Implementing the Principles of Merdeka Belajar at the UIN Sunan Ampel Surabaya Libraries

Implementasi Prinsip Merdeka Belajar di Perpustakaan UIN Sunan Ampel Surabaya

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Abstract

Background of the study: Libraries in the modern era are not only centers of information resources, but also centers of activity and interaction. The level of visits to the library creates a gathering of students who have the potential to carry out activities with library initiation and coordination.

Purpose: The aim of the study is to determine strategies for implementing the principle of independent learning in the UINSA Library.

Method: The method used is qualitative descriptive using observation and documentation techniques

Findings: The results of the study are that the UINSA library is able to provide various kinds of collections, services and literacy activities as an effort to implement the general skills formula for undergraduate programs as stated in the Attachment to Ministry of Education and Culture Regulation Number 3 of 2020, which consists of 9 points. These include print and digital collection services, literacy activities, internships and training.

Conclusion: By optimally utilizing the library, UIN Sunan Ampel Surabaya graduates can truly realize their vision as an Islamic University that is Superior and Competitive at International Standards. UINSA graduates or undergraduates have abilities and skills according to the fields of work that exist in every level of society. So, UINSA graduates are able to compete with graduates from other campuses with the competencies they acquired during their studies.

Keywords: freedom to learn; competence; knowledge and skills

Abstract in Indonesia

Background of the study: *Perpustakaan di era modern bukan hanya sebagai pusat sumber informasi saja, tetapi juga pusat beraktifitas dan berinteraksi.tingkat kunjungan di perpustakaan menjadikan berkumpulnya mahasiswa yang berpotensi untuk berkegiatan dengan inisiasi dan koordinasi perpustakaan.*

Purpose: *Tujuan kajian adalah untuk mengetahui strategi implementasi prinsip merdeka belajar di Perpustakaan UINSA.*

Method: *Metode yang digunakan adalah deskripstif kualitatif dengan menggunakan teknik observasi dan dokumentasi.*

Findings: *Hasil kajian adalah, perpustakaan UINSA mampu menyediakan berbagai macam koleksi, layanan, dan kegiatan literasi sebagai upaya implementasi rumusan ketrampilan umum program sarjana yang tertuang pada Lampiran Permendikbud Nomor 3 Tahun 2020 yang berjumlah 9 butir. Diantaranya yakni, melalui layanan koleksi cetak dan digital, kegiatan literasi, magang, dan pelatihan.*

Conclusion: *Dengan memanfaatkan perpustakaan secara optimal, lulusan UIN Sunan Ampel Surabaya dapat benar-benar mewujudkan visinya sebagai Universitas Islam yang Unggul dan Berdaya Saing Berstandar Internasional. Lulusan atau sarjana UINSA memiliki kemampuan dan keterampilan sesuai dengan bidang pekerjaan yang ada di setiap lapisan masyarakat. Sehingga, lulusan UINSA mampu bersaing dengan lulusan*

dari kampus lain dengan kompetensi yang mereka peroleh selama kuliah.
Kata Kunci: *merdeka belajar; kompetensi; pengetahuan dan ketrampilan*

Introduction

The function of education according to the Republic of Indonesia Law of 2023 is the development of abilities, formation of character, and strengthening of a dignified national civilization in order to make the nation's life more intelligent. On the other hand, the aim of education is to develop the potential of students to become human beings who believe in and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. More specifically, Islamic education is a process of transformation and internalization of knowledge and Islamic values in order to create perfect individuals to live independently and usefully in society in an effort to carry out Allah's commands as caliph in the world. (Purwati, 2016, p. 87)

One strategy that must be implemented so that educational goals are achieved is through implementing a curriculum that meets needs. Because the curriculum includes a main position in the entire learning process in educational institutions. The curriculum is identical to the subject or field of study. In fact, the curriculum is very important because it has a composition ranging from planning, process, evaluation, to development in learning. (Lazwardi, 2017 ; Dhomiri et al., 2023) .

