKARTA

7. Peraturan Menteri Riset, Teknologi, dan Pendidikan Tinggi Nomor 87 Tahun 2017 tentang Statuta Universitas Pembangunan Nasional "Veteran" Jakarta (Berita Negara Republik Indonesia Tahun 2017 Nomor 1924);
8. Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 3 Tahun 2020 tentang Standar Nasional Pendidikan Tinggi (Berita Negara Republik Indonesia Tahun 2020 Nomor 47);

MEMUTUSKAN:

- Menetapkan : KEPUTUSAN REKTOR UPN VETERAN JAKARTA TENTANG PEDOMAN PELAKSANAAN KURIKULUM KAMPUS MERDEKA EDISI I 2020 UNIVERSITAS PEMBANGUNAN NASIONAL VETERAN JAKARTA.
- KESATU : Menetapkan Keputusan Rektor UPN Veteran Jakarta tentang Petunjuk Teknis Pelaksanaan Kurikulum Kampus Merdeka Edisi I 2020 Universitas Pembangunan Nasional Veteran Jakarta sebagaimana dalam lampiran keputusan ini.
- KEDUA : Buku Pedoman Pelaksanaan Kurikulum Kampus Merdeka Edisi I 2020 menjadi pedoman implementasi kegiatan Kampus Merdeka di lingkungan UPN Veteran Jakarta.
- KETIGA : Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan apabila dikemudian hari terdapat kekeliruan akan diperbaiki sebagaimana mestinya.

Ditetapkan di Jakarta
pada tanggal 7 Agustus 2020
REKTOR,



ERNA HERNAWATI
NIP 196111141989032001

FOREWORD

Praise be to God Almighty for the abundance of His grace and guidance, we can complete to draft the Guidelines for *Merdeka Belajar Kampus Merdeka* UPN Veteran Jakarta (UPNVJ).

This guidelines is drafted as a reference for all sub-units in the UPNVJ for the implementation of *Kampus Merdeka*. The future challenges and professional demands require students to have competencies in several fields of science. In addition, the development of information technology has greatly affected the education system, that requires innovative and competitive scholars. *Merdeka Belajar Kampus Merdeka* Guidelines Studies is an effort to realize that to happen.

Hopefully this Guidelines Studies can be used as a tool to create Vision and Mission of UPNVJ in the next five years. Patriotism.

Jakarta, August 2020

Drafting team

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Chapter I

Introduction

Universities need to prepare students who are able to face changes in social, cultural, world of work and rapid technological advances, by preparing student competencies that suit their needs. Link and match not only with the world of industry and the world of work but also with a rapidly changing future. Universities are required to be able to design and implement innovative learning processes so that students can achieve learning outcomes covering aspects of attitudes, knowledge, and skills optimally and always relevant.

The learning process in Kampus Merdeka is one of the most essential manifestations of *student centered learning*. Learning in Kampus Merdeka provides challenges and opportunities for the development of innovation, creativity, capacity, personality, and student needs, as well as developing independence in seeking and finding knowledge through realities and field dynamics such as ability requirements, real problems, social interaction, collaboration, self-management, performance demands, targets and achievements.

Merdeka Belajar (independent learning) program designed and implemented at UPNVJ, students' *hard* and *soft skills* will be well formed. Merdeka Belajar – Kampus Merdeka program is expected to be able to answer the challenges of higher education to produce the graduates who are in accordance with the times, science and technology development, the demands of the business and industrial world, as well as the dynamics of society.

A. Objectives

The objective of the Merdeka Belajar Kampus Merdeka policy is to improve the competence of graduates, both *soft skills* and *hard skills*, to be more prepared and relevant to the needs of the times, to prepare graduates as future leaders of the nation with excellent and personality. *Experiential learning* programs with flexible pathways are expected to facilitate students to develop their potential according to their *passions* and talents.

