

Leadership Style, Lecturer Motivation, and The Pentahelix Model in Supporting the Implementation of the Merdeka Belajar Kampus Merdeka Curriculum (Study at Universitas Muhammadiyah Sidoarjo)

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Abstract. *The purpose of the study was to determine the role of leadership style, lecturer motivation, and the pentahelix model in supporting the implementation of the Merdeka Belajar Kampus Merdeka Curriculum at Universitas Muhammadiyah Sidoarjo. The research falls into the category of qualitative research with an interpretive paradigm, and uses several data collection techniques, including interviews, observation, and documentation. The results of the study show that leadership style, lecturer motivation, and the pentahelix model play a role in the implementation of MBKM at Universitas Muhammadiyah Sidoarjo. The 'TORSIE' paradigm and transformational leadership style bring Universitas Muhammadiyah Sidoarjo towards dynamic and quality education. The motivation of the lecturers is primarily in the context of self-development, making MBKM not just learning outside the Study Program, but internalizing MBKM to the creation of collaborative, innovative and participatory classes. The pentahelix model, integration between the Government, academics, business, media, and community, as a manifestation of collaboration and synergy between Universitas Muhammadiyah Sidoarjo and other institutions completes it all. In the scientific field, it is hoped that the results of this study will be used as a reference for further research.*

Keywords: *Leadership Style, Lecturer Motivation, Pentahelix Model, MBKM Implementation*

Introduction

The socio-economic progress of the nation is one of them influenced by the achievement of superior Human Resources. The realization of quality education (Townsend & Butterworth, 1992) is the mission of University which is a means to produce reliable and competitive manpower. Graduate competencies (both hard skills and soft skills) must be relevant to the needs of the dynamic world of work (Abdullah, 2022), (Setyawan, 2022), (Widyastuti, 2022). Digital transformation can no longer be stopped forcing the industry to demand labor skills that suit their needs. This is in line with what was conveyed by (Zain, Rawi, Andjar, & Balok, 2022) that the importance of Human Resource management is a positive impact due to the very rapid development of science and technology. Implementation of the Merdeka Belajar Kampus Merdeka curriculum is one of the steps that is expected to be the answer (Widyastuti, 2022), (Fridiyanto, 2022). The principle of independent learning is expected to accelerate the process of education reform in Indonesia, how to create an education system that is responsive to the times, adaptive, and innovative.

In order to achieve the goal, it is important for University to optimize the operational function of Human Resource Management, namely integration. This function is very complex

and difficult to implement. Uniting many heads to achieve organizational goals is certainly not easy (Supomo & Nurhayati, 2019). The integration approach should be based on the assumption that humans are assets that play a role in the progress of the organization, not just as a factor of production that can be used arbitrarily. Two important components in integration are leadership style and motivation. Leaders play an important role in realizing the success of an organization. The achievement of organizational goals depends on its leaders (Arafah & Bahri, 2020), (Wahjosumidjo, 2011). Leadership style is a set of behaviors used by a leader in impacting the behavior of others (Sinambela, Cibro, & Lubis, 2022). Research on leadership has been done a lot. One of them by Fuchrudi in (Jaya, 2022) shows that leadership style has a significant effect on employee performance. In University, lecturer motivation and performance have connectivity with leadership style. Being able to transfer positive energy, motivate progress, and continue to develop is an ability that must be possessed by an organizational leader (Davis & Nestrom, 1985).

The spearhead of the Higher Education transformation is the lecturers. Lecturers as the main component. Motivators in learning, spur learning activities (Rosi, 2022). The essence of freedom of thought starts from the lecturer. Lecturers as part of human resources (Human Capital which is an element of Intellectual Capital in Higher Education) should continue to strive to improve their competence. The integration of the three Higher Education Tridharma points, namely teaching, research and community service will strengthen the contribution of lecturers as agents of change and movers of education. In carrying out their duties and responsibilities, lecturer motivation will support the achievement of Higher Education goals. As in research conducted by (Ali, Rawi, Wijastuti, & Rimar, 2022) it shows that work motivation has a positive and significant effect on lecturer performance.

A successful collaboration cannot be separated from the role of stakeholders. The pentahelix model is a reference in developing synergy between related agencies in optimal support in order to achieve goals (Soemaryani, 2016). The pentahelix concept in which the Government, academics, business, the media, and community unite to coordinate and commit to support the implementation of the Merdeka Belajar Kampus Merdeka curriculum (Krisnanik, Saphira, & Indriana, 2021). The pentahelix is an evolving concept from the triplehelix. Several theories of higher education management such as The triplehelix model (Dzisah & Etkowitz, 2008) have formulated a model of mutual relations between Higher Education as a center for developing human competence, industry as a user of Human Resources, and the government as a policy maker that regulates the roles of the other two parties (Rosmiati, Putra, & Nasori, 2021).

Research related to the Merdeka Belajar Kampus Merdeka (MBKM) curriculum has not been carried out too much because this curriculum begin at 2020. Based on research conducted by researchers, in general, there are several types of research methods carried out. The first is a

quantitative research that is descriptive in nature, using survey methods such as those conducted by (Suzuda & Kisman, 2022), (Laga, Nona, Langga, & Jamu, 2022), (Sintiawati, Fajarwati, Mulyanto, Muttaqien, & Suherman, 2022), (Meke, Astro, & Daud, 2022), (Triatri, et al., 2022). The majority of the results of this study indicate that respondents gave a positive response to the Merdeka Belajar Kampus Merdeka (MBKM) program. Second, qualitative research in the form of literature studies has been carried out by (Priatmoko & Dzakiyyah, 2020), (Sopiansyah, Masruroh, Yuliati, Zaqiah, & Erihadiana, 2022), (Baharuddin, 2021), (Cahdriyana & Ricardho, 2021). Then there is also qualitative research which is descriptive in nature using direct observation methods, interviews, and focus group discussions, among others carried out by (Fuadi), (Nehe, 2021), (Nasrulhaq, et al., 2022). In addition to qualitative and quantitative research, there is also a combined study of the two, (Yanuarsari, Romansyah, Latifah, Wahidin, & Muchtar, 2022) conducting research at three private universities in West Java to examine leadership in the MBKM era.

Most of the previous studies related to MBKM were descriptive in nature describing the implementation of MBKM, as well as research conducted by (Krisnanik, Saphira, & Indriana, 2021) only identified the pentahelix element but did not yet know the role of this element in supporting MBKM implementation. In this study, the role of each element in the pentahelix model will be explained while adding two other variables, namely the leadership style and motivation of the lecturers who are thought to have played a role in the implementation of the Merdeka Belajar Kampus Merdeka Curriculum.

