

Research Article

The Indonesian Independent Learning Regulation and Students Economic Proficiencies

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Abstract: This research is intended to investigate the effect of the implementation of the independent campus learning program in Indonesia, which is intended to provide off-campus learning rights for students to study things other than the field of science they are engaged in both in other study programs and in other institutions outside the campus. is expected to provide additional knowledge and insight so that it will provide benefits for students after graduating from university, the effect of implementing the program is seen from the difference in economic proficiency scores for economics students who take part in the program and those who do not take part in the program, the measure used in viewing proficiency scores is Hansen's proficiency measurement model. This study involved 200 students who were divided into two groups, namely group one were students who took part in the program while group two were students who did not take part in the program. The results of this study indicated that there was a significant difference in proficiency scores for students who took part in the program compared to students who did not take part in the program.

Keywords: proficiency, economic, independent learning, students' activity

INTRODUCTION

Universities are currently facing increasingly complex challenges along with increasing global competition, rapid development and use of technology, limited resources and a paradigm shift in education (Tremblay et al., 2012). From today's increasingly enlightened society, the estuary of these complex problems is the need to create quality education so that the output of the implementation of education is intelligent human beings who have the mental and spiritual ability to answer all challenges, whether individual, regional, national or global challenges (Hidayat et al., 2015).

These challenges are logical consequences for universities as one of the institutions responsible for producing intellectuals and experts in society (Yuliawati, 2012). More specifically, the main demand of the community on the results of the implementation of higher education is for higher education graduates to have the qualities and abilities needed by the community or stakeholders, so that with this higher education in Indonesia is able to provide solutions in overcoming problems unemployment in Indonesia (Nulhaqim et al., 2016). In order to meet the demands, currents of change and the need for link and match with the business world and the industrial world.

To prepare students in the world of work, universities are required to be able to design and implement a learning process that innovative so that students can achieve

learning outcomes including aspects of attitudes, knowledge, and skills optimally. The independent campus learning program which gives students the right to be able to study in accordance with their desires and needs as well as wider autonomy for lecturers who are then no longer restrained in a rigid bureaucracy (Wulandari et al., 2022). It is expected to be the answer to these demands. Independent campus learning program is a form of learning in universities that is autonomous and flexible so as to create a learning culture that is innovative, non-restrictive, and in accordance with student needs.

The main points in the independent campus learning program include four main policies, namely: (1) ease of opening new study programs, (2) changes in the higher education accreditation system, (3) ease of universities becoming legal entities, and (4) the right to study three semesters outside the study program (Junaidi & Wulandari, 2020). Students are given the freedom to take credits outside the study program, the intended three semesters can be taken for learning outside the study program inside the university and or learning outside the university (Junaidi & Wulandari, 2020). Learning activities outside the university include internships/work practices, projects in villages, teaching in schools, student exchanges, research, entrepreneurial activities, independent studies/projects, and humanitarian projects where all activities must be guided by lecturers (Jannati et al., 2023).

An independent campus is expected to provide a field contextual experience that will improve the competence of students as a whole and ready to work (Pratiwi et al., 2023). The learning process in the independent learning program is one of the manifestations of student-centered learning which is very essential (Sartika & Sulasmi, 2023). Learning in this program provides challenges and opportunities for the development of creativity, capacity, personality, and student needs, as well as developing independence in seeking and finding knowledge through reality and field dynamics such as ability requirements, real problems, social interaction, collaboration, self-management, performance demands, targets and achievements (Pratiwi et al., 2023). Thus, essential learning implementation in the independent learning is a collaborative learning (Beng et al., 2021).

Through independent campus learning program is expected to be able to answer the challenges of universities to produce graduates according to the development of science and technology and the demands of the business world and the industrial world (Pohan & Kisman, 2022). In order to answer the challenges of the business world and the industrial world as alumni users, the independent campus learning program was launched with the Indonesian regulation of Minister of Education and Culture Affairs No. 3 of 2020. Freedom of learning means that students are given freedom in choosing the field of interest, even though they have chosen a study program. According to Indonesian national standards for higher education states that “universities are obliged to provide the right for students to voluntarily (can be taken or no)” take credits outside of college for two semesters (equivalent to 40 credits). In addition, it can take credits in different study programs at the same university for one semester (equivalent to 20 credits).