B. Implementation

The implementation of the Regulation of the Minister of Education and Culture No. 3 Year 2020 about the National Higher Education Standards, especially in articles 15 and 18, related to *Merdeka Belajar di Kampus Merdeka*, Universitas Pembangunan Nasional Jakarta (UPNVJ) will implement it starting in the Academic Year of 2020/2021, refers to Merdeka Belajar, Kampus Merdeka Guidelines

The fulfillment of the study period and credits for the undergraduate students is regulated in the Ministry of Education and Culture No. 3 Year 2020, that is implemented with:

1. Follow all the entire learning process in the program study at universities according to the period and learning credits; or
2. Follow all the learning process within in the program study to fulfill part of the study period and credit and the remaining credit is following the learning process apart from the study program

The policy policies related to the implementation of *Merdeka Belajar di Kampus Merdeka* at the Universitas Pembangunan Nasional Jakarta, are as follows:

- a. The university develops the potential and provides extensive *experiential learning*
- b. for students on existing learning resources through activities for all students
- c. The university gives students the right to take lessons outside the study program up to 30% of the total credits, or in other words the credits taken in their own study program are 70%.
- d. This policy does not apply to the faculties of health sciences (medical, nursing, health).

C. Regulation of Learning in institutions other than the Program Study

Universitas Pembangunan Nasional Jakarta determines the form of learning in institutions other than the program study according to Ministry of Education and Culture Regulation No. 3 Year 2020, as follows:

1. Learning in other study programs at UPN Veteran Jakarta;
2. Learning in the same study program at different universities;
3. Learning in other study programs at different universities;
4. Learning in non-university institutions.

D. Provisions of Learning in institutions other than the Program Study

Universitas Pembangunan Nasional Jakarta determines the provisions of Learning Outside the Study Program (PLPS) and Learning Outside of Higher Education (PLPT) can be apply as follows:

1. Packages (based on the graduate profiles and collaboration with selected study programs);
2. Non-package in the form of taking courses freely according to student interests and PA approval;
3. The arrangement of the place for learning activities - KKM according to the curriculum is regulated by each faculty;
4. The selection of PLPT forms is regulated by the faculty according to the characteristics of the study program, which refers to 8 options, as shown in the following figure



E. Provisions for Facilitating the Learning Process

Universitas Pembangunan Nasional Jakarta facilitates students in the process independent campus curriculum learning in the following ways:

1. At least 5 (five) semesters and a maximum of 11 (eleven) semesters are learning in the study program;
2. 1 (one) semester or equivalent to 20 (twenty) semester credit units is PLPS at UPN Veterans Jakarta; and
3. 1 (one) semester or equivalent to 20 (twenty) semester credit units is a PLPT

Chapter II

KAMPUS MERDEKA IMPLEMENTATION PROVISIONS

A. Requirements for Submission of Final Project Proposal

Universitas Pembangunan Nasional Jakarta applies the learning activities according to the Ministry of Education and Culture Regulation No. 3 Year 2020 Article 15 paragraph 1 that regulate the learning that can be implement through the PLPS and PLPT programs includes:

1. PLPS in the program study at UPN Veterans Jakarta.
2. Student exchange
3. Internship/work practice
4. Teaching assistance in education units
5. Research
6. Humanitarian projects
7. Entrepreneurial activities
8. Independent study/project
9. Building a thematic field work in the village

B. Provisions for the Implementation of the Independent Campus Curriculum

The implementation of Campus Merdeka learning program is implemented at Universitas Pembangunan Nasional Jakarta with the following provisions

1. The concept of "Freedom" in the independent campus curriculum is defined as the freedom of students to take courses and conduct PLPT in accordance with the interests and the potential of the students;
2. The number of credits taken in institution other than the program study (PLPS and PLPT) is voluntary in a comparison (70:30) meaning that 70% of the credits are in the study program and 30% are carried out other than the program study;
3. The program study ensures that students have sufficient scientific foundation/ competence to have careful consideration before studying other program study or other university;
4. Courses are designed based on the principles of curriculum analysis and relevance and functionality of courses (MK) on graduate profiles
5. Even though the selection of PLPT is open, it must be discussed with the study program so that it can be accounted for and form an *imagined competence design*.
6. The final project/thesis is in the form of a scientific report that needs assistance
7. After PLPT activities, students return to campus and have to be conditioned ready to compile the final project / thesis