The purpose of this research is to analyze the role of leadership style, lecturer motivation, and the pentahelix model in supporting the implementation of the Merdeka Belajar Kampus Merdeka Curriculum. This research was conducted at Universitas Muhammadiyah Sidoarjo which has implemented the Merdeka Belajar Kampus Merdeka curriculum and entered into the ranks of League-2 Higher Education in the Kampus Merdeka Competition and recently succeeded in obtaining a 2022 Kampus Merdeka Competition Program (PKKM) grant from the Ministry of Education and Culture Research and Technology and was ranked tenth in Higher Education Muhammadiyah in Indonesia. By knowing the role of leadership style, lecturer motivation, and the pentahelix model for the implementation of the Merdeka Belajar Kampus Merdeka Curriculum, Universitas Muhammadiyah Sidoarjo will better understand which parts still need attention and development so that they will be more optimal role in the future. Meanwhile, in the scientific field, it is hoped that the results of this study will be used as a reference for further research.

Research Methods

The research conducted falls into the category of qualitative research (Hermawan &

Amirullah, 2016) because the process is based on natural facts, descriptive data, uses researchers as key instruments, does not use statistical analysis. The paradigm used is interpretative. The choice of this paradigm is due to the many interpretations that will be carried out by researchers based on the results of interviews with key informants and will explain the phenomena that occur (Strauss & Corbin, 2003). The use of this type of qualitative research is said to be very appropriate because the data obtained is descriptive data in the form of opinions, interview results, and observations of research objects (Hermawan & Amirullah, 2016). This is in line with research conducted by (Nelson, 2007).

The focus of the research is to find out the implementation of the Merdeka Belajar Kampus Merdeka Curriculum and the factors that play a role in supporting the implementation of the curriculum. While the unit of analysis in this research is the opinion of key informants and researchers regarding the role of leadership style, lecturer motivation, and the pentahelix model in supporting the implementation of Merdeka Belajar Kampus Merdeka Curriculum. The use of this unit of analysis is in accordance with the opinion (Hermawan & Amirullah, 2016) which states that the unit of analysis makes it easier for researchers to relate to the subject being studied.

The research was conducted at Universitas Muhammadiyah Sidoarjo which is one of the universities that has implemented the Merdeka Belajar Kampus Merdeka curriculum and is ranked third in East Java Muhammadiyah Universities under Universitas Muhammadiyah Malang, and Universitas Muhammadiyah Gresik. The selection of Universitas Muhammadiyah Sidoarjo among the three best PTMAs in East Java was adjusted to the researcher's domicile and in order to simplify the data collection process.

The data obtained are research data derived from interviews, observations, and documentation data obtained from literature and internet studies. Data from research results in the field is called primary data, while documentation data is called secondary data (Sugiyono, 2020). Qualitative research has more to do with meaningful qualitative data, because researchers must be able to interpret research results and provide meaning behind the results of data collection.

This study used several data collection techniques, including interviews, observation, documentation (Hermawan & Amirullah, 2016). In qualitative research, interviews are a technique that can be said to be important and strategic. In this case, interviews were conducted with all predetermined key informants using semi-structured interviews. The second data collection technique is by observation, the researcher comes to observe directly what is the object of research. This technique is very well used with other data collection techniques such as interviews with documentation so that it can directly confirm the results of the interview (Hermawan & Amirullah, 2016). In this study the observation was carried out openly. The

researcher conveys openly related to the intention of conducting observations of research objects (Sugiyono, 2020). Documentation is the result of the documenting process (Hermawan & Amirullah, 2016). Documentation is done by taking relevant data and a number of literature from libraries and the internet. The scientific journals used as references are obtained from various journal search applications and the priority is journals published in the last five years so that the information obtained is current. However, it is possible that there will be sources obtained from journals/articles from more than that year if they are still considered relevant to the current situation.

Key informants in this study included the Rector, Deputy Rector 1, Academic Directorate, Head of Accounting Study Program, Kampus Merdeka Ambassadors, MBKM Field Adviser Lecturer, and Kampus Merdeka Partners at Universitas Muhammadiyah Sidoarjo. Determination of informants was carried out using the judgment and snowball methods (Hermawan & Amirullah, 2016). In the judgment approach, researchers select key informants who are expected to help answer research objectives appropriately. This approach was then combined with the snowball technique, where after interviewing the first key informant, the researcher was given a recommendation to interview the next one. This is done continuously until the data is saturated. The snowball approach that been chosen is the discriminative exponential method, meaning that not all recommended parties become key informants.

In this study, data validity was tested in the form of confirmability tests, dependability tests, transferability tests, and credibility tests. The confirmability test is a data validity test related to neutral aspects (Sugiyono, 2020). The application of this test is by looking at the views of other researchers on research reports that have been done before. It is hoped that the research results will be more objective. Furthermore, testing the consistency aspect of the research (dependability), whether other researchers can replicate the research process, so that it is said that research that has been audited by others is good qualitative research (Hermawan & Amirullah, 2016). Then the transferability test the validity of the data with regard to how the results of qualitative research are applied to different situations. Ease of understanding reports will affect the transferability aspects of qualitative research. Therefore in this study reports are made in detail, clear, systematic, and reliable (Hermawan, 2012). And the last is the credibility test aims to examine aspects of the value of truth / degree of trust, data accuracy in qualitative research. The credibility test is carried out by triangulating methods and sources, using reference materials, extending observations, and increasing persistence (Hermawan & Amirullah, 2016).

Table 1. Data Validity Testing

Aspect	Validity Test	Implementation
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Value of Truth	Credibility Test	Triangulation of methods and sources, using reference materials, extending observations, and increasing persistence
Implementation	Transferability Test	The research report is made in detail, clearly and systematically
Consistency	Dependability Test	Researchers are not just 1 person
Neutrality	Confirmability Test	There is a process of testing research results

Source : (Sugiyono, 2020), Research Methods, processed

The process of data analysis in qualitative research is carried out during data collection as stated in (Miles & Huberman, 1984). There are four steps carried out, starting with data collection, where at this stage all data is entered as it is according to the results of data collection. The data collection process must follow the guidelines previously made, based on research objectives, supporting theories, and taking into account previous research. Researchers are said to be human instruments, having a significant function in qualitative research, starting from setting the research focus, collecting data, appraising the quality of the data that has been obtained, analyzing data, how to interpret data, and draw conclusions (Sugiyono, 2020). Researchers in conducting interviews with key informants must have sensitivity, so as to be able to provide appropriate feedback. Researchers must be able to think comprehensively and adaptively during this process. Then, in the data collection process simultaneously a credibility test was also carried out using the triangulation technique. In this case, source triangulation where interviews were conducted with more than one key informant for the same subject. The results of subsequent interviews must be cross-checked with documentary data, supporting theories, or by asking for responses from other researchers. In this way the data obtained can have a high level of validity.