Through the independent learning program on an independent campus, it is expected that students can have more abilities, especially the results of learning outside the campus which provides practical experience for cultivate the proficiency that a scholar should possess. After three years implemented the independent campus learning program it needs to be analyzed as far as the effectiveness of the implementation of the program and the extent to which this program is actually capable of changing the student’s mindset as well as sharpening the skills that must be possessed by a scholar who is required to

have practical abilities that must be immediately applicable in welcoming the real world of work (Hardi et al., 2023).

According to Hansen (1986), the economics scholar needs to have proficiency in economic matters in order for him or her to be considered to have expertise as an economist, of course this is also the idealism for economics study programs, however, critical studies conducted by Hansen since the mid-1980s indicate that economic learning in various universities is far from idealism to build proficiency, learning is still more focused on theoretical learning that refers to text books, while to become a reliable economist it is necessary to combine learning with economic facts that occur in the field with analytical skills in other words is important in learning to get out of class orientation towards orientation a field that will probably provide more experience in building the proficiency of a student.

The concept of independent learning on an independent campus is in line with what was stated by Hansen (1986) which in essence gives freedom to students to be able to critically explore what is in demand so that students will be better prepared in the face of the real field situation. The proficiency approach then proposed by Hansen (1986) emphasizes that an economics student must have at least six skills, namely (1) accessing exiting knowledge, (2) displaying existing knowledge, (3) interpreting existing knowledge, (4) interpreting quantitative knowledge, (5) applying existing knowledge, and (6) creating new knowledge.

The critical analysis of the achievements or changes in proficiency studied in this study is to find out the extent of the development of the proficiency of economics students after the campus implements the independent program (Ramadhan, 2024). Independent campus learning which ideally must be followed by mindset changes for both students and lecturers who must have adapted to the regulations that have been implemented In Indonesia, to carry out this research, Hansen (1986) remarked that proficiency approach is used to find out the extent of improving the proficiency of economics students on campuses that have implemented independent learning programs.

Economics graduates require a profound grasp of economic issues to analyze trade phenomena effectively, providing valuable insights for decision-makers. This analytical ability serves as a scientific foundation for shaping economic policies and planning, aiding in immediate implementation or forecasting. Therefore, higher education economics curricula should prioritize skill enhancement, as advocated by Hansen (1986); Wyrick (1994), who advocate for innovative teaching methods to meet this demand. Carlson et al. (2002) showed how Hansen Model could be implemented to increase proficiency at university. Other academics, Salemi (2005) also stated that the proficiency approach will improve the learning of students in economics so that they are able to build economic skills like economics students.

Once the importance of economic learning is also a consideration in learning even in America it has started since high school (Colander, 1991). The common problems faced by various higher education in providing economic learning show Most efforts to assess student learning are more narrowly based than the proficiencies approach (Siegfried & Raymond, 1984; Siegfried et al., 1991; Becker & Watts, 2001). The aim of enhancing economics students' skills involves integrating practical field experience into an independent learning program. This initiative is designed to cultivate students' potential by offering opportunities for study beyond their regular curriculum, including interactions with off-campus learners. Such exposure aims to bridge the gap between

academic learning and real-world work environments, enabling students to adapt swiftly upon graduation.

With the independent learning program for independent campuses, lecturers are also expected to have more creativity in learning to stimulate students through critical thinking in the program (Gultom & Hernawaty, 2022). This lecturer is also expected to be able to implement his work for use by the wider community. Ideally, the independent campus learning program must produce students who have competence and proficiency, as well as economic students through the program. This is expected to have more proficiency in the field.

The implementation of independent learning program is a very intense topic to pay attention to, especially the implementation of the program is transformed into an obligation for universities, some studies have been done to analyze the implementation of this independent learning program (e.g., Beng et al., 2021; Hardi et al., 2023; Jannati et., 2023; Pohan & Kisman, 2023; Pratiwi et al., 2023; Ramadhan 2024). However, the implementation of the program that is still being pursued makes existing research discuss more about socialization problems and opportunities for implementing programs that implemented by universities. Few studies discussed the evaluation of the implementation of the independent learning program (Hardi et al., 2023), so that more comprehensive research is still necessary to be carried out.

