

# Implementation of the MBKM Curriculum of the FKIP UMN Al Washliyah in the PBSI Study Program of Delitua Kuta Manuscript Philology Based on the Project-Based Learning Method

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## ABSTRACT

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The urgency of the Independent Curriculum is highly relevant to current learning, particularly in the selection of learning methods. The Independent Curriculum effectively improves 21st-century skills such as critical thinking, communication, and creativity to produce competitive graduates. Data collection techniques for this study included observation, document analysis, and interviews. The results of this study indicate that the implementation stage of project-based learning includes three stages: the initial stage, the development stage, and the conclusion stage, specifically in the study of the philology of the Kuta Delitua manuscript. The main difference between the project-based implementation stages lies in the initial stage applied. The purpose of the Independent Curriculum Implementation is to be a learning resource to mature teachers' pedagogical, social, and personality competencies. The Independent Curriculum is expected to overcome the learning crisis. The implementation of the Independent Curriculum through learning must be fun and innovative so that it fosters positive attitudes in children in learning. There are three concepts focused on independent learning, namely, commitment to learning goals according to their needs, interests, and aspirations. Therefore, curriculum changes must be carried out systematically and holistically that can have an impact on the entire learning committee, the Philology of the Kuta Delitua Manuscript which is the forerunner of the village's origins. The targeted output in this study is as an evaluation and input to lecturers and students, especially in the Philology Study of the Kuta Old Deli Manuscript based on the Project Based Learning method in the implementation of the independent curriculum of the independent campus at UMN Al-Washliyah.

**Keywords:** *Curriculum, MBKM, Study, Philology, PjBL*

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## 1. INTRODUCTION

The implementation of the Independent Curriculum is based on the learning needs at the university. This process aims to create inclusive and enjoyable learning [1]. Learning in the Independent Curriculum is designed to be more flexible and contextually oriented, taking into account the cultural context, the school's mission, and the needs of children [2]. Furthermore, another principle that needs to be considered is the environmental context as a supporting aspect of friendly learning that is relevant to children's competency achievements. This is in line with the statement by [3] that good education will improve the knowledge and competency of an increasingly competitive Indonesian society. The Independent Curriculum is one option that educational units can choose in the 2022/2023 and 2023/2024 academic years. The Independent Curriculum emphasizes student-centered learning with a focus on character building. The Independent Curriculum is expected to become the national curriculum in 2024. The Independent Curriculum contains the concept of child-centered learning. The Independent Curriculum has a variety of learning content so that children can deepen their learning to strengthen their competencies. In line with Ki Hajar Dewantara's statement that the principle of independent learning can be a means of improving self-competence according to the child's character, to maintaining the child's morals or attitudes in instilling character

education values [4]. Through character education, the morals and ethics of the Indonesian nation's generation will be better [4].

Every science has its own research object, and Philology is no exception, focusing on the study of classical manuscripts and texts. Handwritten manuscripts are called "handschrift" or "manuscripts," abbreviated as MS for the singular and MSS for the plural. The manuscripts that are the objects of Philology research are those written on bark, bamboo, palm-leaf palms, rattan, and paper. These manuscripts are seen as cultural products in the form of literary creations. Text editing in philological manuscripts is an important part of the research object to obtain the desired results without changing the meaning of the previous "handschrift" or "manuscript." Therefore, this research can be formulated in the form of the Delitua manuscript to determine whether this manuscript is original or a copy, how to convert the script to Latin letters so that its contents are revealed to the surface, and translate it to everyone so that they know what knowledge is contained in the Delitua Kuta manuscript using a project-based learning method. Manuscripts are local wisdom and knowledge that served as a guide for human action in their time. They are important for modern humans to understand as comparisons and as a guide in their daily lives. Philology offers the study of how to uncover the mysteries within manuscripts, not just as museum collections but as sources of knowledge and understanding that can be used in the implementation of the independent learning curriculum (Kampus Merdeka) based on project-based learning methods.

## 2. LITERATURE REVIEW

### 2.1 *MBKM Curriculum*

The Independent Curriculum is expected to overcome the learning crisis. The implementation of the Independent Curriculum through learning must be fun and innovative so as to foster a positive attitude in children in learning [3]. There are three concepts focused on independent learning, namely, commitment to learning goals according to their needs, interests, and aspirations [3]. Therefore, curriculum changes must be carried out systematically and holistically that can have an impact on the entire learning committee, the Philology of the Delitua Kuta manuscript which is the forerunner of the village's origins. Method One of the concepts of implementing the Independent Curriculum is implementing a Project Based Learning (PjBL)-based learning process. [5] explain that PjBL is meaningful learning because its orientation is to complete contextual-based projects. PjBL has three stages of flow that must be considered, namely the beginning, development, and conclusion [6].