The second step is data reduction. In line with the data collection process, the data reduction step was also carried out during the research by means of data selection. Data related to the research focus is stored, while data that is not related will be reduced or discarded. Data with similar concepts are assigned the same code. This is what is called the coding process. Statements of key informants that deviate from the research theme can be reduced. In order to fulfill the data adequacy aspect, if necessary, researchers can return to the field to collect data. Then enter the third stage (data display) where the reduced data will be displayed in the display matrix of research results, one of which is the transcript of the interview results. The final stage is the time when the researcher draws conclusions. This conclusion must be able to answer what is the purpose of the research.

Table 2. The Same Concept or Pattern Results of the Coding Process

Coding	Theme or Concept
A	The Role of Leadership Style in MBKM Implementation
B	The Role of Lecturer Motivation in MBKM Implementation
C	The Role of The Pentahelix Model in MBKM Implementation
C.1	The Role of Government in MBKM Implementation
C.2	The Role of Academics in MBKM Implementation
C.3	The Role of Business in MBKM Implementation
C.4	The Role of Media in MBKM Implementation
C.5	The Role of Community in MBKM Implementation

Source : Coding Result and Data Reduction

Results and Discussion

Universitas Muhammadiyah Sidoarjo (Umsida) is one of the private tertiary institutions that is included in the TOP 20 best PTN / PTS in East Java with Institution B accreditation status, according to the BAN-PT Decree (April 2020). Umsida was established in 2000, consisting of 5 faculties, namely the Faculty of Islamic Religion, Faculty of Business, Law and Social Sciences; Faculty of Science and Technology; Faculty of Psychology and Educational Sciences; The Faculty of Health Sciences, which has a total of 30 Study Programs and has 3 campuses spread across Sidoarjo City. In terms of research, Umsida is included in the Main Cluster Higher Education category.

Implementation refers to tangible output, where the process involves many parties, implementing what is made by policy makers based on program objectives and desired results (Sintiawati, Fajarwati, Mulyanto, Muttaqien, & Suherman, 2022). Merdeka Belajar Kampus Merdeka (MBKM) is a policy released by the Government, in this case the Ministry of Education and Culture, Research and Technology as a follow-up design of implementing a curriculum based on the Indonesian National Qualifications Framework (KKNI). MBKM implementation in tertiary institutions makes education a learning journey which is expected to produce flexible, adaptive, and creative learner outputs. Merdeka Belajar makes Higher Education a spring for industry, community, and nation building. How not to be left behind and be able to compete is one of the MBKM emphasis, namely innovation. MBKM is also a means of achieving Higher Education Key Performance Indicators (IKU).

By paying attention to the socialization provided by the Ministry of Education and Culture in open forums which are then uploaded on its YouTube channel, Merdeka Belajar Kampus Merdeka has four main policies, namely ease in opening new study programs, simplifying the Higher Education accreditation system, simplifying the requirements for State Universities to become Universities with a legal entity, and the right to study 3 semesters outside

the study program. As happened at UMY, the implementation of the MBKM program at Umsida is also still focused on providing learning opportunities outside the study program/PT for students (Riyadi, Harimurti, & Ikhsan, 2022). There are two groups of the Kampus Merdeka Program at Umsida, first the MBKM Flagship which is held at the national level openly (can be accessed by students all over Indonesia with the condition that they have registered at the DIKTI Database, funded by the Ministry of Education and Culture and Research and Technology and other Ministries. In addition there is also an Internal MBKM, organized by Umsida itself.

Table 3. MBKM Flagship DIKTI Program

MBKM Flagship DIKTI	Number of Umsida Students and Lecturers Involved
Permata Sakti Program	26 students came from 4 Study Programs, 2 Faculties
Kampus Mengajar Batch 1 of 2021	14 students came from 5 Study Programs, 2 Faculties; 3 DPLs come from 3 Study Programs, 2 Faculties
Kampus Mengajar Batch 2 of 2021	87 students came from 6 Study Programs and 2 Faculties; 5 DPLs come from 4 Study Programs, 3 Faculties
Independent Student Exchange (PMM) 2021	52 inbound students from 30 Universities / PT
KSK MBKM Program	9 Study Programs received assistance in Curriculum Collaboration and MBKM Implementation
CoE MBKM Program	Psychology and Communication Study Program
PMMB BUMN Batch 2	8 students
Certified Industrial Internship & Independent Study (MSIB) Program	2 students passed the MBKM BRIN program
Bangkit DIKTI Program 2021	4 students come from 1 Study Program and 4 DPL
ISS PKKM Program 2021	2 Study Programs (Mechanical Engineering and Psychology)
Pejuang Muda Kampus Merdeka Program	12 students came from 6 Study Programs
Kampus Mengajar Batch 3	154 students came from 9 Study Programs
MSIB Program Batch 2	26 students came from 7 Study Programs

International Credit Transfer (ICT) Program	15 students came from study programs (PAI and PBA)
PMM Batch 2 of 2022	Sending 28 students from 11 Study Programs; Accepted 69 students; 3 Nusantara Module Lecturers
Praktisi Mengajar Program 2022	20 Study Programs
Kampus Mengajar Batch 4 Tahun 2022	25 students came from 8 Study Programs in 3 Faculties
Kampus Mengajar Batch 5 Tahun 2023	70 students come from 10 Study Programs; 17 DPLs came from 11 Study Programs
MSIB Program Batch 4	8 students

Source : Official Website, IG Umsida, processed

By looking at the data in Table 3 and Figure 1, the number of students participating in the MBKM Program in the form of studying outside the Study Program has almost reached 1,000, not to mention the number of students participating in the Umsida Student Exchange (inbound) from various universities in Indonesia.