The Merdeka Belajar Kampus Merdeka Curriculum (MBKM) is an option in realizing educational goals in Indonesia. Implemented starting from the 2022/2023 Academic Year (TA) as a replacement for the 2013 Curriculum (Kurtilas), the Merdeka Curriculum gives students the freedom to choose courses according to their wishes. So that students can explore their talents and interests during their studies. (Qiptiah, 2023)

The concept of independent learning provides innovation opportunities for educational institutions to give students the freedom to be able to develop according to their potential. Freedom to learn is defined as the freedom to innovate and create independently, both on the part of teachers and students. (Sherly et al., 2021, p. 184) . Innovation and creation can take the form of internships, mentoring, research, *entrepreneurship activities,* or comparative studies which aim to provide teacher and student skills in terms of theory and practice directly. (Sudaryanto et al., 2020, p. 89) . Thus, it is hoped that students will have competencies appropriate to their field of work when they graduate. (Hafidz, 2021)

One support for achieving educational goals is the availability of libraries according to applicable standards. (Supriyatno, 2020, p. 88) Through the availability of collections, services and infrastructure, the library functions as a center for education, research, preservation, information and recreation for every element in the educational institution. The library is one of the institutions that is expected to be able to have a real impact on achieving educational goals in making the nation's life intelligent through the various *resources* it has, as a center for learning, development of science and technology, culture and civilization for society and the nation. (Masriastri, 2018, p. 72) Ultimately, libraries will become centers of community activity and creativity in supporting the achievement of the principle of independent learning. (Ali, 2018, p. 5)

The UIN Sunan Ampel Surabaya Library has the same goal of supporting the achievement of the educational goals of the parent institution, namely UIN Sunan Ampel (UINSA) Surabaya. The support provided is through the provision of print and non-print collections, various services as a means of supporting the use of the library as a center for providing information and references, various facilities, and various literacy activities for the UINSA academic community and the community. (*Library Services*, nd) This effort has produced results in the form of achieving A accreditation since 2015 and ISO 9001:2015 certification since 2021.

The UINSA Library provides no less than seven services in various corners. Starting

from General, Reference, Final Assignment, Collections and Series, Repository, *E-Book,* to *E-Journal*. Meanwhile, the Corner collection consists of Gusdur, Santri Sunan Ampel, Gender and Inclusion, *Language, Indonesian Islamic,* Bank Indonesia, *Kids*, and Gubug Wayang. Apart from that, the library is also an internship destination for pupils, students and employees in terms of managing the library properly and correctly according to the rules.

Challenges in implementing the principle of independent learning of course remain. The library always provides equal opportunities to increase employee competency, increase promotional intensity, provide collections of various types on a regular basis every year, and service innovation to increase library utilization.

It is hoped that the various efforts made by this library will be a means of achieving the principle of independent learning at UIN Sunan Ampel Surabaya in accordance with government standards. So that it is able to support the achievement of educational goals at UINSA and equip graduates with knowledge and skills to be ready for work fields according to their scientific choice.

Based on the background above, the author is interested in conducting a study on implementing the principle of independent learning at the UIN Sunan Ampel Library, Surabaya. It is hoped that the results of the study will contribute knowledge to the community and also literacy activists in optimizing the function of the library as a center for information and creative resources.

Method

This research was conducted to determine *the best practices* carried out by the UIN Sunan Ampel Surabaya Library in an effort to implement the principle of independent learning. Implementation indicators are based on the formulation of general skills for undergraduate programs contained in the Attachment to Minister of Education and Culture Regulation Number 3 of 2020, numbering 9 (nine).

The nine formulations are 1) the ability to think logically, critically, systematically and innovatively 2) perform independently, with quality, measurably 3) develop science and technology using humanities principles based on scientific rules, procedures and ethics 4) prepare a final assignment and publish it in the repository 5) have the ability to make appropriate decisions 6) the ability to build networks 7) be responsible 8) the ability to carry out assessments independently of yourself and your team and 9) have integrity in the production of intellectual work.