### 2.2 *Philology of the Delitua Kuta Manuscript*

The term philology comes from the Greek *philos* ("love") and *logos* ("word," "science," or "reason"). Literally meaning "love of words," it reflects the spirit of researching past texts and languages. Philology is a humanities discipline that focuses on the reading, study, and editing of manuscripts. Its main activities include inventory, transliteration, textual criticism, spelling analysis, and translation or critical editions. The goal is to narrow the gap between past handwritten texts and modern readers, while preserving the written and logical cultural heritage of a civilization. According to [5] "Philology is about reading manuscripts." Applying a comprehensive study of manuscripts, from character identification to interpretation of historical value within the context of Indonesian culture.

### 2.3 *Project Based Learning*

The Project-Based Learning (PjBL) model is a learning approach that places students at the center of learning by actively involving them in real-world projects to achieve specific competencies. Through PjBL, students not only gain theoretical knowledge but also develop practical skills such as collaboration, problem-solving, and creativity.

According to [7], Project Based Learning is a learning model that uses projects or activities as a learning tool to achieve competency in attitudes, knowledge, and skills achieved by students. Meanwhile, [3] stated that Project Based Learning is a learning model that uses problems as the first step in collecting and integrating new knowledge based on real life experiences.

## 3. METHODS

The method used in this research is the Combined Method. This method is used when, according to the interpretation, the values of all existing manuscripts are nearly identical. Differences between manuscripts are not too striking and can be considered not to affect the text. The selection of readings considered to be errors from the existing manuscripts is based on the majority reading, with the assumption that the level of probability of that reading is better and greater. With this method, the resulting text can be considered a new text because it is a combination of readings from all existing manuscripts.

## 4. RESULTS AND DISCUSSION

Higher education in Indonesia still produces graduates who are not ready to work due to limited skills and abilities to meet the demands of the workplace. The Independent Learning Campus (MBKM) program is a program that facilitates universities to prepare students to become graduates who are competent in science and technology, have character, and can meet the challenges of the workplace [1]. This program is a breakthrough from the Ministry of Education, Culture, Research, and Technology in creating and improving human resources with quality in terms of hard and soft skills, as well as developing characters that are able to compete with other competitors. Therefore, this program is expected to stimulate students and lecturers to have different experiences so they can broaden their horizons, networks, and character excellence [6]. The Independent Campus is a new concept that begins with the previous concept, namely "Independent Learning." This new concept is expected to allow students to gain the freedom to study in higher education. The design and planning of the Independent Campus concept is a learning innovation that can produce quality learning and create individuals with character [7]. The adaptation of the MBKM Curriculum is a development of the study program curriculum and activity programs based on independent learning, an independent campus, which is followed up through collaboration with partners and implementation of activity programs [8]. Programs that have been implemented include internships, research, and student exchanges. The implementation of this program is supported by a grant obtained by the Biology Study Program so that the implementation of this program can run smoothly. However, this needs to be re-evaluated regarding the implementation of the MBKM curriculum that has been running. The MBKM program has been running well. This is evident from the results of a survey that has been conducted regarding partner perceptions of the activities that have been carried out. Partner assessments for morals and ethics, willingness to work hard, and cooperation and communication skills in students of the Indonesian Language and Literature Education Study Program at UMN AL-Washliyah were 20% (sufficient) and 40% (good and very good). Partner assessment of the students' expertise and skills, partners gave a response of 40% (sufficient) and 60% (good). Partner assessment of information technology skills, partners gave a response of 60% (sufficient) and 40% (good). Furthermore, partner assessment for self-development

and discipline abilities in Indonesian Language and Literature Education Study Program students at UMN AL-Washliyah was 60% (good) and 20% (sufficient and very good). There was one question regarding students' English skills that gave statements of poor and good as many as 20% and good as many as 60%. This is an important note for the Indonesian Language and Literature Education Study Program at UMN AL-Washliyah so that in the future students at the Indonesian Language and Literature Education Study Program at UMN AL-Washliyah will have good abilities supported by complete facilities and infrastructure.

Partner Perceptions of PBSI Study Program Students Regarding the Implementation of the MBKM Curriculum Students are an important indicator in the success of the ongoing MBKM program. The results of the survey on student perceptions of the MBKM curriculum that supports the learning process stated that 7.14% (disagree), 55.56% (agree) and 37.04% (strongly agree). Furthermore, student perceptions of the Biology Study Program MBKM curriculum that is able to facilitate understanding in the scientific field of students stated that 7.41% (disagree), 59.26% (agree), and 33.33% (strongly agree).

Student Perceptions of the Implementation of the MBKM Curriculum There are several statements from the survey results that explain important indicators in the implementation of the MBKM program, including (1) The requirements for participating in the MBKM program are in accordance with the students' abilities (11.11% (less agree), 51.85% (agree), 37.04% (strongly agree)); (2) The courses taken in the Study Program largely support the implementation of the MBKM program (3.7% (less agree), 55.56% (agree), 40.74% (strongly agree)); (3) The implementation of the MBKM program for 3 semesters outside the Study Program is sufficient to improve students' competencies and skills (7.41% (less agree), agree (62.96%), strongly agree (29.63%)); (4) Elective courses in the MBKM program - student exchange are in accordance with expectations (14.81% (less agree), 62.96% (agree), 22.22% (strongly agree)); and (5) The maximum number of credits converted from the MBKM program is 20 credits (18.52% (less agree), 55.56% (agree), 25.93% (strongly agree)).