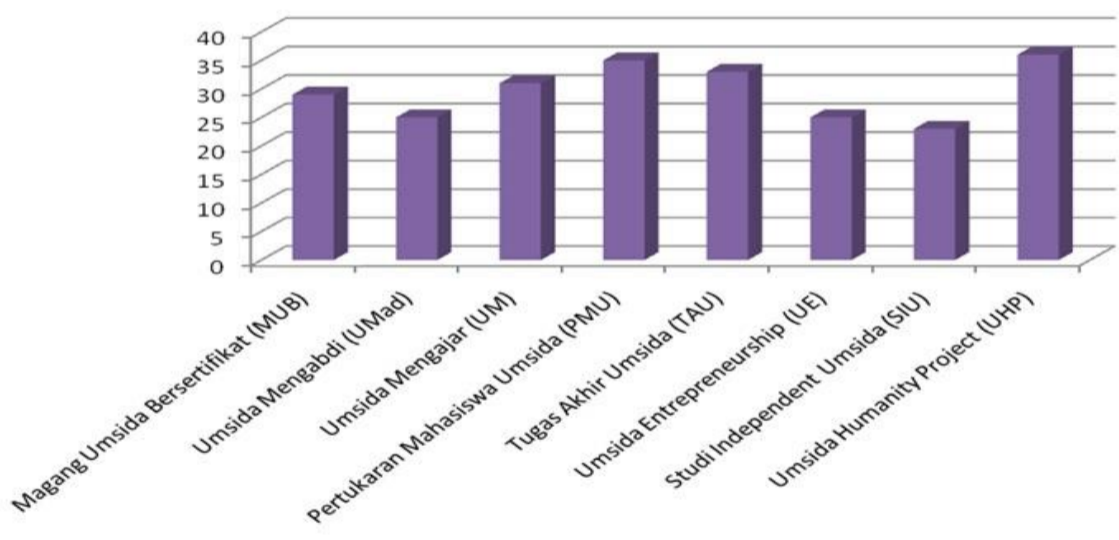


Figure 1. Umsida Internal MBKM Program

Source : Umsida Official Website, processed

The Role of Leadership Style in MBKM Implementation

Organizational development is determined by the organization manager/management. The essence of management is leadership. Strong leadership will form a solid team. Leaders play a role in organizational success. Leadership style is said to be the art of influencing others, guiding, directing someone to do something so as to achieve the expected results. In managing the organization, leaders utilize/optimize Human Resources.

In leading Umsida, Rector is guided by leadership with the 'TORSIE' paradigm which is collegial in nature, complementing each other and also strengthening each other. Within this paradigm there are values that complement the organizational values that already existed at Umsida before (uswah, independence, synergy, Islamic, dynamic, and trustworthy) with trust, which means mutual trust, openness especially in organizational management, responsibility where all the policies set must be accountable, and there is interdependence that in one organization everyone has their own role. And the last is empowering, optimally empowering every member of the organization so that progress is the result of the contributions of all parties.

Since the beginning of the MBKM program, Umsida is committed to participating in all flagship activities and starting in 2022 Rector initiates an independent MBKM which is managed by each study program. This program was initiated in 2021. In terms of MBKM management, both flagship and independent, it is under the authority and responsibility of the Academic Directorate in collaboration with other units such as the Directorate of Student Affairs, Directorate of Finance, Directorate of Research and Community Service, Study Programs, Faculties and several other related institutions.

Many Focus Group Discussions (FGD) were carried out at the beginning by inviting experts in the field of Education, aiming to provide understanding to academics in the Umsida environment related to MBKM. Leaders must coordinate the FGD activities so that they run optimally. In this activity, a pattern of Forms of Learning Activities (BKP) outside the Study Program was simultaneously formulated which was then followed up with verification and validation of MBKM implementation guidelines, technical documents, SOPs for each BKP, assessment guidelines, rector's regulations, internal/Independent MBKM manuals, and also the mechanism for adjusting the MBKM curriculum by the Umsida leadership. Everything has been carried out from 2020 until now and continues to be complemented and adjusted according to needs. After that Rector formed the MBKM team, PIC for BKP and also determined each job description. The formation of the MBKM team was carried out in order to expedite the implementation of MBKM activities, in which there is a person in charge, director, MBKM coordinator, secretary, MBKM operator, design and publication and PIC for each BKP, both MBKM Flagship and MBKM Internal. Specifically for the PIC BKP MBKM, a management team was also formed which included program managers and learning administration, financial managers, information system managers and PD DIKTI, multimedia and publications, monitoring and evaluation, transportation and equipment, and consumption departments.

At the beginning before the implementation of the program, socialization is held, the term initial awareness. Rector or Deputy Rector I usually oversees this socialization process. Rector gives an overview to students and lecturers regarding the direction of the MBKM program's goals and provides motivation to lecturers and students so that they wish to be able to take part in

the program. Lecturers are given the widest possible opportunity to participate in registering as Field Adviser Lecturer (DPL). At the registration stage, Rector gives a Letter of Recommendation to students or lecturers who are interested in registering. For registration as DPL, the Umsida leadership simplifies the process by not adding requirements beyond the provisions (only permanent and committed lecturers are enough).

Then the PIC of each BKP helps coordinate preparations from the filing side and preparations for the tests. For several flagships, there are also tests for selection besides administration. After socialization, it is continued with a session called debriefing or onboarding. At this stage, the leadership again provides reinforcements to program participants. After entering the implementation stage, monitoring is carried out throughout the program, while evaluation is usually carried out, in the middle and at the end of the activity. The results of monitoring and evaluation are submitted to the Leaders to be followed up on so that the program is implemented properly and in the future the problems or constraints that exist at this time will not recur. After the end of the program, Rector gave a Diploma Companion Certificate (SKPI) for students who had attended MBKM and certificates as field adviser lecturer that could be used to arrange Lecturer Performance assessment (BKD).

The role of the Leader is not only that, funding related to MBKM is also facilitated, simply by giving the reason/urgency of the need for funds. Structuring the MBKM infrastructure, maintaining the commitment of the entire academic community to implement MBKM (urgency, relevance, and relation to the achievement of IKU are inherent in the leadership. MBKM is almost always on the agenda in meetings held by the Rectorate. MoUs with other tertiary institutions across region, across islands, across countries continue to be encouraged. MBKM is one of the University Branding efforts and Umsida's strategic policies towards national recognition by increasing 'Catur Dharma' publications, and collaboration with various agencies. In supporting MBKM, several work units were formed, including the Umsida Halal Center in March 2022, then in May 2022, followed by launching the business unit PT. Umsida Sinergi Utama.

NF, one of the PICs of the BKP MBKM said that the Umsida leadership not only provided support, but also as a generator. This means not only supporting during implementation, but sometimes information regarding opportunities to become DPL comes from the leaders. One of the characteristics of the transformational leadership style is effective communication, in this case, communication between Umsida leaders and lecturers can be categorized as good and effective. Including when there are things of that nature that might speed things up, being an accelerator, for example, grants of support from the leadership is also extraordinary. Not only giving instructions but accompanying them to the end.

Based on the results of interviews with key informants, several of them (ER, RAR, and

NF) conveyed that the leadership style of the Umsida leadership can be said to be in the transformational category, because it provides opportunities for members of the organization, in this case lecturers and students, to develop better towards a more advanced organization, The Chancellor supports renewal/innovation in learning and has a high commitment to being able to carry out what is his target by continuously providing opportunities for lecturers and students, to improve competence while building self-awareness.

Based on the results of interviews with key informants, several of them (ER, RAR, and NF) conveyed that the leadership style of the Umsida leadership can be said to be in the transformational category, because it provides opportunities for members of the organization, in this case lecturers and students, to develop better towards a more advanced organization, Rector supports renewal/innovation in learning and has a high commitment to being able to carry out what is his target by continuously providing opportunities for lecturers and students, to improve competence while building self-awareness.

