

Empowering the Independent Learning-Independent Campus (MBKM) through Campus Museums

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ABSTRACT

As a documentary institution, museums within tertiary institutions have the potential to support and be supported by various scientific fields. This study aims to map the potential of museums in line with the Independent Learning Independent Campus (MBKM) and find out scientific collaborations that can strengthen the existence of museums in tertiary institutions in the context of MBKM. This study used a qualitative approach, using data collection techniques in the form of observation, literature review, and in-depth interviews with three supporting informants and one key informant. The study found that the higher education museum has great potential and fulfills all the requirements as an MBKM partner. Museums can be partners for internships, entrepreneurial projects, technology projects, social engineering applications, and even humanitarian projects. Museums can collaborate in informal educational activities, exchange of experts, teaching practitioners, research, and community service, all of which can involve lecturers and students from various fields of science.

Keywords: Museum; museum management; lifelong learning

1. INTRODUCTION

The Independent Learning-Independent Campus policy (*Merdeka Belajar Kampus Merdeka* or MBKM) represents a pivotal focus within the government's policy framework, aiming to be implemented in the realm of higher education. MBKM embodies a mode of tertiary education that is both autonomous and versatile, meticulously crafted to foster a creative learning community devoid of constraints, thereby catering to the diverse needs of students (Darajatun & Ramdhany, 2021). The MBKM program signifies an educational revolution rooted in the context of Industry Revolution 4.0 advancements (Meke et al., 2021). Its policy is regulated by the Minister of Education and Culture Regulation Number 3 of 2020 concerning National Standards for Higher Education, particularly outlined in Articles 15 through 18. It aims to incentivize students to acquire learning experiences encompassing various additional competencies, both within their specific academic programs and beyond the campus environment (Meke et al., 2021). It is designed with the overarching goal of cultivating

competitive individuals. This implies the production of individuals who are not only physically and mentally robust but also possess adaptability, creativity, innovation, proficiency, dignity, productivity, and character following the values of Pancasila (Rahman, n.d.).

The advent of MBKM introduces a new paradigm in the realm of education. The 2020 Ministry of Education and Culture policy, embodying the MBKM concept, is deemed relevant and aptly implemented in the current era of democracy. According to Nadiem Makarim, the fundamental concept behind choosing independent learning is inspired by the philosophy of Ki Hajar Dewantara, emphasizing freedom and autonomy. It comprises two essential concepts: "*Merdeka Belajar*" (Independent Learning) and "*Kampus Merdeka*" (Independent Campus). Firstly, the concept of independent learning implies freedom of thought. According to Nadiem Makarim, the essence of freedom of thought should be initiated primarily by educators. Such a perspective should be viewed as an effort to respect the changes in learning across educational institutions, be it in primary schools, secondary schools, or higher education institutions.

Secondly, the independent campus is a continuation of the independent learning concept. An independent campus is an effort to break free from constraints to move more freely (Fuadi, n.d.). This program is significant because each higher education institution has the autonomy and flexibility to design and implement sustainable MBKM policies according to its specific needs, preparing students for a seamless transition into the workforce, also known as Independent Campus.

Nizam, the Acting Director General of Higher Education, Research, and Technology, emphasized the crucial role of collaboration among stakeholders during the Education Dialogue, a part of the Independent Campus Dialog in Bali in November 2022. He said that creating out-of-classroom learning programs requires universities to collaborate hand in hand with the government, private sector, industrial communities, and media—a synergy known as the pentahelix approach. This collaborative effort aims to cultivate outstanding human resources with the spirit of independence and the ethos of the Independent Campus. He added that it is fascinating when the *Merdeka Belajar Kampus Merdeka* (MBKM) program is associated with expanding the definition of learning in higher education. In this context, learning extends beyond the confines of campus buildings, classrooms, laboratories, and libraries. It encompasses how students can utilize the entire universe as a learning medium. Nizam's statement aligns with the explanation provided in Law Number 12 of 2012, Paragraph 5, Article 41, on Learning Resources, Facilities, and Infrastructure. Subsection (1) states that learning resources can take various forms, including the universe, legislative, executive, and judicial institutions, educational hospitals, laboratories, libraries, museums, studios, workshops, stadiums, and broadcasting stations.