8. The learning experience in PLPS should be related to strengthen the competence and profile of graduates from the program study

C. Provisions for Credits in the Implementation of the Independent Campus Curriculum

Universitas Pembangunan Nasional Jakarta determines the credit in the Kampus Merdeka curriculum using a ratio of 70%: 30% known as the 73 KKM Curriculum, including

Table 1.
Credits of the Independent Campus Curriculum

Provision	Credits weight
Number of credits	144-150
PLPS	20
PLPT	20
Study program	91-97
MKWU	13
Total 144 SKS	

D. Proposal Writing Systematics

To ensure the implementation of Kampus Merdeka curriculum can be applied with good, it is necessary to make preparations at the university and faculty level, including

1. University
 - a. Cooperating with domestic and foreign universities or with scientific consortiums to organize credit transfers that students can participate in.
 - b. The university maps the recognition of student activities into semester credit units (sks)
 - c. Provide facilities for students to take part in the selection to program evaluation research in off-campus research institutes/laboratories.
 - d. Make agreements in the form of cooperation documents (MoU/SPK) with domestic partners (local government, PMI, BPBD, BNPB, etc.) as well as from foreign institutions (UNESCO, UNICEF, WHO, UNOCHA, UNHCR, etc.).
 - e. Universities prepare POB for the implementation of thematic real work lectures (KKNT)
2. Faculty
 - a. Prepare a list of faculty-level courses that students can take across study programs.
 - b. Prepare cooperation documents (MoA/PKS) with relevant partners.
 - c. Develop technical guidelines for learning activities through entrepreneurship or *technopreneurship*

3. Study Program
 - a. Develop or adapt the curriculum to the implementation model of an independent campus.
 - b. Facilitating students who will take cross-study learning in Higher Education.
 - c. Offers courses that can be taken by students outside the study program and outside the University along with the requirements.
 - d. Carry out the equivalence of courses with learning activities outside the study program and outside the university.
 - e. Assess and evaluate the results of student activities and then do recognition of student credits.

4. Student
 - a. Planning with the academic supervisor about the eye program courses/programs to be taken outside the study program
 - b. Register for program activities outside the study program
 - c. complete the requirements for activities outside the study program, including participating in the selection if any.
 - d. Participate in an activity program outside the study program in accordance with the provisions of the academic guidelines there is.

5. Partner
 - a. Create cooperation documents (MoU/PKS) with universities niversities/faculties/programs Education.
 - b. Carry out program activities outside the study program in accordance with the provisions contained in the program cooperation document (MoU/PKS)

Chapter III

FLOW OF IMPLEMENTATION OF KAMPUS MERDEKA ACTIVITIES

A. Learning in the institution other than Program study

1. Background

The selection of a field of science by students to prepare for entering the world of work has gone through careful thought. Each field of science has learning outcomes to form a competency. Competence is the main capital in completing a job. The field of science chosen to achieve competence consists of a variety of subjects. So far, the subjects studied are purely in one field of science. The development of technology and the increasingly complex business transactions require that the competencies possessed by students not only cover one field of science, but also several other supporting fields of science.

Through the study program outside the study program (PLPS) it is hoped that students will have and are rich in competencies that will later be useful when entering the world of work.

Students are given the freedom of direction to choose courses in other study programs that can support their main competencies. The number of courses that can be chosen outside the study program is 20 credits. The selection of cross-study courses in a tertiary institution is expected to be able to produce excellent, competitive graduates, and have a national defense identity according to the vision of UPN Veterans Jakarta.

2. Learning Objectives in Institution other than the Program Study

PLPS activities as many as 20 credits provide students with experience in other fields of science that can support the main competencies of the chosen main field of science.

3. Mechanism

The implementation of PLPS takes into account the following matters:

- a) PLPS activities are carried out as many as 20 credits of studying in other study programs.
- b) The study program coordinates with partner study programs at the beginning of semester 6 (before filling out the KRS).
- c) PLPS can be done starting from semester 4, 5 and 7
- d) The implementation of PLPS can be done simultaneously with the learning in study program.
- e) The study program designs several courses for other study programs in the document the curriculum.
- f) The choice of courses for other study programs is a directed choice by the study program.
- g) students can take the MK not to fulfill the curriculum but for the purpose of fulfilling and increasing competence so that they obtain a Certificate of Companion Diploma (SKPI).