Transformational leadership reflects the attitude of a participatory leadership that is not only able to motivate and move the organization vertically and horizontally, but also to create an organizational capacity that is always agile in every situation. One of the most important characteristics of transformational leadership is its focus on people. The transformational leadership style brings Inspirational Motivation, provides motivation, fosters commitment to achieving a shared vision, encourages team performance, and helps members find meaning in their work. In addition, this leadership style is also characterized by Intellectual Stimulation where the Leader provides intellectual stimulation and encourages learning and growth situations. And what is no less important is that the Leader places someone according to their expertise (Individualized Consideration) (Juhro, 2020).

Leaders must maintain organizational values while simultaneously trying to avoid setbacks in the organization by making changes. Leadership must be able and willing to transform. Leaders ensure that organizations become more responsive to unanticipated shifts, more resilient to technological disruptions, and more adaptive to unexpected changes that are highly likely to occur.

Merdeka Belajar Kampus Merdeka Merdeka as a program that initially presented a lot of resistance and rejection, broke the conventional education order into a policy that essentially had a positive influence on Higher Education in achieving IKU. The urgency of MBKM made Umsida not only focus on the flagship MBKM program initiated by the Government, but towards the sustainability of this program. The transformational leadership style is the answer to that need.

Establish effective communication, provide the widest possible opportunity for members of the organization to develop themselves, take part in activities related to the implementation of

MBKM, starting from outreach, debriefing, monitoring, and evaluation, even before that all Umsida leaders were involved in the formulation of BKP show support that is not just mere instruction but participatory. In addition, the formation of work units and the promotion of cooperation with various agencies indicates collaboration and synergy as an effort to make Umsida an organization that is ready to face the challenges of changing times. So it can be said that the transformational leadership style with the 'TORSIE' paradigm plays a role in the implementation of MBKM at Umsida.

The Role of Lecturer Motivation in MBKM Implementation

In implementing Kampus Merdeka, lecturers have a major role. Not only being a student guide in conducting learning outside the Study Program but also being an actor who plays a role in learning in the classroom. How to motivate students, carry out research involving students, create student-focused classes, present a collaborative and innovative learning system. Therefore, lecturers need to increase experience in developing knowledge. MBKM provides an opportunity for that.

Motivation is a factor for someone to do something. The need for self-actualization, recognition, social relations (affiliation) is a need that usually arises for lecturers. How to meet this need then becomes the lecturer's motivation to contribute to the MBKM program. Based on interviews conducted with several Umsida MBKM Field Adviser Lecturer, the results obtained were that the majority of lecturers' motivation came from themselves, including the desire to participate, gain experience, add to portfolios, and self-development. Learn new things that cannot be obtained from teaching in a campus environment. For example, what was conveyed by the key informant NF, when he became a lecturer in the Nusantara module program, he had to master multidisciplinary knowledge, automatically having to learn many things that were outside of the knowledge he had previously mastered.

While motivation from outside, in the form of the possibility of career development, and the desire to expand the network. In addition, lecturers can use BKP outside the Study Program to obtain output in the form of articles/publications and increase the Lecturer Performance Assesment (BKD). This BKD is required for lecturer ranks, functional positions. Giving motivation to lecturers includes program socialization, sharing sessions/testimonials from lecturers who have participated in MBKM usually via zoom meeting/youtube channel. Umsida invited one or two alumni or those who were participating at that time to give testimonials. With the testimony, it is hoped that the participation of lecturers will increase. The more lecturers who have experience will make what is taught not stop at mastery of knowledge but can be applied. The approach is not only conceptual but also experience in the field. Umsida also facilitates lecturers to carry out activities outside the campus, including conducting visiting lectures. The Directorate of Higher Education also has the Kampus Merdeka Alumni (AKM) program. Giving

motivation to other Umsida by holding debriefing (onboarding) and coaching clinic after the lecturer registers with the aim of helping during the selection process.

Another external motivation is Rector giving a letter of assignment and getting a certificate as a field adviser lecturer after the end of the activity. Incentives for lecturers are also given in the form of money for accommodation, transportation, honorarium, pocket money for Flagship MBKM from the Government and get allowance for Internal MBKM. Then there is a form of appreciation for lecturers who pass the MBKM program in the form of notification flyers on the Umsida official website and social media.

One of the challenges in implementing MBKM at Umsida is how to maintain enthusiasm or commitment. As stated by Director DA. "That is what I feel. Sometimes enthusiasm or commitment goes up and down. There are several Study Programs who are very excited to be able to participate, so we are also excited. Preparing the infrastructure is easy. Become harder if the students are not enthusiastic, the lecturers are not enthusiastic, while they are the actors from MBKM. If the infrastructure is ready, but the actors are not enthusiastic, then yes. Must understand the urgency. Don't come later just follow the program. It will wear off quickly. Because once the program is finished, easy to forget. But once we understand the essence of the program even it is to be renamed to another program it will be easier because it is more internalized." – Excerpt of an interview with the Director of DA, November 4, 2022.

Lecturers are one of the main actors in the Merdeka Belajar Kampus Merdeka policy. One of the successes of MBKM implementation depends on the involvement of lecturers either directly by becoming Field Adviser Lecturer, or indirectly, by applying the essence of independent learning in the classroom. Therefore, lecturer motivation must be of particular concern. Motivated lecturers make MBKM a means of self-development. High lecturer motivation will make lecturers committed through their participation in MBKM.

The Role of the Pentahelix Model in MBKM Implementation

The Role of Government in MBKM Implementation

The government through the Ministry of Education, Culture, Research and Technology first socialized the MBKM policy in 2019 after previously formulating the policy. As a follow-up to this socialization, there are many flagship MBKM programs offered by the Government, and some of them that Umsida participates in include the Independent Student Exchange, Internships and Certified Independent Studies (MSIB), Teaching Campus, International Credit Transfer (ICT), Research collaboration with BRIN, Thematic KKN in the form of the Young Warriors program which is a collaboration of three ministries, namely the Ministry of Religion, the Ministry of Social Affairs and the Ministry of Education and Culture, there is also the



Independent Entrepreneur program, as well as other forms of programs. Students who take part in the program will receive UKT, accommodation, transportation, and allowance as well. The selection of students and lecturers who will take part in the MBKM Flagship program is carried out by the Ministry of Education and Culture through a working group. There is no discrimination between State and Private Universities; all were given freedom and given equal treatment by the government to take part in the Kampus Merdeka program. At the end of the flagship MBKM program, the Ministry of Education and Culture conducted a final survey of students, lecturers, partners and universities. The results of the survey will serve as feedback on program implementation and are useful for optimizing the next MBKM program.

In order to encourage the transformation and innovation of Higher Education, the Government made several grant schemes, including grants for the Independent Campus Competition Program (PKKM). In 2022 Umsida obtained this PKKM grant for 3 study programs (Accounting, Communication Studies, and Electrical Engineering) and 1 ISS (Institutional Support System) program. The previous year, Umsida also received Center of Excellence (CoE) grants, Curriculum Cooperation grants (KSK), and others. The grant functions as an accelerator, accelerating the development of MBKM, external funding support for Mandiri MBKM.