The research method uses descriptive quality, namely collecting data through observation and documentation to understand and analyze the symptoms that occur to be put into words. (Moloeng, 2010) Implementation analysis uses reduction, data presentation, and drawing conclusions. The implementation strategy was also analyzed using SWOT (*strengths, weaknesses, opportunities, and threats*) to determine the current conditions in the UIN Sunan Ampel Surabaya library.

The following is the flow of implementation of the principle of independent learning at the UIN Sunan Ampel Surabaya Library:
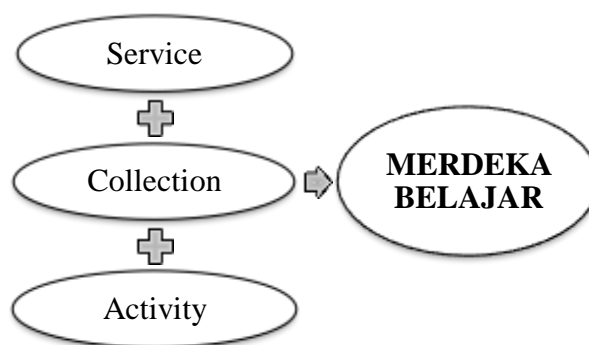
Chart 1. Flow of Implementation of Merdeka Belajar in the UINSA Library

Results and Discussion

The essence of Merdeka Belajar Kampus Merdeka (MBKM) is *student center learning* or student-centered learning. Students have independence in searching for and obtaining sources of information both theoretically and practically. So, through MBKM, it is hoped that college graduates will be ready to compete in the world of work. (Ministry of Education and Culture web manager, 2022)

One effort to achieve the principle of merdeka belajar is by implementing the National Higher Education Standards which are written through the formulation of general skills for undergraduate programs in the attachment to Minister of Education and Culture Regulation Number 3 of 2020 as follows: (Bakrie, 2020)
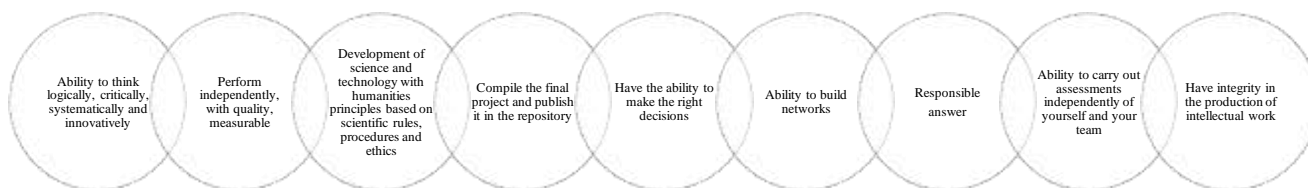

Chart 2. 9 Formulations of General Skills for Undergraduate Programs
in the Attachment to Minister of Education and Culture Regulation Number 3 of 2020

The library, with the resources it has, strives to fulfill every general skills formulation listed in the Attachment to Minister of Education and Culture Regulation Number 3 of 2020.

Implementation of the Merdeka Belajar in the UIN Sunan Ampel Surabaya Library

Libraries are part of achieving the educational goals of the parent institution, including UIN Sunan Ampel Surabaya. The following is the library's strategy for implementing the merdeka belajar based on nine (9) general skills formulations listed in the Attachment to Minister of Education and Culture Regulation Number 3 of 2020:

1. Ability to Think Logically, Critically, Systemically and Innovatively

The library, through its existing collections and services, strives to stimulate students' critical and systematic thinking skills at UIN Sunan Ampel Surabaya. Through various types and variations of collections, the library hopes that students will be able to explore their own potential to become better.