4. Equivalence and semester credit unit assessment

SKS of courses taken by a student of a study program according to with the curriculum of the study program objectives, including the assessment

mechanism. Equivalence and credit assessment follow the current system (SIKAD) at UPN Veterans Jakarta.

B. Internship/work practice

1. Background

far, students have lacked work experience in the real industry/professional world so they are not ready to work. Meanwhile, short-term internships (less than 6 months) are not sufficient to provide students with industry experience and competence. Companies that accept internships also state that short-term internships are not useful, and even interfere with activities in the industry. With a 1-semester internship, students gain sufficient experience, the industry gets talent which, if suitable, can be immediately recruited, thereby reducing initial recruitment and training costs. Students who are familiar with the workplace will be more confident in entering the world of work and careers.

2. Objectives of the internship program

1 semester internship program, providing sufficient experience to students, direct learning in the workplace (experiential learning). During the internship students must acquire hard skills (skills, complex problem solving, analytical skills, etc.), as well as soft skills (professional/work ethics, communication, collaboration, etc.). Meanwhile, the industry gets talent which, if suitable, can be recruited immediately, thereby reducing the cost of recruitment and initial training/induction.

Students who are familiar with the workplace will be more stable in entering the world of work and careers. Through this activity, industrial problems will lecturers and research topics in universities will be more relevant. Things to consider when doing this program are as follows:

- a) The topic of internship conducted by students must be in accordance with the study program/ department
- b) Internships that run for 1 semester are required to get a minimum of 20 credits (not can be less)

3. Mechanism

The mechanism for implementing the internship/work practice are:

- a) Internship/work practice is carried out in semester 6
- b) Faculties / Study Programs and industrial partners agree on an internship program, the competencies that students will acquire during the internship, and equate them with credits and competencies that will be obtained in higher education. The cooperation is stated in the MoU or PKS between the two parties.
- c) Internship opportunities can also be offered nationally to all student
- d) Faculties/Prodi will inform students of internship/work practice opportunities and competencies/experience/internship certificates that will be obtained by students, student requirements, and schedule of internship activities.
- e) Students register and take part in the selection organized by the internship and/or at the Faculty/Prodi.
- f) Faculties / Study Programs assign supervisors who are relevant to student internships to guide students during internships / work practices. In one apprenticeship, several lecturers can be assigned to guide several groups of students.

- g) The company where the internship ensures a quality internship process according to the agreement, provides a supervisor/mentor/coach who accompanies students/groups of students during the internship, provides rights and guarantees according to laws and regulations (health insurance, work safety, internship fees, rights of apprentices). The supervisor accompanies and assesses student performance during the internship, and together with the supervisor provides an assessment.
- h) The faculty/study program prepares the departure of students, assigns supervisors who will guide students during internships from campus and if possible the supervisors make visits to the internship sites for monitoring and evaluation. The supervisor and supervisor evaluate student achievement during the internship.

In general, the equalization of the weight of MBKM activities can be grouped into 2 forms, namely free form and structured form.

- a) Free form (free form) free learning activities for 6 months is equivalent to 20 credits without equivalence with courses, and is expressed in the form of competencies obtained by students during the program, both in hard skills and soft skills in accordance with learning achievements which are desired.

Examples of hard skills in engineering as part of learning outcomes are: the ability to formulate complex engineering problems (complex engineering problem definition), the ability to analyze and solve engineering problems based on knowledge of science and mathematics, and so on.

While examples of soft skills are: the ability to communicate in a professional work environment, the ability to work together in teams, the ability to carry out professional ethics, and so on. Learning outcomes and assessments can be expressed in these competencies.

The following is an example of a 6-month industrial internship student assessment.