Government institutions, BUMD, BUMN, Regional Government are also MBKM partners at Umsida. The internship program is attended by many students and lecturers in several state-owned companies. The Sidoarjo Regional Government through the Education Office, Social Service, Labor Office, Cooperatives, Bappeda, BPKAD, and the Inspectorate participated in the MBKM program. For example, the Department of Education, related to the Kampus Mengajar. According to information received from key informant H, the response from the Principal was also good, with the arrival of Umsida students, the Principal and teachers at the school said there was a new nuance given to the school. They generally hope that this program will be continued. Several district Governments in Sidoarjo are also partners of Umsida's MBKM. Some of them not only give permission to carry out activities, but also issue a funds to support the program financially.

Another Government contribution is through the collaboration of the Umsida Elementary School Teacher Education (PGSD) study program with the Indonesian Australian Government partnership program (INOVASI) holding an OBE-based curriculum review workshop. The implementation of this OBE-based curriculum will later become a stepping stone for Umsida in terms of implementing MBKM. Umsida realizes that Government policies often change, but if we understand it more deeply, the substance is actually the same, only the names change. So of course Umsida is ready if MBKM will be replaced by another program. It is hoped that Umsida will already have a curriculum design whose direction is in accordance with the vision of the institution when this happens and cannot be separated from National Education standards.

The government's role in implementing MBKM at Umsida is quite large. Aside from being a policy maker, the Government also plays a role in providing opportunities to participate in the MBKM Flagship which was initiated through the Ministry of Education and Culture and Research and Technology. As an internal MBKM accelerator at Umsida by granting various schemes. Then realizing the spirit of collaboration, various government agencies also became MBKM partners at Umsida.

The Role of Academics in MBKM Implementation

Academics are professional educators and scientists with the main task of transforming, developing and disseminating science, technology and art through education, research and community service. In general terms, academics refer to someone who is highly educated, or intellectual, or someone who pursues the profession as a teacher and professor at a university. In some situations, even if they do not work in universities, scientists, researchers, scholars and experts are also called academics.

The term academic tends to be attached to the teaching profession. Article 60 of the Teacher and Lecturer Law states that it is the duty of lecturers to carry out the Tri Dharma of Higher Education. This is also regulated in Article 20 paragraph (2) of Law Number 20 of 2003 concerning the National Education System. From these legal instruments, it is very clear that the role of academics is part of efforts to educate the nation's life. As one of the future support structures, the University provides reliable Human Resources, presents research results, and transfers knowledge to industry while bringing innovation (Hasan, Kamaruddin, P., & Sasmita, 2022).

If we try to understanding more depth, the form of learning activities in the Merdeka Belajar Kampus Merdeka policy is part of the implementation of the integration of the Tri Dharma of Higher Education, namely teaching, research, and community service. Even apart from the form of learning activities outside the Study Program, learning in class must also be in accordance with IKU 7, demanding a collaborative participatory class model, in the form of Case Based Learning/Project Based Learning and also implementing Student Centered Learning, learning that focuses on students (personalized learning, flexibility learning, and immersive learning). Lecturers must be able to be inspirational, motivating for students, and PTs as a facilitating institution are expected to be able to realize effective, efficient, and of course professional education management as well.

In the first year of implementing MBKM, Umsida focused on preparing MBKM infrastructure, starting with holding a series of FGDs to obtain a more comprehensive picture, clearer understanding, related to the direction of MBKM goals. Then followed by the activity of formulating the BKP format so that they do not overlap one another. The Academic Directorate is then given the task of compiling guidelines, SOPs, MBKM implementation, Assessment



Guidelines, and other related documents. The role of academics in the preparation of these technical guidelines is very large. This includes when the internal/independent scheme of MBKM is being designed, it is necessary to prepare a manual as a guide. Determination of competency achievement criteria must also be carried out.

Although the opportunity to become Field Adviser Lecturer (DPL) is open to all lecturers who are interested in registering, in the Internal MBKM scheme, several Study Programs recommend lecturers to take part in the MBKM scheme according to their expertise, although it does not rule out the possibility that lecturers who become DPLs will cross Study Programs. DPL served as activity director. DPL also provides debriefing to students before starting the program. DPL guides MBKM activities from start to finish. For example, in the Kampus Mengajar Program, the DPL has the responsibility of validating student logbooks, accompanying them to target schools, conducting sharing sessions every two weeks, and some of them guiding students to make articles/publications. For internship programs, DPL monitors student progress, visits students at partners' places, asks for feedback from partners. For flagship MBKM, after implementation, it is required to report MBKM activities directly to the DIKTI, while for the internal scheme MBKM, reporting of activities through the PIC of each BKP is then submitted to the Academic Directorate which will then forward the report to the DIKTI.

Some of the roles of academics in the implementation of MBKM at Umsida include compiling proposed programs for study programs that receive grants, then conducting joint research with universities outside Indonesia both individually and institutionally, for example with DRPM. Equalization of courses/recognition of credit conversion is also an important academic role. This problem still occurs in several Study Programs at Umsida. In addition, academics also play a role in improving the implementation of MBKM in community, among others by building networks through collaboration, cooperation, forming MBKM alumni communities, holding seminars, where academics discuss issues related to MBKM. Seminars can be national or international with qualified speakers from within and outside the country. All of this was carried out by academics who were said to be the driving force behind MBKM.

Currently an adjustment is being made to the KKNI curriculum which was newly established in 2019 to become the KKNI-OBE (Outcomes Based Education) curriculum by academics in all Umsida Study Programs. Curriculum is a key aspect of the international accreditation process. The implementation of the KKNI-OBE Curriculum which is planned to begin in the 2023/2024 academic year is one of the steps taken by Umsida as a strategy for preparing for international accreditation which will certainly support the acceleration of MBKM implementation. Before getting to that stage, currently Umsida is preparing itself for the 2024 Higher Education accreditation assessment, which is targeted to become a Higher Education with Superior accreditation. If this is achieved, then the OBE curriculum is implemented, then the

next step is to obtain international accreditation. The benefits of international accreditation include students obtaining global standard education, Study Programs and Higher Education being recognized on a global scale, and stakeholders, in this case DUDI, obtaining graduates or reliable workforce according to the demands of the global world.

Learning is expected to be able to fulfill the three aspects of competency namely knowledge, skills and attitudes are the focus of the Outcomes Based Education (OBE) Curriculum where Graduate Learning Achievements (CPL) are synchronized with what is Umsida's vision and mission because in essence, the Higher Education curriculum is basically not is just a collection of courses, but is the design of a series of educational or learning processes to produce a learning outcome.

The curriculum review is carried out by forming a team to analyze the current curriculum while making necessary adjustments by involving experts from academia, inviting stakeholders including industry, government, communities/social institutions, alumni, lecturers and students in the form of Forum Group Discussions (FGD). Furthermore, the socialization of the results of curriculum development is communicated to stakeholders as Higher Education partners.