However, Yudhawasthi's research revealed that the utilization of museums as learning media in the university environment has not received full support from campus stakeholders. Additionally, archival institutions within the campus environment are not utilized as research and study facilities. Despite being similar to libraries and museums, archival institutions are documentary establishments that store, maintain, and disseminate information, albeit in a different form as they are recorded in archives. It is noteworthy that in the aforementioned law, archival institutions are not explicitly mentioned as learning resources, facilities, and infrastructure within the higher education environment (Yudhawasthi & Christiani, 2022).

This situation contradicts the spirit of *Merdeka Belajar* itself, where Indonesian individuals are expected to become lifelong learners—individuals who engage in continuous, conscious, voluntary, and sustainable learning for personal development, enhanced competitiveness, and improved professional capabilities. The idea that education can take place anywhere is widely accepted today. In a study conducted by Falk, Dierking, and Adams, the shift in the learning perspective worldwide has led to the concept of free-choice learning. This change positions museums as places that can provide independent learning experiences (Falk et al., 2006).

Museums, in essence, offer environments that can stimulate and provide excellent channels for communication and learning.

Museums can be constructed to adapt to the needs and preferences of individuals and their surroundings by providing communicative and proactive learning spaces for both individuals and groups. Museums can also offer learning environments that are more collective, private, or public. This aligns with the new definition of museums issued by the International Council of Museums (ICOM) during the 26th ICOM General Conference in Prague last August, which is as follows:

“A museum is a not-for-profit, permanent institution in the service of society that researches, collects, conserves, interprets, and exhibits tangible and intangible heritage. Open to the public, accessible, and inclusive, museums foster diversity and sustainability. They operate and communicate ethically, professionally and with the participation of communities, offering varied experiences for education, enjoyment, reflection and knowledge sharing.”

The function of a museum as a space that offers various experiences in education, enjoyment, reflection, and knowledge-sharing is also a significant role when the museum is situated within a university environment. As a museum tasked with supporting the vision and mission of the university, its presence serves not only as a learning facility but also as a disseminator of scientific culture (Tucci, 2010). Educational programs within museums that leverage their collections will promote knowledge through original constructions (Kaniari dan Giannakopoulos, 2011 in (Geladaki & Papadimitriou, 2014). Learning activities in museums differ significantly from the classical approach to learning, where visitors are merely a passive group of individuals. Instead, they are actively encouraged to contribute to the reanimation of the past through imagination, sight, smell, or tactile engagement with the museum's collections (Hooper-Greenhill, n.d.). Indeed, not only collections but also exhibitions, public programs, publications, web-based activities, as well as services and facilities form a museum taxonomy capable of delivering educational experiences (Yudhawasthi, 2020). This is the key essence behind the presence of university museums, particularly in fostering a lifelong learning spirit. In the context of MBKM, the presence of a museum within a university environment inherently adds value to the institution. It can be constructed as a learning incubator centered around students, faculty, and the entire academic community.

In Indonesia, university museums are currently united under an association known as the Indonesian Network of University Museums (Jejaring Museum Perguruan Tinggi Indonesia or JMPTI). Since its establishment on April 19, 2019, the association's membership has grown from 45 to 60 institutions. These institutions include not only museums but also galleries, zoos, observatories, as well as flora and fauna documentation centers (herbarium and zoology) within the university environment. These museums are affiliated with both public and private universities, each having diverse parent organizations. Some museums operate directly under universities, faculties, and even specific programs/departments. The types of collections housed in these museums are highly diverse, spanning history, medicine, ethnography, science and technology, and the arts. Furthermore, certain universities manage cultural heritage buildings, such as temples and colonial-era structures.