<i>Hard skills:</i>		
• Merumuskan permasalahan keteknikan	: 3 SKS	A
• Menyelesaikan permasalahan teknis di lapangan	: 3 SKS	B
• Kemampuan sintesa dalam bentuk design	: 4 SKS	A

<i>Soft skills:</i>		
• Kemampuan berkomunikasi	: 2 SKS	A
• Kemampuan bekerjasama	: 2 SKS	A
• Kerja keras	: 2 SKS	A
• Kepemimpinan	: 2 SKS	A
• Kreativitas	: 2 SKS	B

In addition to the form of performance assessment, the experience/competence gained during the internship can also be written in the form of a portfolio as SKPI (certificate accompanying diploma).

- b) The structured form of independent learning activities can also be structured according to the curriculum adopted by students. The twenty credits are stated in the form of equivalence with the courses offered whose competencies are in line with internship activities. Further provisions for this structured form are regulated by the study program according to the scientific field and the equivalence of the study program subjects.

C. Student Exchange

1) Background

Currently, many student exchanges with full credit transfers have been carried out between universities within the country itself is still very few in number. Student exchanges are held to shape several student attitudes as stipulated in the Regulation of the Minister of Education and Culture (Permendikbud) Number 3 of 2020, namely respecting the diversity of cultures, views, religions, and beliefs, as well as the opinions or original findings of others; and work together and have social sensitivity and concern for society and the environment.

2) Purpose of student exchange

- a) Studying across campuses (domestic and overseas), living together with family at the destination campus, students' insight into Bhinneka Tunggal Ika will develop, and cross-cultural and ethnic brotherhood will be stronger
- b) Building student friendships between regions, ethnicities, cultures, and religions, thereby increasing the spirit of national unity and integrity.
- c) Organizing the transfer of knowledge to cover educational disparities between domestic universities, as well as the condition of higher education in the country and abroad.

3) Type of student exchange

- a) Exchange of students between study programs at the same university

1. Mechanism

The study program mechanism includes, among others, compiling or adjusting a curriculum that facilitates students to take courses in other study programs, determining and offering courses that students can take from outside the study program, setting a quota of participants who take courses offered in the form of learning in other study programs. at the same college and set the number of credits that can be taken from other study programs. Meanwhile, students who are prepared to get approval from their academic supervisor (PA) also participate in activities outside the study program in accordance with the provisions of existing academic guidelines. Exchange of students between study programs at the same university can be carried out in semester 6.

2. Implementation

Learning activities in other study programs at the same university can be done face-to-face or online.

Learning activities in the same study program at different universities can be done face-to-face or online.

Learning conducted online with the provision that the courses offered must receive recognition from the Ministry of Education and Culture. Examples of learning activities in other study programs at the same university.

PROGR AM STUD Y	GRADUA TE LEARNIN G	ADDITIONA L COMPETENCI ES	PROGR AM STUDI ES
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	OUTCOMES (CPL)		
ENGINEERING INDUSTRIES	1. Able to design products	Able to prepare, analyze, and interpret financial plans Able to perform marketing functions	accounting
		Able to plan program in the field of advertising	management

Source: Ministry of Education and Culture's 2020 independent campus guide

The explanation: Industrial Engineering students must be able to master at least the three CPLs of the study programs, but require additional competencies that can be taken from other study programs that support the competence of graduates. Therefore, the student concerned can take courses in accounting, management and communication study programs.

PROGRAM STUDY	GRADUATE LEARNING OUTCOMES (CPL)	Course at Program Study University A	Course at Program Study University B
Accounting	Able to draft a standardized financial report	1. Financial accounting 2. Accounting Seminar	1. Advance Accounting Special Topic Accounting

Examples of learning activities in the same study program at the university Different height

Table explanation: Accounting Study Program at Univ. A and Univ. B has one of the CPLs, namely being able to prepare SAK-ETAP-based financial reports.

Univ. A can take courses offered by Univ B or vice versa.

- b) Exchange of students in the same study program at different universities
1. Mechanism

The mechanisms prepared by the study program include: preparing a curriculum that facilitates students to take courses in other study programs at different universities, determining courses that students can take from outside the study program, setting a quota of participants who take courses offered in the form of learning in other study programs at different universities and regulates the number of credits and the number of courses that can be taken from other study programs at different universities. Student exchanges between the same study program at different universities can be carried out in semester 6.

