
Embracing Freedom in Learning: The Impact of Kurikulum Merdeka on Engineering Students of Universitas Negeri Medan

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Abstract

In 2020, Indonesia's Ministry of Education, Culture, Research, and Technology introduced the Merdeka Belajar-Kampus Merdeka / Freedom to Learn (MBKM) curriculum for higher education to better prepare students for the modern job market. This study contrasts the MBKM curriculum with the non-MBKM curriculum, focusing on their impacts on students' career exploration and professional maturity. Using a quantitative, correlational approach, the study sampled 187 engineering students from a Medan university. Instruments included the Career Exploration Survey (CES) and the Career Development Inventory (CDI). Results showed that both curricula positively influence career exploration and professional maturity, with no significant differences between the two. The MBKM curriculum's emphasis on real-world experience and career preparation was highlighted as a key factor in fostering career readiness. The study concludes that both curricula effectively support career development, but the MBKM curriculum offers a more practical, hands-on approach to preparing students for the workforce in engineering field.

A. Introduction

In 2020, the Republic of Indonesia's Ministry of Education, Culture, Research and Technology created the Merdeka Belajar-Kampus Merdeka (MBKM) curriculum for higher education institutions. The goal was to improve students' skills and knowledge so that they could succeed in today's digital and technologically advanced job market and business world [6][20]. Beginning with the 2020–2021 school year, the MBKM curriculum was integrated into the undergraduate program of the Faculty of Engineering at one of Medan's institutions. According to Faculty of Engineering of Universitas Negeri Medan, this implementation is drastically different from the non-MBKM curriculum that was in place until the 2019-2020 academic year. The objectives of graduate profiles and the abilities that emerge from them, the learning strategies that students employ during the semester, and the specific courses that students take all exhibit these variations.

According to the Faculty of Engineering at Medan State University, the non-MBKM curriculum aims to produce engineer who can function as scientists, equipped with a foundational understanding of the field and proficiency in administering a battery of standardised tests. According to the Faculty of Engineering at Universitas Negeri Medan, MBKM students studying Engineering are prepared to enter a variety of fields and careers in the field, including digital Engineering entrepreneurship, human development, counseling, consulting, measurement instrument development, and evaluation. The non-MBKM curriculum relies solely on classroom instruction and on-campus experiential learning for its pedagogical framework. At the same time, MBKM courses are known for their emphasis on real-world job experience and career preparation, as well as their emphasis on integrating classroom knowledge with real-world contexts. Activities such as student exchanges, research, teaching assistance in educational units, independent studies or projects, thematic real work lectures, humanitarian projects, and internships or work practices are all part of this learning [6].

The Career Development course, for example, is unique to the MBKM curriculum and teaches students about the many occupations and paths they can choose after earning a Engineering degree; this course also serves as career advising. Students in the age bracket of 18–23 are considered to be part of the "exploration stage" of career development theory, which entails doing research into potential occupations, the job market, and personal interests [19][23][24][27]. The term "career exploration" describes actions taken with the intention of learning more about companies and occupations than was previously known [15][26]. According to research by [8], an individual's career readiness can be impacted by various activities related to their career. These activities include discussing internships, researching internships, gaining work experience, researching jobs and careers, and consulting with career advisors. According to [8], there are differences in career-related activities between the MBKM and non-MBKM curricula. Students in the MBKM program have more opportunities to engage in these activities as part of their college education, thanks to the Faculty of Engineering and MBKM programs. This allows them to develop a deeper understanding of their career preferences. The evolution of educational curricula

has an effect on students' decision-making when it comes to pursuing a professional path [2].

Professional exploration was associated with higher levels of professional maturity, according to research by [18]. According to [27], career maturity is a person's preparedness based on their current developmental stage. A number of studies have shown a correlation between a person's professional maturity and the curriculum they follow; for example, [11] and [12] have showed that various curricula foster varying levels of career maturity. Thus, there may be differences in professional maturity between the MBKM curriculum and non-MBKM curricula. [3][7][13][20][29][31][33] are some of the few studies that have addressed the MBKM curriculum and its implementation. Other studies have focused on student and educational institution readiness for the program, instructor and staff perceptions of the curriculum, and the program's pros and cons. Studies examining the MBKM curriculum and how it relates to students' future occupations are few and far between. [25] found that students who participated in one of the MBKM programs—specifically, teaching assistance—get experience working in the real world of work, and [17] found that students who participated in MBKM activities had good career adaptability. However, this result was not different from students who did not participate in MBKM activities.