With the gap in research so that research to understand the extent of the effectiveness of the application of independent learning in universities is still very important to be carried out, especially research to find out scientifically the effects of the application of independent learning by analyzing two groups, namely groups that have carry out programs with groups that have never implemented the program so that the results will be valid evidence related to the effectiveness of the independent learning program. This research is expected to provide comprehensive input in the implementation of the independent learning program so that the implementation of the program can be implemented effectively by taking into account research findings that provide conclusions from the implementation of the independent learning program scientifically and accountably.

METHOD

Research Design

This research is carried out using a quantitative research approach to investigate the effect of the implementation of the independent campus learning program in Indonesia. The purpose of quantitative research is to collect data that can be measured numerically, and analyze the data statistically to test hypotheses, identify patterns, and draw reliable conclusions.

Samples

This research sample was taken from two groups of students from various universities in South Sulawesi, the first group was students who had participated in the independent campus learning program and the second group was students who had never participated in the independent campus learning program and the second group was students who had never participated independent campus learning program. Each group consisted of 100 samples each, so that the entire study involved 200 students. The sample was selected purposively in accordance with the interests of the research, because this

study involved students who had participated in the independent learning campus program for that sample selected are students who have passed the implementation period of the independent campus learning program in the seventh semester.

Measurement

Measurement of research data is provided through the final scores of tests given to two groups of students to measure the level of economic proficiency they have, the measurement of economic proficiency is measured through six basics of economic proficiency proposed by Hansen (1986) consisting of (1) accessing exiting knowledge, (2) displaying existing knowledge, (3) interpreting existing knowledge, (4) interpreting quantitative knowledge, (5) applying existing knowledge, and (6) creating new knowledge. The test of the six skills is carried out with the help of lecturers who teach economics courses on their respective student campuses. The results of the values score of the two groups are then measured through the analysis of statistical data of the independent sample t-test which is used as a basis for drawing conclusions to answer the hypothesis research. The test is carried out using the guidelines from Hansen (1986) as shown in Table 1.

Table 1

Test implementation guidelines

No.	Writing assignment	AEK	DECK	IEK	IQK	APEK	CNK
1.	Writing a precis and summary		xx				
2.	Formulating discussion questions		x	xx			
3.	Preparing exam questions/answers		xx	x			
4.	Identifying economic concepts	x	xx				
5.	Analyzing policy cases	x	x	xx	x	xx	
6.	Evaluating writing assignments	x	xx				
7.	Composing an in-class essay		x	xx		xx	
8.	Identifying excellent writing	x	x	xx			
9.	Analyzing the minimum wage	x	x	xx	xx	xx	
10.	Creating a quantitative analysis	x		x	xx	x	xx
11.	Understanding wage discrimination		x	xx	xx	xx	x
12.	Constructing a labor market analysis	x	x	xx	xx	x	xx
13.	Writing an in-class analysis			x		xx	
14.	Evaluating student papers			xx			
15.	Formulating idea papers	x	x	xx	x	x	xx
16.	Preparing research papers/proposals	x	x	x	xx	x	xx

Note. x = indicates important, xx = indicates highly important

Source: adapted from Hansen (1986)

Data Analysis

The variables were analyzed by using SPSS version 25 using independent sample t-test analysis. The purpose of using statistical analysis techniques with the Independent Sample t-test is to compare the averages of two different groups to see if there are significant differences between them. To find out the difference in ability between groups who have participated in the independent learning program and those who have not participated in the program, it is necessary to test their abilities and the test results are

then compared through precise statistical calculations, in this case an independent sample t-test is used. The results of the independent sample t-test can help make research decisions that will be recommendations from research results that can be accounted for.

Hypothesis

In accordance with the aims and objectives of this study, namely to determine whether or not there are differences between the two groups tested whether there are differences between groups that have participated in the independent learning program and those who have not participated in the program, the hypothesis of this study is compiled as follows:

- H0: There is no difference in economic proficiency between students who have participated in the independent campus program independent learning with students who have participated in the independent campus program independent learning
- H1: There is the difference in economic proficiency between students who have participated in the independent campus program independent learning and students who have participated in the independent campus program independent learning

RESULT

Demographic of Respondents

As previously explained, the sample of this study was divided into two groups, thus the detail of the respondents was also divided into two groups, which described group one as a group of students who have participated in independent learning program and group 2 is a group of students who do not participate in the independent learning program. The research sample involved in this study can be explained in detail through demographic of respondents as shown in Table 2 and Table 3.