2. Implementation

Learning activities in other study programs at different universities can be done face-to-face or online. Learning conducted online with the provision that the courses offered must receive recognition from the Ministry of Education and Culture.

3. Example

Examples of learning activities in other study programs at different universities.

c) Student exchange between study programs at different universities learning

1. Mechanism

The study program mechanism includes developing a curriculum that facilitates students to take courses in other study programs at different universities, determining courses that students can take from outside the study program, setting a quota of participants who take courses at different universities, regulate the number of credits and the number of courses that can be taken from other study programs at different universities, make agreements with partner universities including the learning process, semester credit recognition and assessment, as well as financing schemes, cooperation can be carried out in the form of bilateral, consortium (study study association), cluster (based on accreditation), or zoning (based on region) and reporting activities to the higher education database (PDDikti). Student exchanges between study programs at different universities can be carried out in semester 6.

2. Implementation

Learning activities in other study programs at different universities can be done face-to-face or online. Learning conducted online with the provision that the courses offered must receive recognition from the Ministry of Education and Culture.

3. Example

Student exchanges can be carried out with universities at home and abroad by cooperating with domestic and foreign universities or with scientific consortia to organize credit transfers that students can participate in.

D. Research

1) Background

For students who have an interest in becoming researchers, independent learning can be realized in the form of research activities at research institutions/study centers. Through research, students can develop critical thinking, something that is very much needed for various scientific

groups at the higher education level. With the ability to think critically, students will be able to explore, understand, and be able to do research methods better.

For students who have an interest and desire to work in the research field, the opportunity to do an internship in a research center laboratory is their dream. In addition, laboratories/research institutions sometimes lack research assistants when working on short-term research projects (1 semester – 1 year).

- 2) Objectives of the research/research program
 - a) The quality of student research is expected to be improved. In addition, student experience in large research projects will strengthen the research talent pool topically.
 - b) Students gain research competence through direct guidance by researchers at research institutes/study centers.
 - c) Improving the ecosystem and the quality of research in Indonesian laboratories and research institutions by providing research resources and regeneration of researchers from an early age.
- 3) Mechanism

Higher education mechanisms that need to be prepared include making an agreement in the form of a cooperation document (MoU/PKS) with partners from research institutes/research laboratories, giving students the right to take part in the selection and evaluation of research programs at research institutions/laboratories outside the campus, appointing supervising lecturers to provide guidance, supervision, and together with researchers in research institutes/laboratory to provide grades, lecturers together with researchers compile a logbook form. Research programs can be carried out in the 6th semester.

E. Humanitarian Project

- 1) Background

Indonesia has experienced many natural disasters, such as earthquakes, volcanic eruptions, tsunamis, hydrological disasters, etc. Universities have so far helped a lot in dealing with disasters through humanitarian programs. So far, student involvement is voluntary and only short term. In addition, many international institutions (UNESCO, UNICEF, WHO, etc.) have conducted in- depth studies and made development pilot projects in Indonesia and other developing countries. Students with young souls, scientific competencies, and interests can become "foot soldiers" in humanitarian and other development projects both in Indonesia and abroad.
- 2) Objectives of the research/research program

Prepare excellent students who uphold human values in carrying out tasks based on religion, morals, and ethics and train students to have social sensitivity to explore and explore existing problems and participate in providing solutions according to their respective interests and expertise.
- 3) Mechanism

The mechanism for implementing humanitarian projects includes making both domestically (Pemda, PMI, BPBD, BNPB, etc.) and from foreign institutions (UNESCO, UNICEF, WHO, UNOCHA, UNHCRJ , etc.), appointing assistant lecturers to provide assistance, supervision,

assessment and evaluation of humanitarian project activities carried out by students, preparing technical guidelines for learning activities through humanitarian projects. Participating in humanitarian projects can be done by students in semester 6.

F. Entrepreneurial Activities

1) Background

Based on the Global Entrepreneurship Index (GEI) in 2018, Indonesia only scored 21% of entrepreneurs from various fields of work, or ranked 94th out of 137 countries surveyed. Meanwhile, according to research from the IDN Research Institute in 2019, 69.1% of millennials in Indonesia have an interest in entrepreneurship. Unfortunately, the entrepreneurial potential for the millennial generation has not been managed properly so far. The Independent Campus policy encourages the development of student entrepreneurial interests with appropriate learning activities programs.