In a first of its kind study, this investigation contrasts the MBKM curriculum implementation process with that of the non-MBKM curriculum, focusing on the effects on student careers. Two goals are being pursued by this study. To begin, we will compare and contrast the MBKM and non-MBKM curricula in terms of the impact of career exploration on students' level of professional maturity. Secondly, to determine if the MBKM curriculum is successful in fostering career maturity among students, we need to compare and contrast the two curricula's approaches to career exploration and its impact on students' level of career maturity.

B. Research Method

This study use quantitative approaches based on correlation rather than experimentation. In this study, two populations were considered. There are two groups of students: one with the Independent Learning-Free Campus (MBKM) curriculum and another with the non-MBKM curriculum. The former group consists of 92 students, while the latter group consists of 95 students. Both groups consisted of undergraduates and graduate students from a single Medan university's Engineering department. A probability sampling strategy, namely simple random sampling, was used to pick the study sample. This method ensures that every member of the population has an equal chance of becoming a part of the research. The researcher had easy access to the population of interest, hence this sample approach was used. A total of 92 students for the non-MBKM curriculum and 95 students for the MBKM curriculum were utilized as samples, with a margin of error of 0.05 and a proportion of 0.5, as stated in [22]. [26] created the Career Exploration Survey (CES), which [21] translated into Indonesian, and [27] created the Career Development Inventory (CDI), which served as the measuring instrument in this study.

Table 1. Item Example of Measurements

Variable	Dimension	Item Example
Career-Exploration	Self-exploration	Explore the diverse range of professional paths to consider
	Environmental Exploration	Reflecting on my previous experiences in relation to my future professional decisions.
Career Maturity	Planfulness	I contemplated the future occupation I might pursue.
	Exploration	I am now seeking information pertaining to the occupation that I desire.
	Career Decision Making	I acknowledge the significance of selecting a job category.
	World of Work Information	I possess the ability to discern between subjects that captivate my attention and those that do not.
	Knowledge of Preferred Occupation Group	I can outline the specific prerequisites necessary for pursuing my desired profession, as well as any additional qualifications.

The Career Exploration Scale (CES) is an 11-item, two-dimensional instrument that measures career exploration activity over the past three months. This behavior can be categorized as either self-exploration or environmental exploration. Respondents use a 5-point Likert scale in the CES assessment instrument, where 1 represents never and 5 represents always. You may see some examples of the measurement tool's elements in Table 1. Combining the two parameters of the CES measurement instrument yields the career exploration score. A higher CES total score indicates that the respondent has engaged in more career-related exploratory behavior during the past three months [21]. According to [5], the CES measuring equipment has a reliability of 0.818 as tested by Cronbach's Alpha. Using a GFI of 0.905 (> 0.90) and an SRMR of 0.07 (< 0.08), this model matches the absolute appropriateness index of [10] according to the results of Confirmatory Factor Analysis (CFA). Nevertheless, this measurement instrument does not meet numerous requirements for models, including a Chi-square value less than 0.001, an RMSEA value of 0.094, and a CFI value of 0.893.

The five dimensions of the CDI measuring instrument—planfulness, exploration, career decision making, world of work information, and knowledge of preferred occupation group—combine to provide a person's readiness to make career choices after graduating from undergraduate education. There are a total of 53 items in this measuring instrument, with 39 being positive and 14 being negative. Participants' CDI responses are presented on a 4-point Likert scale, where 1 indicates inappropriate and 4 indicates suitable. The measurement device is illustrated in Table 1 with several sample items. Taken together, the CDI's five aspects make up the career maturity score. An individual's level of professional maturity is proportional to their overall CDI score. In accordance with [5], this measuring equipment was found to have a reliability of 0.918 when Cronbach's Alpha was used to measure reliability. According to the findings of the Confirmatory Factor Analysis (CFA), this model is suitable for the absolute

suitability index and the incremental suitability index, specifically TLI and NFI, with RMSEA of 0.160 (< 0.05), CFI of 0.954 (> 0.90), GFI of 0.944 (> 0.90), and SRMR of 0.036 (< 0.08).

Online data collecting is carried out. Student identification numbers were used for the purpose of random participant selection. For this study, we contacted a subset of students to get their input. The participants' agreement to participate in this study was based on their informed permission. Following this, individuals were instructed to complete a survey that inquired about their personal details, demographic information, and the instruments used for measurement, namely the CES and CDI. The Universitas Negeri Medan study Ethics Commission has granted authorization for this study method with the number 727/UN6.KEP/EC/2022. The IBM SPSS version 25 program was used for data analysis [14].