As an integral part of higher education, the presence of these documentary institutions undoubtedly holds the potential to be both supported by and supportive of various fields of knowledge. Considering this context, this research aims to explore the potential of museums as partners in the MBKM initiative and opportunities for scholarly collaboration that can strengthen the existence of museums within the university environment. The research formulates the following research questions: What is the potential of museums as partners in the MBKM initiative, and what types of scholarly collaboration can enhance the existence of museums within the university environment in the context of MBKM?

2. METHODS

This research is a qualitative study that explores individual or group phenomena as research subjects. Data is collected in their natural environment, without researcher interference, and is analyzed through the researcher's interpretation (Creswell & Creswell 2018). This research explores the potential of university museums as partners in the MBKM program. Data search techniques involved documentary studies, literature reviews, and in-depth interviews. Informants consist of three supporting informants and one key informant. The three supporting informants are selected based on one of several predetermined criteria, namely:

1. Museum manager from a university;
2. Museum manager from an institution where the museum is already a partner in the MBKM;
3. Museum manager from an institution where the museum is not yet a partner but has programs such as internal or external internships;
4. Museum manager from an institution where the museum has various projects;
5. Museum manager from an institution outside of higher education that has become a partner or collaborated in implementing the MBKM.

The key informant is a museum manager from a university who has experience in curriculum and learning assessment and has been involved in the implementation of MBKM.

Data analysis involves organizing the collected data by categorizing it, breaking it down into units, synthesizing the data, arranging it based on patterns, sorting data for the study, and drawing conclusions so that researchers and others can comprehend it (Hardani et al., 2020). In the research result analysis phase, the study employed a crucial instrument in the implementation of MBKM, namely the Main Performance Indicator (*Indikator Kinerja Utama* or IKU), as stipulated in the Minister of Education and Culture Decree Number 754/Pl2020 concerning the Main Performance Indicators of State Higher Education Institutions and Higher Education Service Institutions within the Ministry of Education and Culture for the Year 2020.

The Directorate General of Higher Education, Ministry of Education and Culture, has developed eight IKUs that will be facilitated through three budget schemes: competitive fund, matching fund, and IKU incentives. It is through these IKUs that the potential of university museums as partners in MBKM is mapped. The Main Performance Indicators for Higher Education consist of eight indicators: IKU 1: Graduates obtain decent employment, IKU 2: Students gain experiences outside the campus, IKU 3: Lecturers engage in activities outside the campus, IKU 4: Practitioners teach within the campus, IKU 5: Lecturers' work results are utilized for society, IKU 6: Study Programs collaborate with global partners, IKU 7: Collaborative and participative classes, and IKU 8: International Standard Study Programs.

In this research, the study attempts to map the potential of museums, taking into consideration IKU 2: Students gain experiences outside the campus, IKU 3: Lecturers engage in activities outside the campus, IKU 4: Practitioners teach within the campus, IKU 5: Lecturers' work results are utilized for society, and IKU 7: Collaborative and participative classes.

3. RESULTS AND DISCUSSION

The potential of university museums as partners in MBKM is mapped through the eight Main Performance Indicators (IKU) established in the Minister of Education and Culture Decree Number 754/Pl2020 concerning the Main Performance Indicators of State Higher Education Institutions and Higher Education Service Institutions within the Ministry of Education and Culture for the Year 2020. The results of mapping the potential of university museums as MBKM partners are detailed in the following table.