2) Objectives of the research/research program

The purpose of the entrepreneurial activity program is to provide students who have an interest in entrepreneurship to develop their businesses early and be guided, to deal with unemployment problems that result in intellectual unemployment from undergraduates. Learning activities in the form of entrepreneurship, both those that have not been or have been determined in the curriculum of the study program. Requirements are set out in the academic guidelines issued by the college.

3) Mechanism

As for the mechanism for implementing entrepreneurial activities, among others, student entrepreneurship programs should be prepared at the tertiary level, by compiling a syllabus for entrepreneurial activities that can fulfill 20 credits/semester or 40 credits/year, the program can be a combination of several courses from various study programs offered by faculties inside and outside higher education institutions, including courses/microcredentials offered through online and offline learning. During the entrepreneurship program, students are guided by supervisors, mentors of successful entrepreneurs/entrepreneurs and universities that have incubation center is expected to integrate this program with the center. For those who don't have one, they can work with incubation and business acceleration centers. Entrepreneurial activities can be carried out in semester 6.

G. Independent study/project activities

1) Background

Many students have an interest in realizing great works that are contested at the international level or works of innovative ideas. Ideally, independent studies/projects are carried out to complement the curriculum already taken by students. Colleges or faculties can also make independent studies to complete topics that are not included in the class schedule, but are still available in the syllabus of the study program or faculty. Independent project activities can be carried out in the form of cross-disciplinary group work.

2) Objectives of the independent study program/project.

The objectives of independent study programs/projects include realizing student ideas in developing innovative products that become their ideas, conducting research and development (R&D)-based education and

improving student achievement in national and international events. Independent studies/projects can be a complement or substitute for the courses that must be taken.

3) Mechanism

As for the mechanism for implementing independent study/project activities, among others, providing a team of assistant lecturers for independent projects submitted by the student team in accordance with the expertise of the proposed independent project topic, Facilitating the formation of an independent project team consisting of interdisciplinary students as well as conducting evaluations and assessments. from student independent projects to be equated into relevant courses (SKS). Independent study/project activities can be carried out in semester 6.

H. Building a Real Work Village/Lecture

1) Background

Thematic real work lectures (KKNT) are a form of education by providing learning experiences for students to live in the community outside the campus, which directly and together with the community identify potentials and deal with problems so that they are expected to be able to develop village/ regional potential and formulate solutions. for problems in the village.

KKNT activities are expected to hone partnership soft skills, cross-disciplinary/scientific team collaboration (cross-competence), and student leadership in managing development programs in rural areas. So far, universities have implemented the KKNT program, it's just that the semester credit units (credits) cannot or can be recognized in accordance with the independent campus program whose credit recognition is equivalent to 6 months or 20 credits, with the implementation based on several models. It is also hoped that after the implementation of the KKNT, students can write down the things they do and the results in the form of a final project. The implementation of the KKNT is carried out to support collaboration with the Ministry of Villages, PDPT and other Ministries/stakeholders. The underdeveloped and developing villages, whose human resources do not yet have development planning capabilities with such large funding facilities. So that the effectiveness of using village funds to drive economic growth still needs to be improved, one of which is through students who can become human resources who empower village funds more.

2) Program objectives

The objectives of the program to build a real work village/college include: The presence of students for 6 months can provide opportunities for students to take advantage of their knowledge, technology, and skills in collaboration with many stakeholders in the field and help accelerate development in rural areas together with the Ministry of Villages PDPT.