The following is the availability of collections, both print and digital, which can be utilized by the UINSA academic community as a means of improving logical, critical and systematic thinking patterns:

Table 1. Recapitulation of UINSA Library Collections up to. December 2023

NO.	TYPE OF COLLECTION	AMOUNT	UNIT
1	Repositories	2,886	Title

2	Digilib	35,113	Title
3	Springer Link E-Books	3,319	Title
4	E-Book Proquest	133	Title
5	EBSCO E-Books	298	Title
6	Cambridge Core E-Journal	446/ 540,428	Title/Article
7	Springer Link E-Journal	3,032/ 5,390,803	Title/Article
8	Wiley	52	Title
9	Taylor & Francis	28	Title
10	UINSA Kubuku	3,466/ 8,243	Title/Copy
11	Titik Baca Kubuku	1,410	Title/Copy

Source: UINSA Library Documents

The provision of services and collections at the UINSA Library is solely for achieving educational goals at the parent organization, namely the university. In accordance with UINSA's vision, namely to become a Superior and Competitive Islamic University of International Standard. Education basically aims to increase students' critical thinking power. This also includes students' creativity and imagination in solving problems. Students' critical and creative thinking can be grown through the intake of selected information. The number and variety of information sources accessed by students will be directly proportional to the student's critical and creative abilities. (Mulyaningsih et al., 2024 ; F. Amalia & Kustijono, 2017)

2. **Perform Independently, Quality and Measurably**
   Students can search independently for the sources of information they need through the collections and infrastructure in the library. *Online Public Access Catalog* (OPAC) is available via the link *http://catalog.uinsa.ac.id* for browsing print collections and *http://digilib.uinsa.ac.id* and *http ://repository.uinsa.ac.id* for digital collections.
   other quality reference sources in the form of subscription *e-resources* by embedding links in the *e-book* and *e-journal menu* on the website *https://uinsa.ac.id/perpustakaan.* Among them are Springer Link, Wiley, Taylor and Francis, Cambridge Core, Proquest, Ebsco, and Kubuku UINSA.
   e-resources are often chosen and used as citation material by UINSA academics in completing academic assignments, as follows:

Table 2. *Usage E-resources Springer Link subscribed to by UINSA*

Year	**Articles investigated**	Articles viewed
2023	30,628	27,373
2022	7,126	4,620
2021	2,621	1,771

Source: UINSA Springer Link Admin

The results of the recapitulation *of e-resources usage* above are an indicator of students' right choices in maintaining the quality of the intellectual work they produce. Students realize that the quality of the scientific papers they produce depends greatly on the accuracy of selecting quality *e-resources* . (Risparyanto, 2023)

3. **Development of Science and Technology with Humanities Principles Based on Scientific Rules, Procedures and Ethics**
   The library subscribes to quality *e-resources* from various well-known platforms, both

national and international. Among them are Springer Link, Taylor and Francis, Wiley, Cambridge Core, Proquest, Ebsco, and Kubuku UINSA. All platform links can be accessed via the main library website *https://uinsa.ac.id/perpustakaan*. Another indicator of fulfilling this third formula is subscribing to the Turnitin anti-plagiarism checker software. So, students are not only able to access *e-resources* but can also measure the level of quality of intellectual work through Turnitin. So that good and correct writing ethics can be maintained.

Senayan Library Management System (SLiMS) software for library automation and Eprint as collection digitization software is a real implementation of information technology-based libraries at UINSA. Through the use of IT, service utilization becomes easier and increases both in quality and quantity. (H. Amalia et al., 2020)

4. Compile Final Assignment and Publish in Repository

The library provides a portal for the publication of student final assignments and lecturers' intellectual works at *http://digilib.uinsa.ac.id* and *http ://repository.uinsa.ac.id*. Every student is required to independently upload their final assignment to *http:// digilib.uinsa.ac.id* before attending graduation or taking their diploma. The final assignment independent upload procedure can be accessed via the link *http://digilib.uinsa.ac.id/2756/*.