Table 2

Respondent demography (Group 1)

Attributes	Items	F	%
Gender	Man	57	57
	Women	43	43
Age (years)	20-22 years	46	46
	22-25 years	37	37
	> 25 years	27	27
Length of study	7 th semester	84	84
	up to 7 th semester	16	16
Type of Higher Education	University	67	67
	Academy-Institute	33	33

As many as 57 persons in the sample for the first group were men, which was predominately male. This research sample was dominated in terms of respondents' ages, with respondents with ages between 20 and 22 years, by as many as 84 people who were enrolled in semester 7. The sample was also dominated in terms of respondents' places of higher education, with respondents with university status making up the majority of the sample.

Table 3
Respondent demography (Group2)

Attributes	Items	F	%
Gender	Man	37	37
	Women	63	63
Age (years)	20–22 years	30	30
	22–25 years	22	22
	>25 years	48	48
Length of study	7 th semester	51	51
	Up to 7 th semester	49	49
Type of Higher Education	University	72	72
	Academy–Institute	28	28

About 63 women made up the majority of the sample for group 2, which represents the group that did not take part in the autonomous campus learning program. 51 participants participated in the research during the seventh semester, making them the majority in terms of age among respondents over the age of 25, while respondents from colleges with university status made up the majority of the sample.

Statistical Results

Based on the statistic group output Table 4, it is known that the number of proficiency score data for students who take part in independent campus learning program is as many as 100 students while for groups who do not take part in the independent campus learning program. is as many as 100 students the average score of proficiency economic or mean for the group that participated in the independent campus learning program was 1301 while for the group that did not take part in the independent campus learning program is 1289 with this fact so descriptively statistically it can be concluded that there is a difference in the average score of economic proficiency scores between the group who participated in the independent campus learning program and the group that does not follow the independent campus learning program.

Table 4
Group statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
Result	Join Freedom Learning Program	100	13.014.800	1.599.336	159.934
	Not Participating in Freedom Learning Program	100	12.890.000	1.969.720	196.972

Furthermore, to prove whether the difference is significant or not, we need to interpret the output of the independent sample test as shown in Table 5. Based on the output, it is known that the value of Sig levene's test for equity of variance is $0.022 < 0.05$ so that it is determined that there is a significant difference in the value of the economic proficiency score between the groups that follow the independent campus learning program with groups that did not participate in the independent campus learning program. This significance was also strengthened by the sig value in the t-test for equality of means which also showed a sig value below the alpha level of $0.000 < 0.05$. As the basis for decision-making in the independent sample t-test can be implied that there is a significant difference between the average economic proficiency score between the group who join

the independent campus learning program with groups that do not participate in the independent campus learning program.

Table 5
Output of Independent samples test

	Test for equality of variances		t-test for equality of means						
	F	Sig.	t	Df	Sig. 2-tailed	Mean difference	Std. error difference	95% confidence interval of the difference	
								Lower	Upper
Equal variances assumed	5.301	.022	4.919	198	.000	1.248.000	253.726	747.648	1.748.352
Equal variances not assumed			4.919	189.989	.000	1.248.000	253.726	747.519	1.748.481

Based on the average of economic proficiency scores in Table 6, it can be seen that the highest average score for groups who do not take independent learning campus program is in the test material for the 13th point, namely writing an in-class analysis this shows that the group is indeed more focused on learning in class, this is evidenced by the tendency of the group to be more prominent if doing Analysis or reports which was completed in the classroom, whereas for the lowest average score in the group that did not take the independent campus learning program was on the test material point 1, namely writing a precis and summary, this score is the same as the group that participated in the independent campus learning program.

Table 6
Resume of the differences between group

No	Items	Score	
		Group 1	Group 2
1	Writing and summarizing skills	81.12	79.47
2	Formulating discussion questions	80.76	81.12
3	Preparing exam questions/answers	81.37	80.76
4	Identifying economic concepts	81.67	81.37
5	Analyzing policy cases	81.36	81.67
6	Evaluating writing assignments	81.60	81.36
7	Composing an in-class essay	80.73	81.60
8	Identifying excellent writing	81.29	80.73
9	Analyzing the minimum wage	80.92	81.29
10	Creating a quantitative analysis	81.98	80.92
11	Understanding wage discrimination	81.28	81.98
12	Constructing a labor market analysis	80.25	81.28
13	Writing an in-class analysis	81.41	80.25
14	Evaluating student papers	81.50	81.41
15	Formulating idea papers	81.48	81.50
16	Preparing research papers/proposals	82.76	81.48

The similarity of the lowest score between the group that followed the independent campus learning program and those who did not follow the independent campus learning program showed that all respondents still experienced difficulties in writing down a precis and summary.