3) Mechanism

The process of the program to build a thematic real work village/college:

- a) Students register for courses at KRS in semester 6
- b) Registering project activities in the village (KKN, BUMDes, Ecovillage.
- c) Determining prospective fostered villages and looking for potential villages
- d) Conduct a survey of the needs of the prospective fostered villages
- e) Selection of proposals against survey results in the field (Proposal)
- f) Implement projects designed according to village needs
- g) After the project in the village is recognized by the relevant agency with a certificate, then the university can input the value in the KHS

- h) Universities report credit recognition (project recognition in villages) to PDDikti.
- i) Relevant activities:
 - Real Work Lecture (KKN)
 - Management of Village Owned Enterprises (BUMDes)
 - Development of an Environmentally Cultured Village (ecovillage)

I. Teaching Assistance in Education Units

1) Background

The quality of primary and secondary education in Indonesia is still very low (PISA 2018 ranks Indonesia 7th from the bottom). The number of education units in Indonesia is very large and there are various problems, both formal, non-formal and informal education units. Learning activities in the form of teaching assistance are carried out by students in educational units such as elementary, middle, and high schools. Schools where teaching practice can be located in urban or remote areas.

The objectives of the teaching assistance program in educational units include:

- a) Provide opportunities for students who have an interest in the field of education to participate in teaching and deepening their knowledge by becoming a teacher in the education unit.
- b) Helping to improve equity in the quality of education, as well as the relevance of primary and secondary education to higher education and the times.

2) Mechanism

- a) Students register for courses at KRS in semester 6
- b) Before leaving for the education unit, students are given briefings by lecturers from their respective universities. The debriefing is carried out to prepare a plan of activities that will be carried out while in the education unit
- c) Students come to the education unit and collaborate with the programs that will be held while in the education unit
- d) Students carry out planned teaching programs
- e) Final assessment
- f) Value conversion and credit recognition
- g) Universities report credit recognition to PDDikti h. The Ministry of Education and Culture provides data on education units through the education office
- h) The local government proposes the need for students to teach in their area (eye competence) lessons, and amount)

Chapter IV

Independent Campus Quality Assurance

A. Quality Policy

In the context of implementing the Merdeka Campus - Merdeka Learning program, a quality policy has been established as stated in the Rector's Decree No. 1152/UN61.0/HK.02/20219 concerning the Quality Assurance Policy System at UPN Veterans Jakarta and the Rector's Decree No. 821/UN61.0/HK.02/2020 concerning Learning with New Habits and Application of the Independent Campus Curriculum. To control the quality of learning for the Merdeka Learning program at Merdeka Campus, the entire learning process must comply with the Education, Research, and Community Service Standards Document no. UPNVJ/STD/LP3M/2017.06/01. Management of study programs must meet the quality standards that have been set.

B. Monitoring and Evaluation

The quality assurance unit at the university that organizes Merdeka Learning - Merdeka Campus, the program "right to learn three semesters outside the study program" must have a formal mechanism to evaluate and monitor students periodically. To ensure the quality of the program, the implementation of monitoring and evaluation is carried out starting from the preparation, implementation, and assessment stages. Assessment/evaluation is one of a series of activities to improve quality, performance, and productivity in implementing industrial internship programs.

1) Valuation Principle

The assessment in the implementation of the Independent Learning policy - Merdeka Campus, the program "right to learn three semesters outside the study program" refers to 5 (five) principles according to the SNPT, namely educative, authentic, objective, accountable, and transparent which is carried out in an integrated manner.

2) Aspects - aspects of Assessment

In line with the assessment principles above, the aspects assessed in the implementation of the Independent Learning - Independent Campus policy, the PLPS and PLPT programs, are at least as follows:

- a. attendance during debriefing and implementation;
- b. ability to carry out tasks;
- c. reporting ability

3) Assessment Procedure

In accordance with the principle of continuity, assessment in the implementation of the Merdeka Learning - Merdeka Campus policy, the program "right to learn three semesters outside the study program" is carried out during the activity (process assessment) and at the end of the activity in the form of a learning activity report (outcome assessment). Assessment in the process is done by means of observation (personality and social) as the main technique. While the result assessment is carried out at the end of the program implementation using reports made by students. The assessment is carried out by assistants from third parties related to activities taken by students and assistant lecturers at universities. In addition to the above components, universities are required to create a system in the form of an online survey about students' experiences and assessments of the quality of the independent learning program that they undergo for one semester outside

the study program. This can be used to get feedback from students as an evaluation tool for universities in developing their next program.