## Discussion

Partners' Perceptions of the Implementation of the MBKM Curriculum Partners are one of the important components that support the implementation of this MBKM program. This is in line with the support of collaborative research so that this MBKM program can be implemented. In addition, to support the learning outcomes that have been set in the Indonesian Language and Literature Education Study Program at UMN AL-Washliyah, collaboration with partners is needed. The Indonesian Language and Literature Education Study Program at UMN AL-Washliyah has partners for the implementation of the MBKM program, including research programs at UNIMED, UMSU, and UNPRI. Partners assess that students' abilities in using information technology are still low. This is a challenge for the Indonesian Language and Literature Education Study Program at UMN AL-Washliyah. Statement to participate in the MBKM program According to student abilities Courses that have been taken in the Study Program that support the MBKM program Philology courses that support the MBKM program. The implementation of this MBKM program provides benefits for the partners themselves, including partners can obtain the expected workforce according to their needs and partners can collaborate with universities such as in terms of sharing information about scientific developments [3]. The partnerships involved in the MBKM Curriculum are expected to be a leap in innovation that provides significant benefits for higher education institutions and positively impacts all stakeholders involved, such as students, lecturers, and education staff. Innovation development must focus on student learning, course content, learning methods, and necessary skills and competencies. This will enable the development of an innovative learning system. Partnerships or collaborations must be supported by strong collaboration between students, lecturers, and university leaders to build synergy to meet future needs in line with current developments [2]. Furthermore, partnerships in the implementation of MBKM are a consideration for study programs in preparing for accreditation [7]. Furthermore, survey results indicate that language skills significantly determine the needs of the current workforce. Strengthening these

language skills is an important consideration for the Indonesian Language and Literature Education Study Program at UMN AL-Washliyah, as it aims to produce students who are able to meet the challenges of the future workforce and compete with other competitors.

Student Perceptions of the MBKM Curriculum Implementation Students are an important indicator of the success of the ongoing MBKM program. Students are expected to have a good understanding of the program. According to [9], in principle, MBKM offers students the choice to improve their abilities in certain fields, especially related to cross-disciplinary fields and student readiness to enter the workforce. This needs to be supported by mentoring from academic supervisors for the MBKM program chosen by the student. The MBKM program provides opportunities and opportunities for students to choose courses that will suit their abilities and interests [10]. This encourages independence and freedom of thought in students to make decisions, such as choosing courses to take later. Thus, it can provide students with greater freedom and opportunity to develop their hard and soft skills and improve their quality [11]. However, it turns out that there are still those who disagree with the two statements regarding the MBKM curriculum that supports the learning process and is able to facilitate understanding in the scientific field of students. This means that mentoring is needed from academic supervisors regarding the understanding of this program for students and socialization activities regarding all aspects related to the program. Based on the survey results, it can be said that students of the Indonesian Language and Literature Education Study Program at UMN AL-Washliyah are capable and ready to implement this MBKM program. However, some stated that they did not agree with the five indicators, so understanding and mentoring are needed so that students can carry out this program properly. This MBKM curriculum is expected to be in line with the needs of the Industrial Era 4.0 and Society 5.0 so that the Study Program can produce graduates who have 21st-century skills, such as learning skills, literacy skills, and life skills [12]. Furthermore, the MB-KM curriculum is also expected to enable students at a university to become true learners who are skilled, flexible, and tenacious (agile learners), resilient graduates, relevant to the needs of the times, and ready to become leaders with a strong national spirit [13]. Furthermore, increasingly advanced technological developments pose a major challenge for students to be well-prepared because this can change the entire fabric of life, both individual and social, in all areas [14]. Students are expected to early recognize the world of work or the environment they will enter after graduation. In this MBKM program, They will be exposed to students from various study programs within the campus, across campuses, the community, the business world, and industry. This will have a positive impact because they will become accustomed to and more adaptive in responding to societal problems and providing solutions according to their scientific capacity. Multidisciplinary knowledge and competencies will produce high-quality alumni [15].

## CONCLUSION

The conclusion of this study is: There are several statements from the survey results that explain important indicators in the implementation of the MBKM program, including (1) The requirements for participating in the MBKM program are in accordance with the students' abilities (11.11% (less agree), 51.85% (agree), 37.04% (strongly agree)); (2) The courses taken in the Study Program support the implementation of the MBKM program (3.7% (less agree), 55.56% (agree), 40.74% (strongly agree)); (3) The implementation of the MBKM program for 3 semesters outside the Study Program is sufficient to improve students' competencies and skills (7.41% (less agree), agree (62.96%).

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