Tabel 1. Mapping the potential of university museums as partners in MBKM

TARGET	INDICATORS	OPPORTUNITIES	LINK AND MATCH FOR UNIVERSITY MUSEUM AS MBKM PARTNER
<p>The improvement of quality of higher education graduates</p>	<p>Off-Campus Students The percentage of undergraduate (S1) and diploma (D4/D3/D2) graduates who:</p> <ul style="list-style-type: none"> a. Complete at least 20 (twenty) credits off-campus; or b. Achieve the lowest national-level achievement. <p>Off-campus experience:</p> <ul style="list-style-type: none"> • Graduates who obtain at least 20 (twenty) credits from activities off-campus (with a supervising lecturer), following the guidelines of the Independent Learning - Independent Campus Handbook. • Activities can be combined and calculated cumulatively. 	<ul style="list-style-type: none"> • Internship or work placement: Internship activities at a company, nonprofit organization, multilateral organization, government institution, or startup company. For vocational study programs with mandatory internship programs, these cannot be counted. • Research or study: Academic research activities, both in the sciences and social humanities, conducted under the supervision of a lecturer or researcher. • Entrepreneurial activities: Students independently develop entrepreneurial activities, evidenced by an explanation/proposal of entrepreneurial activities and proof of consumer transactions or employee payroll. • Independent study or project: Students can initiate an independent project (to participate in relevant international competitions in their field, technology projects, or social engineering projects) that can be carried out independently or collaboratively with other students. • Humanitarian projects: Social activities/community service for a university program or for a foundation or humanitarian organization, both domestically and internationally (such as natural disaster relief, community empowerment, environmental conservation, Red Cross, Peace Corps, and so on), approved by the university. 	<p>Partner A museum is an institution that can be managed by the government, private sector, community organizations, and individuals. Considering the partner categories, as a not-for-profit institution, a museum can fall under various partner criteria. Specifically, a university museum can be associated with universities, faculties, or study programs.</p> <p>Student Groups</p> <ul style="list-style-type: none"> • Internship • Non-profit organization involvement • Research • Entrepreneurship • Technology project • Social engineering • Humanitarian project <p>Lecturer Groups</p> <p>Activity Criteria</p> <ul style="list-style-type: none"> • Education: Student activity mentorship • Research: Assisting research in other campuses • Community Service <p>Experience Criteria</p> <p>Practitioner</p> <ul style="list-style-type: none"> • Researcher, consultant, permanent employee • Founder of an organization, creator, curator, cultural event judge <p>Quality of Lecturers</p> <p>Application of Research in artworks, including:</p> <ul style="list-style-type: none"> • Visual, audio, audio-visual, performances, and performances • Concept design, product design, visual communication design, architectural design, craft design • Literary works such as novels, poems, poetry, music notations • Preservation works, for example modernization of regional dance art <p>Quality of Curriculum and Learning</p> <ul style="list-style-type: none"> • Collaboration with partners • Internship • Guest lecturers • Training • Joint curriculum development

The improvement of quality of higher education lecturers

Off-Campus Lecturers:
The percentage of lecturers engaged in the Tridharma activities on another campus in the QS100, based on the field of study (QS100 by subject), working as practitioners in the industry, or mentoring students who have achieved the lowest national level.

Activity Criteria:
List of activities can refer to the faculty workload activity categories, such as:

- Education: being a lecturer, mentor, student assessor, mentoring student activities, developing study programs or lecture plans, and so on.
- Research: initiating new research, assisting research by lecturers at other campuses, creating patented technological designs and works, and so on.
- Community service: facilitating community service learning, facilitating community service lectures, providing training to the community, and so on.

Experience Criteria Practitioner:

- 1) For Academic State Universities (PTN Akademik) and Vocational State Universities (PTN Vokasi), work as a researcher, consultant, or full-time (full-time) or part-time (part-time) employee in:
 - Multinational companies;
 - National private companies;
 - Global technology companies;
 - Technology startup companies;
 - World-class non-profit organizations;
 - Multilateral institutions/organizations;
 - Government agencies; or
 - State-Owned Enterprises (BUMN/BUMD).
- 2) For Cultural Arts State Universities (PTN Seni Budaya): Same as Academic State Universities (PTN Akademik) and Vocational State Universities (PTN Vokasi) with the addition of:
 - Founding or co-founding a company (e.g., opening a studio);
 - Engaging in independent creative work or presenting artistic creations; or
 - Serving as a judge, curator, and/or committee member for national-level cultural arts events.

Implementation of Lecturer Research:
The number of research and community service outputs that have successfully gained international recognition or have been applied by the community per faculty member.

Research Report for Partners:
Criteria for application in society: research applied or carried out for government agencies, private companies, state-owned enterprises (BUMN/BUMD), non-profit organizations, or multilateral organizations.