Both the CES and the CDI were subjected to descriptive analysis. Using regression analysis, we can examine the impact of career exploration on professional maturity in the two groups of people. Following that, we compared the two curricula using an independent T test to look for differences in career exploration and career maturity, and we analyzed the curriculum's impact on career exploration and career maturity using an analysis of covariance (ANAKOVA) test.

C. Result and Discussion

In this study, there were 187 participants with 92 participants coming from the non-MBKM curriculum and 95 participants from the MBKM curriculum. Participants with the non-MBKM curriculum are students from the class of 2021 who are currently in level 4 and semester 7 of college, meanwhile participants with the MBKM curriculum are students from the class of 2022 who are currently in level 3 and semester 5 of college.

Table 2. Demography of Respondents

Category	Characteristic	NonMBKM Curriculum		MBKM Curriculum	
		Frequency	Percentage	Frequency	Percentage
Gender	Male	73	79%	74	78%
	Female	19	21%	21	22%
Age	18	2	2%	2	2%
	19	2	2%	17	18%
	20	13	14%	70	74%
	21	68	74%	5	5%
	22	7	8%	1	1%

Table 2 displays the results of the independent T-test and the Chi-square test on the sample size, which were conducted to compare the two populations in order to determine whether there are differences in demographic characteristics between the non-MBKM and MBKM curricula. Results showed that there was no difference in the characteristics of the two populations when looking at participants with different gender types and participants with different ages (19,

21, and 22 years old). However, if we look at the results from the sample with the type of student and the sample with a maturity level of 20 years old, we can see that there are differences in characteristics based on the results. On the other hand, the results of the experiment cannot be known since they cannot be compared with participants who are less than 18 years old.

Table 3. Descriptive and p-value Results

Variable	NonMBKM Curriculum		MBKM Curriculum		p-value
	M	SD	M	SD	
CES	3,585	0,575	3,592	0,578	0,835
SE	3,378	0,691	3,381	0,699	0,852
EE	3,752	0,631	3,792	0,638	0,506
CDI	3,052	0,362	3,058	0,369	0,323
P	3,225	0,417	3,228	0,423	0,984
E	3,087	0,349	3,091	0,352	0,463
CDM	3,062	0,438	3,069	0,443	0,543
WWI	3,011	0,362	3,016	0,368	0,754
KPOG	2,737	0,611	2,741	0,615	0,039

*CES= Career Exploration Scale; SE = Self-exploration; EE = Environmental Exploration; CDI = Career Development Inventory; P = Planfulness; E = Exploration; CDM = Career Decision Making; WWI = World of Work Information; KPOG = Knowledge of Preferred Occupation Group.

Table 3 shows that participants in the non-MBKM curriculum had an average CES score of 3.585 (SD = 0.575). This means that the participant has a high level of career exploration, since the derived mean is higher than the middle value. The middle value separates the upper and lower half of the data sample. The environmental exploration dimension of the CES had the highest mean (M = 3.752, SD = 0.631) of the two dimensions that were examined. Participants' mean CDI scores ranged from 2.737 (standard deviation = 0.611) to 3.225 (SD = 0.417) on the knowledge of desired occupation group dimension, with a standard deviation of 0.417 for planfulness and 0.362 for other dimensions. The person has moderate professional maturity as shown by a mean CDI score that is higher than the middle value.

The environmental exploration dimension had the greatest mean score (M = 3.792, SD = 0.638) in the MBKM curriculum, whereas participants' CES had an overall mean score of 3.592 (SD = 0.578). This participant has a high level of career exploration, since the derived mean is greater than the median value. The participants' CDI scores ranged from 2.741 (standard deviation = 0.615) to 3.228 (standard deviation = 0.423), with planfulness having the greatest mean and knowledge of chosen career group having the lowest. The person has moderate professional maturity, as shown by a mean CDI score that is higher than the middle value.

The overall score of the CDI in both groups shows a moderate link with all dimensions, according to the findings of the correlation test across dimensions. This includes the CES score as well. From 0.483 to 0.625, we find the R-value. The professional choice making component has the lowest association ($r = 0.483$; $p <$

0.01), whereas the exploration dimension has the strongest correlation ($r = 0.625$, $p < 0.05$).