Academics, educational staff including unit heads, deans, heads of study programs, study program secretaries, lecturers, and so on are scholar, who in the process will definitely experience various changes both due to changes in regulations and forms of adaptation to the conditions that occur. Therefore the spirit as self-strengthening needs to be continuously nurtured, how not to stop improving, improving oneself and not giving up in carrying out their roles and duties. Including the role of academics in supporting the implementation of MBKM at Umsida which is very crucial. Starting from preparing technical guidelines for implementing MBKM, formulating appropriate curricula, BKP formats outside the Study Program, acting as Field Adviser Lecturer, to implementing participatory and innovative classroom learning.

The Role of Business in MBKM Implementation

Business is referred to as Co-Operative Academic Education. Internships in the world of business, business, industry provide real work experience, provide new perspectives for students about the world of work, as well as simultaneously provide feedback for strengthening and developing the Study Program curriculum in the future. The concept of 'banking education' is proven by the rise of universities and study programs that adapt their curriculum to the needs of stakeholders (government, business, industry, and community). Curriculum reviews are carried out at any time when the needs of stakeholders suddenly change (Kodrat, 2021).

The implementation of internships in partnership with the business requires support from various parties, so that this collaboration can provide benefits for all parties involved. Sharing knowledge, experience and skills can occur in two directions, so that it is mutually beneficial

with various innovations that can arise as a result of this collaboration (Aswita, 2022). Interaction between partners and teaching staff builds relationships between students as prospective professional workers and builds potential for collaboration (in continuous research).

Business Industry (DUDI) plays a role in the implementation of MBKM at Umsida, including providing practical skills (application in the field), cultivating student soft skills, including how to communicate, work with other individuals, and so on. Students are not treated as cheap labour, but are given the opportunity to hone their competencies. In return, DUDI gets reliable job candidates after students graduate later, it is hoped that this process will align DUDI's needs with the competencies of PT graduates. DUDI provides opportunities for students to become employees after graduation and simultaneously assisted in the process of recruiting workers.

Umsida does not have specific criteria in selecting MBKM partners, but it is adapted to the scheme of the MBKM activities to be carried out. Before the program starts, discussions are usually held between DUDI and academics at Umsida to equalize perceptions regarding competency achievement criteria. At the time of implementation, students were given assistance, both provided by DUDI, and also provided by Umsida, namely DPL. At the end of the activity, DUDI provides an assessment of the students involved in the program. Usually there is a continuation of Umsida's relationship with partners after the MBKM activities end, including DUDI partners hiring Umsida lecturers as experts in the company. Then the DUDI leadership was invited to the Umsida campus to become teaching practitioners.

Currently, what is still an obstacle is that the number of DUDI partners is still limited, especially internal MBKM, because much information about this program has not reached DUDI, so that quite a lot of DUDI are not ready to accept students doing activities in their places. Apart from that, the change from the pandemic to the new normal made DUDI want BKP-MBKM activities to be carried out offline. However, it is constrained by some students who are already taking other courses (offline at Umsida).

Several forms of collaboration between Higher Education and DUDI include teaching and learning collaboration; business development collaboration; research and development collaboration, community development collaboration, industry, regional. Of the four forms of collaboration, Umsida has undergone all of them, starting from internships, then independent studies are held in the form of short courses, bootcamps, such as Workplace Trainer Training held in January 2022 in collaboration with KADIN. In research collaboration with BRIN, students receive direct guidance from researchers from research institutions. Then work with the Kadin institute, regarding how to develop a curriculum based on an industrial scheme, until then it is followed up with a joint project collaboration. Some of them are the launch of the Professional Certification Institute (LSP) at Umsida. Umsida also established a business



incubation center that will support the development of student entrepreneurial interest. In addition, in January 2022, Umsida collaborated with the East Java KADIN, holding a seminar entitled "The Role of Kadin in Improving Human Resources on PT through Competency Certification and MBKM". This shows DUDI's commitment to continue to contribute to the Implementation of MBKM at Umsida.

The principle of collaboration is oriented towards complementary efforts, strengthening, between academics and practitioners in the field. The collaboration between Umsida and DUDI is based on the principle of building the same vision in an effort to build quality Human Resources through collaborative activities between institutions and being part of the MBKM implementation at Umsida.

The Role of Media in MBKM Implementation

Media is a tool to communicate. In the implementation of Merdeka Belajar Kampus Merdeka, the media plays a role in publicizing matters related to MBKM, especially in terms of disseminating information about the MBKM program. Umsida has a university secretary, under whom there is public relations (HUMAS) which works closely with local and national print and electronic media. On several websites owned by Study Program, one of which is Accounting, has an MBKM Room, which is used as a media for information on activities that will be, are being carried out, and have been carried out. The Whats App Group was formed to facilitate coordination regarding MBKM both at the Prodi level, up to the university level. There is also a Student Association which is involved in the management of IG Study Programs, sharing news and MBKM activities.

Umsida also has a special PIC who is responsible for MBKM media, including designing flyers for MBKM activities, preparing multimedia equipment needs during activities, student publications and DPL that pass the MBKM program selection, academic administration can be accessed and carried out online, utilizing information and communication technology in learning, means of communication, facilitating access to information.

One of the media that plays a role in the implementation of MBKM at Umsida is the official website of the Ministry of Education and Culture, the role of the Higher Education Public Relations is very strategic in terms of communicating the MBKM programs offered by the Higher Education. Not only as a disseminator of information, Public Relations of Higher Education also cooperates with stakeholders. Humas increases modern communication and is able to build the spirit of MBKM through the information and news it conveys.

To enhance the development of Merdeka Belajar Kampus Merdeka (MBKM), the Institutional Support System (ISS) program which is part of the Kampus Merdeka Competition Program (PKKM) grant must be optimized, the SIMERA application – the ISS MBKM management information system functions to facilitate the implementation, monitoring,



evaluation of MBKM in Umsida. This application has been launched in August 2022.

Other media that will provide support for the implementation of MBKM is the Tracer Study program which is usually carried out periodically, functions for the development and accreditation of PTs and Study Programs, builds alumni networks and alumni databases, and assesses the relevance between the curriculum and the world of work. The Tracer Study program can also be used by Umsida to explore companies, agencies to become the next MBKM partner.

News regarding Umsida's MBKM is still centered on its own media and local East Java media. That too is limited in number. Therefore, the community does not know much about Umsida's various MBKM program schemes. In fact, if it is optimized, in a time that digital has enormous power in driving public enthusiasm, social media will be very helpful.

Until now, the use of the media in supporting the implementation of MBKM at Umsida is still mostly limited to publicizing the MBKM activities that are carried out. Media optimization by using the right communication strategy must be implemented. Public Relations must also be adaptive to various forms of new media, especially now that students as a digital 'literate' generation certainly have a very high level of adaptation to communication and information media.