- Artworks, including:
1. Visual, audio, audio-visual, performance, and performing arts.
 2. Concept design, product design, visual communication design, architecture design, and craft design.
 3. Written works such as novels, poems, poetry, and musical notation.
 4. Preservation works, for example, the modernization of regional dance art.

The improvement of curriculum and teaching quality

Percentage of undergraduate (S1) and diploma (D4, D3, D2) programs collaborating with partners.

- a. Criteria for Partnership Agreement criteria that at least state the commitment of the partner in absorbing graduates
- Can be strengthened by other forms of collaboration such as:
- 1) For Academic State Universities:
 - joint curriculum development (planning learning outcomes, content, and teaching methods); and
 - providing an internship program for at least 1 (one) full semester. It can also engage in other tridharma activities, such as research partnerships.
 - 2) For Vocational State Universities:
 - joint curriculum development (planning learning outcomes, content, and teaching methods);
 - providing an internship program for at least 1 (one) full semester;
 - providing job opportunities; and
 - contributing to learning activities with guest lecturers from practitioners. It can also engage in other tridharma activities, such as research partnerships and/or providing training for lecturers and instructors.
 - 3) For Arts and Culture State Universities:
 - joint curriculum development (planning learning outcomes, content, and teaching methods); and
 - providing an internship program for at least 1 (one) full semester. It can also engage in other tridharma activities, such as research partnerships.
- b. Partner Criteria:
- 1) Multinational companies;
 - 2) High-standard national companies;
 - 3) Global technology companies;
 - 4) Technology startup companies;
 - 5) World-class non-profit organizations;
 - 6) Multilateral institutions/organizations;
 - 7) Universities listed in the QS 100 by subject;
 - 8) Relevant universities, faculties, or study programs (for Vocational and Arts and Culture State Universities);
 - 9) Government agencies, State-Owned Enterprises (BUMN), and/or Regional-Owned Enterprises (BUMD);
 - 10) Hospitals;
 - 11) MSMEs (Micro, Small, and Medium-sized Enterprises); or
 - 12) Government, private, national, or international research institutions.
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In Table 1 above, there is evidence of the link and match between university museums as partners in MBKM within the context of museums as institutions, student performance, and lecturer performance.

Discussion

The Independent Learning-Independent Campus (MBKM) implements the Student-Centered Learning (SCL) model. SCL is a model, method, or approach to learning that places learners at the center of the teaching and learning process. This approach aims to make the development of individual interests, motivation, and capabilities more active, creative, innovative, and responsible for their learning process. The SCL learning model provides autonomy and allows for the management of material choices, with its main characteristic being input from students, including material, methods, and learning time (Attard, n.d.). As depicted in the mapping in Table 1, this situation presents significant opportunities for the renewal of the learning system, providing opportunities for the development of museums concurrently with the improvement of student and lecturer performance.

The Student-Centered Learning (SCL) approach is expected to enhance the quality of human resources required by society, such as creativity, leadership, self-confidence, independence, discipline, critical thinking, communication and teamwork skills, technical expertise, and global awareness. This is to enable individuals to continually adapt to changes and developments. This shift occurs due to changes in the perception of learning, recognizing that teaching is not a unidirectional transfer of knowledge but rather facilitating learners in constructing knowledge through a variety of strategies (the Guidebook for Main Performance Indicators of State Universities, n.d.). Therefore, learning is not the activity of receiving knowledge but constructing that knowledge. Hence, knowledge is not something already given, but the result of construction or transformation (Pembelajaran et al., 2014) (Jenderal et al., n.d.).

The role of educators in the learning process is that the learner bears full responsibility for their learning activities, particularly in the form of active engagement and participation. (Attard, n.d.). In contrast to several decades ago, educators today do not play a central role in learning. Nowadays, educators must be able to act as facilitators helping a group of learners understand their shared goals and assisting them in making plans to achieve those goals. Therefore, educators should be able to develop a learning plan by providing references to appropriate teaching materials accessible through various documentary institutions, formulating tasks or projects that encourage active learner participation through direct experience. Museums, as documentary institutions, can serve as facilities for activities with this Student-Centered Learning (SCL) approach.