In order to determine the impact of career exploration on career maturity in each demographic, regression analysis was performed. The impact of career exploration on professional maturity was discovered in the non-MBKM curriculum ($B = 0.712$; $p < 0.05$). The findings of the regression analysis in the MBKM curriculum demonstrate that career exploration is a predictor of professional maturity ($B = 0.593$ $p < 0.05$). Evidence like this suggests that in both groups, more job exploration leads to more professional maturity. In the non-MBKM curriculum, career exploration is a 72% predictor of professional maturity, but in the MBKM curriculum, it is 62%.

For each dimension of the two measuring instruments, an independent T test was conducted to see if there were variations in career exploration and professional maturity between the two curricula. The findings of this test are presented in Table 3. A comparison of the MBKM and non-MBKM curricula reveals no significant difference in career exploration ($T = 0.212$, $p = 0.842 > 0.05$). Beyond that, there was also no difference in results regarding vocational maturity between the non-MBKM and MBKM curricula ($T = 0.993$, $p = 0.323 > 0.05$). No differences were observed in self-exploration, environmental exploration, career development inventory, planfulness, exploration, career decision making, or world of work information between the non-MBKM curriculum and the MBKM curriculum across any of the dimensions of the two monitoring tools. At the same time, for the chosen occupation group knowledge dimension, the MBKM curriculum and the non-MBKM curriculum yielded different outcomes ($T = 2.139$, $p = 0.043 < 0.05$).

To further investigate if job exploration had a different impact on professional maturity in the two groups with distinct educational backgrounds, we ran a covariance analysis. After accounting for course load, this study found that job exploration significantly affects professional maturity ($F(1, 192) = 0.892$, $p = 0.341$). Based on these findings, it appears that both the MBKM and non-MBKM curricula place equal emphasis on career exploration and its impact on career maturity.

Both the non-MBKM and MBKM populations benefited greatly from career exploration in terms of professional maturity, according to the results of this study. College students who take the time to research potential careers are more likely to be well-prepared for the workforce, and vice versa. Consistent with this, a study by [9] found that students' professional maturity was positively and significantly impacted by career exploration.

Another thing that came out of this study is that the MBKM curriculum and the non-MBKM curriculum both have career exploration as a component that contributes to career maturity. The majority of the prior study on the topic of career exploration and professional maturity took place within the framework of school-based career interventions and counseling, therefore these findings are consistent with that. Students who participate in career exploration interventions (CEIs) tend to be more mature in their professional decisions than their peers who do not [1][18]. According to [18], those who invest more time into researching potential jobs and gathering relevant information tend to be more mature in their professional lives. Aside from self-study, there is no career-related intervention in

non-MBKM curricula. The courses offered by the professors in their roles as educators. Consequently, students engage in job discovery on their own. Career Development courses and the MBKM program give students opportunities to gain work experience and knowledge beyond Engineering, which are career-related interventions offered by the faculty of engineering at Universitas Negeri Medan. Students following the MBKM curriculum are considered to be one level below in their academic pursuits compared to those following the non-MBKM curriculum. This shows that courses have a significant impact on students' professional lives, with the MBKM program excelling in preparing students for the workforce because of its emphasis on hands-on learning.

When comparing the MBKM curriculum to the non-MBKM curriculum, we found no changes in career exploration or professional maturity. These findings corroborate those of [4], who found that teaching kids about career development in the classroom can aid in their career exploration and even contribute to their social and cognitive growth. [16] cite further evidence that highlights the significance of career integration in educational programs for students' career exploration and development. Earlier studies on the topic of career maturity discovered that students' career maturity was higher in schools that offered career education programs as opposed to those without. Additionally, a strong correlation was found between the variety of career-related programs offered, the level of school support for these programs, and students' career maturity [32]. Previous study has shown that curriculum impacts the development of professional maturity. varied curricula can lead to varied changes in career maturity, however the results obtained do not align with that [11].

The results of this study show that the MBKM curriculum, which is used as part of the undergraduate education learning program by the Faculty of Engineering, is a good tool for exposing students to different occupations and allowing them to gain hands-on experience in the fields that interest them. Compared to students enrolled in a program that does not include the MBKM framework, who attain professional maturity in the seventh semester of college, those enrolled in the MBKM framework achieve this milestone in the fifth semester of college.

D. Conclusion

This study's findings suggest that both of these programs' career exploration components contribute to students' eventual professional development. After then, there is no difference between the MBKM and non-MBKM curricula in terms of the impact of career exploration on professional development. This shows that courses have a significant impact on students' professional lives, with the MBKM program excelling in preparing students for the workforce because of its emphasis on hands-on learning.

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