DISCUSSION

Based on the data processing results, it is proven that there is a significant difference in the economic proficiency score between groups that have participated in the independent campus learning program and groups that have not participated in the independent campus learning program. These results support to the research that has been conducted by Beng et al. (2021) which analyzes the impact of student research results after the implementation of the independent learning program, the same is shown in the results of this study where the highest proficiency economic score in the group that has participated in the independent campus learning program is on the criteria for the 16th test score, namely preparing research papers/proposals, which is a test that questions the extent of ability respondents in the formulation of a proposal in the research implementation plan,

These results indicate that students who have carried out the independent campus learning program have excellent readiness in an effort to carry out research activities because they are supported by their experience when they take part in the independent campus learning program which provides best field experience This is also expressed in the results of research conducted by Pratiwi et al. (2023), which stated that the implementation of independent learning has improved the ability of students. Through independent learning they learn practical things and are able to develop their abilities so that they are used to interacting with the business world and the industrial world directly in the field, of course this experience has provided very valuable input related to research phenomena.

As known in the findings that field phenomena will be the main study, in the implementation of research. While the lowest average score is on the test material which is intended to confirm the respondent's proficiency in terms of writing precis and writing summary this indicates the respondent still needs to increase his competence in writing about problems or phenomena in the form of resumes. The results of this study reaffirm previous researchers, such as Beng et al. (2021); Hardy et al. (2023); Jannati et al. (2023); Pohan and Kisman (2023); Pratiwi et al. (2023); Ramadhan (2024). Those studies are mainly related to the effectiveness of the independent learning program in increasing the scientific capacity of students and increasing student experience in interacting directly with the business world and the industrial world.

CONCLUSION

The implementation of independent campus learning program since 2020 has given color to the implementation of education, especially at universities in Indonesia, the program makes us aware that one's needs and curiosity in science does not need to be restrained, precisely with learning that is tailored to one's interests and desires, the knowledge gained will be increasing one's abilities and skills to become more meaningful for one's life in the future, the presence of the independent campus learning program has also opened up the insights of all stakeholders in the world of education through this program students are required to be more independent, creative and innovative as well as lecturers are

required to more open to change and able to devote him/herself more not only to his/her duties as a teacher but also to be able to implement the results of his research and innovations in society including in the business world and in the industrial world in order to downstream its innovations. The effect of implementing the independent learning campus program as seen from the economic proficiency score for economics students who have taken part in the program, through this research indicates that the independent learning campus program is able to make changes to students, especially in increasing students' economic skills in the field they are in.

Implication

Research discussing the economic proficiencies of students after the implementation of independent learning regulations can have several implications. This research provides practical implications, especially for higher education in terms of preparing an effective independent learning program. The results of this research can also have implications in determining the implementation policy of independent learning in Higher Education through the results of this research can be a driver for the development of a curriculum that is more relevant to the demands of the business world and the industrial world as well as policies in improving human resources, especially educator resources, because in the independent learning program not only students are expected to take part in the program but also teachers expected to contribute to off-campus activities.

Limitation and Future Direction

By considering the results of this study, there is limitations in this research, the limitation is shown in the limited sample size and generalizability, many studies may suffer from a small sample size, which can limit the generalizability of findings. Each higher education institution has its own unique characteristics, and findings from one institution may not necessarily apply to others. Moreover, if the sample is not diverse enough, it may not accurately represent the broader student population. For future directions, researchers should aim to address these limitations by conducting more comprehensive and rigorous studies: about the sample sized it suggested for Future research should strive to include larger and more diverse samples to improve the generalizability of findings across different higher education institutions and student populations. It will be important that the next researchers should consider examining a broader range of outcomes beyond just economic proficiencies, such as critical thinking skills, problem-solving abilities, and lifelong learning habits, to capture the full impact of independent learning regulations.

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