Under Presidential Regulation Number 66 of 2015 concerning Museums, Article 11, paragraph 2, explains that museums have a clear organizational structure with mandatory professions such as Registrar, Curator, Conservator, Exhibition Arranger (Museographer), Educator, Public Relations and Marketing, and supported by office administration staff such as General Affairs, Personnel, Finance, and Household Affairs. This means that a museum, as an institution, should have clarity about its vision and mission, possess collections as its core business, have a clear location, suitable buildings, sufficient human resources, and an adequate budget. Although the current condition of museums in Indonesia is not considered to meet good standards (mediaindonesia.com), their existence can indeed be developed by implementing cross-disciplinary programs in the MBKM scheme.

Academic or university museums are different from typical museums, not only because of their historical presence but also because they manage collections resulting from research, teaching materials, as well as collections related to the history of the university, memorabilia, and the dynamics of the campus (Lourenco Marta, n.d.).

Due to their affiliation with universities, the managers of university museums are educators with expertise in their respective fields. For example, the Museum of Entomology Prof. Sumartono Sosromarsomo at IPB University is managed by entomologists from the Faculty of Agriculture's Department of Plant Protection. Similarly, the Indonesia Museum of Health and Medicine (IMERI) at FKUI is managed by teaching doctors from FKUI. Another example is the Museum of the Indonesian Police Academy, directly managed by the Police History Center, whose members are professional police officers. This implies that university museums support the vision and mission of their parent institutions in carrying out the Tri Dharma of Higher Education, which includes teaching, research, and community service. Considering this context, university museums in Indonesia serve as suitable environments for developing learning skills and professional work skills. Furthermore, these museums are not only beneficial for students but also for educators, contributing to the enhancement of the quality of teaching, both through educators' activities outside the campus and the application of research, which inevitably improves curriculum and learning quality.

If one considers learning models that use the Student-Centered Learning (SCL) approach (Pembelajaran et al., 2014), the MBKM program can be implemented in university museums by integrating various units/sections within the museum. Students participating in the MBKM program will be involved in various activities/tasks within the university museum under the guidance of staff in each unit/section. For example, managing collections with Registrars and Curators, preservation with Conservators, exhibitions with Exhibition Arrangers or Museographers, collection research with Curators, public relations and marketing activities, both online and offline, with PR and marketing staff, as well as various public programs with Curators and Educators.

Moreover, various aspects that support museum operations, such as architecture, interior design, the implementation of technology in administrative services, and exhibition arrangements, are interdisciplinary and arise due to the unique characteristics of the museum itself. Specific aspects, such as the preservation process for various collections made of wood, stone, fabric, iron, and bronze, all of which are closely related to the field of chemistry, also play a crucial role. For instance, a university museum may offer courses on how to create specimens or preparations from living organisms using various plastination techniques (slicing or organ) and corrosion. This requires specialized skills that cannot be learned without specific expertise. Even determining which parts of the human body can be used as teaching materials and exhibition content in the museum requires specialized skills.

In the context of Student-Centered Learning (SCL), university museums offer diverse learning projects. For instance, in Discovery Learning (DL), students can conduct research on collections with the guidance of Curators or explore visitor research facilitated by Public Relations and Marketing using the Self-Directed Learning (SDL) model. SCL can also involve Cooperative and Collaborative Learning (CCL) with a Problem-Based Learning (PBL) approach. For practical applications, university museums can collaborate with relevant faculties, such as Arts, Economics, Industry, and Communication, to create integrative PBL projects. These projects can address the museum's needs, like designing and selling unique merchandise, and generating income to support limited operational funds.

Furthermore, museums can serve as cases for implementing technology, such as immersive projects for interpreting collections or ISO-based registration systems for efficient collection metadata generation. This approach should be expanded systematically through mapping the potential of collections and distributing knowledge within each campus.