Through scientific work, students are able to systematically express their thoughts and ideas which can then be published for many people to read. Writing and publishing scientific papers for students is also a source of pride as an *agent of change* in society. (Hafizd, 2022)

5. Have the Right Decision Making Ability

The library provides various types of information literacy services for students, such as *User Education Service* (UES), Electronic Resources Guidance, Turnitin, Mendeley, and Zotero (Bestie Timez), and internships. Other activities are training on independent uploading of final assignments, procedures for utilizing *e-resources*, training on the use of reference management, and bibliometrics.

The library gives students the freedom to choose literacy activities according to their needs in completing academic assignments. These various types of literacy choices aim to increase students' knowledge and skills so they are able to compete in the free market. (Faizal & Rosmadi, 2018) In this way, students are familiarized from an early age with choosing and making the right decisions in solving life's problems.

6. Ability to Build Networks

The UIN Sunan Ampel Surabaya Library provides a variety of corner collection services with unique and attractive designs. including providing a lesehan table, grass carpet, lazy pillows, and books with subjects according to the corner's name. This service can be used as a reading room, refreshment during lecture breaks, discussions, or other places for interaction.

The following are some of the conditions of the Corner collection service room at the UIN Sunan Ampel Surabaya Library:

Figure 1. UINSA Library Corner Collection Service Room

Other library strategies in an effort to provide networking experiences for students include internship opportunities (Desi, 2024) and collaborative activities with the Study Program Student Association (HMP) and the Student Activity Unit (UKM). (Admin, 2024a ; Admin, 2024b)

7. Responsible

All UINSA students who have completed the lecture process are required to upload independently on the portal *http://digilib.uinsa.ac.id. The procedures that must be carried out are creating an account,* uploading independently, *verifying*, and issuing a loan-free letter. All stages must be carried out based on the student's data, such as full name, Student Identification Number (NIM), Study Program (Prodi). This is a form of student responsibility for two things, namely the obligation to upload independently and the use of personal identity and not someone else's. (Rodliyah et al., 2023)

8. Ability to Carry Out Assessments Independently of Yourself and Your Team

Internships are one of the activities that can be used as an independent assessment for yourself and your team. Through internships, students will gain and improve competencies so they can compete in society when they graduate from college. (Lie & Darmasetiawan, 2018) Thus, participation in internships needs to be carried out by every student who wishes to have competency. The characteristic of competence is someone who is able to do and complete every task given because they are knowledgeable, skilled and experienced in their field. (Supriyanto & Luailik, 2022)

The UIN Sunan Ampel Surabaya Library organizes various types of internships, both internal and external. Through internship participation in the UINSA library, students can carry out self and team assessments. Internship activities require students to be involved in various interactions, both between participants, with employees, and users of the benefits/services of the internship location. Thus, self-commitment, obedience, maturity, mastery of the work area, setting targets, and strategies for completing the workload are indicators of the competence possessed. (Wijayanto et al., 2011)

The following is a recapitulation of the types and number of interns at the UINSA library:

Table 3. Types and number of UINSA Library Internship Participants

INTERNSHIP PERIOD	NUMBER OF PARTICIPANTS	ORIGIN OF THE INSTANCE	TYPES OF INTERNSHIP
Nov. 2022 - Jan. 2023	7	UINSA	Sahabat Literasi #4
Feb. – Apr. 2023	8	UINSA	Sahabat Literasi #5
May. – Oct. 2023	8	UINSA	Sahabat Literasi #6
Jun. 19 – Aug. 18 2023	4	D3 Unair Surabaya	Internship
Jul. 3 – Aug. 12 2023	5	UINSATU Tulungagung	PPL