The Role of Community in MBKM Implementation

Community involvement in MBKM is one of the factors that supports the realization of quality education in tertiary institutions. The breath of MBKM is in harmony with the Tri Dharma of Higher Education. All BKP initiated by MBKM have three characteristics, namely teaching, research, and community service. However the purpose of education will lead to community. How education will contribute to the benefit of community. Likewise the implementation of the Umsida MBKM, all processes, implementation and results obtained are expected to have a positive impact on the community.

The community as one of the stakeholders who feel the impact of this program and also assess the usefulness of the program. For example BKP Kampus Mengajar, those who benefits a lot, parents who have students who attend the SD where the Kampus Mengajar activities take place, as well as the parents of the students, and of course the school where the activities take place. Schools receive technology transfer, how is administration managed. It will certainly help reduce the teacher's workload. Meanwhile, students who receive intensive assistance will be helped in terms of increasing their numeracy literacy competence and their parents will definitely feel that. In addition, the burden on parents who have student children is also lighter, their children will become more resilient.

"Students will have an open mindset and have many more open careers, ma'am, because they are already trained. At least those three semesters have provided a lot of insight. So don't



just be confined to learning in class with only fairy tales or case examples. And then with immersive learning in the field you will get real experience earlier." – Excerpt of Interview with ER, November 4, 2022. “

Other Umsida MBKM programs that are in direct contact with the community are KKN-Thematic, Umsida Serving, and Umsida Humanity Project. Real Work Lecture (KKN) is an activity carried out by Umsida students which is a combination of teaching, field research, and community service. How do students learn to solve real problems in community by using all the Science and Technology that has been and is being studied in Higher Education. KKN is cross-sectoral and multidisciplinary. The main focus of village development together with universities is how to grow the village economy while maintaining its cultural diversity. Umsida opens the widest possible space for all parties to jointly develop the village. One example of Umsida's MBKM activities is "Build a Village" / KKN-T in Pelintahan Village, Pandaan. This program is not only carried out in one period, but has been implemented in several continuous periods. The result of cooperation and collaboration with the local village government is optimizing the tourism potential of the village, namely "Coban Binangun". Feedback from the community on the Umsida MBKM program included assisting village communities in terms of village governance, management and development of village tourism objects, and building village infrastructure.

Meanwhile for the Umsida Humanity Project activities, Umsida works with partners from the Orphanage related to the handling/management of the Orphanage. Then in collaboration with MDMC, the Muhammadiyah Disaster Management Center carried out a kind of socialization activity and piloting disaster response schools. How to prevent disasters from responding passively but also actively so that students at all levels of education understand when they are faced with a disaster situation.

Another Umsida MBKM implementation is the implementation of the "Nusantara Module" agenda which is part of the Independent Student Exchange. The Nusantara module is a cultural literacy program, embodying the values of kindness and tolerance with the aim of providing a comprehensive understanding of diversity, nationalism and love for the motherland. The last PMM-2 Nusantara Module Agenda was held in Wonokerto Village, Sukapura District, Probolinggo Regency with the theme of Diversity, Inspiration and Reflection. Direct learning about culture in Mount Bromo nature tourism gives a distinct impression. This activity presented traditional leaders of the Tengger Tribe and young people from Wonokerto Village. Everyone present was very enthusiastic, questions about diversity and tolerance, especially those that have been carried out by the Tengger Tribe community, continued to flow. Followed by an inspirational session, how every human being, in this case youth, is able to contribute in their

respective areas of origin. This activity was also attended by the signing of a Memorandum of Agreement (MoA) Cooperation Agreement in the context of Implementation of MBKM between the Umsida Academic Directorate and the Wonokerto Village Government.

Not long ago, Umsida also discussed with SMA/SMK/MA Muhammadiyah throughout East Java and planned a collaboration to create a community service program carried out by students and lecturers to carry out research and create projects in schools together in the field of Science and Technology.

The community provides feedback to tertiary institutions as material for enrichment of lecture material, curriculum improvements, and a source of inspiration for community service designs. In addition, the community can provide input for increasing or expanding cooperation with the local regional government, including with related agencies. It is hoped that Umsida's efforts to "build" villages by using MBKM as a tool will help villages optimize their potential and overcome various problems that occur while taking into account the characteristics of each village itself.

Conclusion

Leadership style, lecturer motivation, and the pentahelix model play a role in supporting the implementation of MBKM at Universitas Muhammadiyah Sidoarjo. Of the 4 main policies of the Kampus Merdeka, Forms of Learning Activities (BKP) outside the Study Program are the core of the MBKM program implemented by the Universitas Muhammadiyah Sidoarjo. Independence and synergy which are the essence of MBKM are also part of the core values instilled by Universitas Muhammadiyah Sidoarjo. The Eight Forms of MBKM Learning Activities are the elaboration and implementation of the Three Pillars of Higher Education, which include a combination of education, research, and community service. Not enough with the six main values, the 'TORSIE' paradigm and transformational leadership style have brought Universitas Muhammadiyah Sidoarjo towards dynamic education by using MBKM as one of the tools towards quality education.

The transformational leadership style also drives the motivation of the main lecturers in the context of self-development, how to improve competence and then commits to making MBKM not just a designation for off-campus activities, but internalizing MBKM to create collaborative, innovative and participatory classes to produce graduates who are strong, with character, while being sensitive to the environment and bringing benefits to community. In addition to the leadership style and motivation of the lecturers to support the implementation of MBKM at Universitas Muhammadiyah Sidoarjo, the pentahelix model complements it all. Integration between the Government, as a policy maker, then the MBKM accelerator in the form of various grants, then the role of academics as drafters, realizing an activity scheme that is based

on learning independence, business collaboration in this case DUDI, further encouraging Universities to synergize with various institutions, added the role of the media which is not only a means of publication of MBKM activities, but also as a channel for interaction between Universities and the community, which also plays a role in providing feedback on the implementation of the MBKM program and as evaluation material for future MBKM implementation.

The research suggestion is that Universitas Muhammadiyah Sidoarjo must maximize the curriculum review process that is currently being carried out by academics with support from elements of the Government, the Business World Industry, professional practitioners, and the community because this will provide multiple effects for the implementation of MBKM and help achieve international recognition later and ensure the sustainability of MBKM at Universitas Muhammadiyah Sidoarjo. The limitation of this research is that researchers cannot collect data with complete participatory observation because can not directly participate in forms of learning activities outside the study program which are the core of the implementation of MBKM at the Universitas Muhammadiyah Sidoarjo. Suggestions for further research are to evaluate the implementation of MBKM by linking the achievement of the Main Performance Indicators of Higher Education, with type of research is a combination of qualitative and quantitative research.

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