Jul. 24 th. Oct. 24 2023	1	FST UINSA	IT And Digitalization Processing
Oct. 2 – Nov. 17 2023	5	FTK UINSA	
Oct. 2 – Dec. 1 2023	2	UIN SUKA Yogyakarta	PPL
6 to 24 Nov. 2023	2	Leading Integrated Vocational School in Surabaya	Library Management Internship
18 – 29 Dec. 2023	3	Ahlus Shafa wal Wafa Islamic Boarding School, Sidoarjo	Library Management Internship

Source: UINSA Library Documents

9. Having Integrity in the Production of Intellectual Works

Complementing the availability of *e-resources*, libraries also subscribe to Turnitin anti-plagiarism software. This software functions to detect early the occurrence of plagiarism practices carried out by authors in the preparation of scientific work. By subscribing to anti-plagiarism software, you can anticipate the practice of plagiarism and at the same time improve the quality of scientific writing produced by the academic community at UIN Sunan Ampel Surabaya. This effort is carried out by the library so that the originality and quality of scientific work produced by the UINSA academic community is maintained properly in accordance with applicable regulations. (Agussalim & Handayani, 2023)

The nine strategies for implementing general skills formulations for students carried out by the UIN Sunan Ampel Library are solely aimed at supporting the achievement of learning objectives in the parent organization. Participation in this implementation is expected to have an impact on increasing students' knowledge, insight and skills as well as being able to compete in society, especially in the world of work when they graduate and become graduates.

Analysis of the Implementation of the Independent Learning Principles in the UIN Sunan Ampel Surabaya Library Based on SWOT

The UIN Sunan Ampel (UINSA) Surabaya Library makes its resources, namely services, collections and activities available as a means of achieving the principle of independent learning at UINSA. The following is an analysis of the implementation of the principle of independent learning in the UINSA Library using SWOT analysis:

Table 4. SWOT Analysis of Implementation of the Merdeka Belajar at UINSA

ELEMENT	INFORMATION
Strengths	University support takes the form of a regular budget every year, both in procurement, subscriptions and activities. The addition of collections in various types, such as local print, imported print, *e-books, e-journals* is a means of improving library quality. Including budget for activities such as increasing the competency of functional staff in preparing scientific papers, library school, preparing and reviewing service modules. In this way, the quality and quantity of the types and number of collections available can be maintained.
Weaknesses	There are 17 librarians from various levels of positions, ranging from ketrampilan (3 people) and keahlian (14 people). Thus, the competence of

	UINSA librarians is considered uneven, so that some services for librarians can only be provided by certain librarians, such as *Reference Management Training* and *Systematic Literature Review.*
Opportunities	Additional service hours outside working days, namely Saturdays from 08.00 to 16.00 WIB. Thus, people who cannot visit from Monday to Friday still have the opportunity to access quality information as well as activities in the library on Saturday. Another opportunity is achieving national and international standards in the form of Accreditation A since 2015 and ISO 9001:2015 in 2021 which must always be maintained.
Threats	The digitalization era, which is characterized by easy access to information sources for the public through digital media, is a real threat. This includes the use of *artificial intelligence* in completing academic assignments. The solution is, intensive promotion of library resources and digital literacy training is needed.

Conclusion

The conclusion in this study is that the achievement of the nine general skill formulations for undergraduate programs as stated in the Attachment to Minister of Education and Culture Regulation Number 3 of 2020 at UIN Sunan Ampel Surabaya includes the provision of services, collections and activities by the library. Through existing resources, the library is not only a central source of information for the academic community, but also a place for activities and development of student interests and talents. Among them are technology and information-based services, collections in various types and titles, and information literacy activities and internships according to student needs.

By optimally utilizing the library, UIN Sunan Ampel Surabaya graduates can truly realize their vision as an Islamic University that is Superior and Competitive at International Standards. UINSA graduates or undergraduates have abilities and skills according to the fields of work that exist in every level of society. So, UINSA graduates are able to compete with graduates from other campuses with the competencies they acquired during their studies.

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