Social engineering and humanitarian-themed projects are easily constructed through museums. Issues like collection theft, illegal reproduction, cultural heritage damage, and more can be studied and addressed through MBKM programs. Museums serve as partners for learning and practical application beyond Archaeology and History. Partnering with museums doesn't necessarily require top-tier accreditation; even those with suboptimal conditions can be utilized. Learners can revitalize and improve sections systematically, fostering collaboration

and prompting critical and creative thinking. This collaborative effort transforms museums into monitored incubators within the MBKM framework. Emphasizing problem-solving in learning, as Robert M. Gagne suggests, challenges learners enhances recall, and promotes higher learning levels. Notably, an informant emphasizes the need for university museums to evolve into museumpreneurs, showcasing their functions, potential, and benefits.

This situation necessitates the presence of Competent Program Supervisors (*Dosen Pembimbing Program* or DPP) in each field. Scientific consortia are crucial for building a holistic, integrative, scientific, contextual, thematic, effective, collaborative, student-centered, and interactive learning map. The campus comprises diverse educators, and through these consortia, educators are challenged to apply their expertise to achieve targets in the three pillars of higher education. Museums not only provide solvable cases but also enhance learning facilities efficiently, strengthening internal, external, and international collaborations. In essence, MBKM is a necessity, asserting that a World Class University is built on the spirit of mutual cooperation, nationalism, and idealism to realize equitable education throughout Indonesia.

Museums can be considered as part of a 'cultural cluster,' reflecting the grouping of activities based on sustainable development principles ((Ijla, 2016 , Royal, n.d.). Through museums, especially university museums, awareness of the academic community's need for and the impact of lifelong learning can be cultivated. Achieving a globally dignified future will require strengthening learners in ways that encourage reflection, dialogue, and action – a role that can potentially be fulfilled by museums, including university museums. Museums are essentially non-profit institutions, meaning their revenue is solely used to operate the museum, not for personal gain. In this position, museums become highly meaningful as centers of learning that promote dedication and high social character. University museums bring together relevant knowledge about cultural objects and the deepest symbolic experiences that have contemporary resonance. University museums bridge the gap between data and personal experience, which is crucial for bridging sustainable plans. Such a vision challenges campuses to rethink core assumptions about the role, values, communication methods, and impact assessment in learning in the MBKM era. University museums are not just collections of static artifacts; they are agents of societal evolution, from individual levels to levels of social change. If managed seriously as part of a coherent learning creation partner, university museums will not only reflect the progress of a nation's knowledge but will also evolve as incubators for an integrated scholarly community.

Currently, there are sixty institutions of documenter agencies in universities that are part of the Indonesian University Museum Network (JMPTI). These institutions can be grouped into four scientific fields based on the types of documents they collect, namely science and technology, including medical science, arts, humanities, social sciences, natural sciences, and natural history, as well as religious studies. Complete data on documenter agencies in Indonesian universities are presented in the following table (Yudhawasthi, 2020; Jejaring Museum Perguruan Tinggi Indonesia, 2023).

Table 2. University museum networks in Indonesia

NO.	JENIS DOKUMEN YANG DIKOLEKSI*	NAMA INSTITUSI	BENTUK INSTITUSI	PROVINSI		
1.	Science & Technology (incl. Medicine)	Museum Anatomi FKIK Universitas Katolik Indonesia Atma Jaya	Museum	DKI Jakarta		
		Indonesia Museum of Health and Medicine Fakultas Kedokteran UI	Museum	DKI Jakarta		
		Museum/Galeri Anatomi Fakultas Kedokteran Universitas Brawijaya	Museum	Jawa Timur		
		Museum Teknoform Universitas DINAMIKA Surabaya	Museum	Jawa Timur		
		Museum Peta Fakultas Geografi UGM	Museum	Daerah Istimewa Yogyakarta		
		Museum Anatomi FKKMK UGM	Museum	Daerah Istimewa Yogyakarta		
		Museum Kedokteran Gigi Fakultas Kedokteran Gigi UGM	Museum	Daerah Istimewa Yogyakarta		
2.	Art, Humanities & Social Science	Museum Geoteknologi Mineral UPN Veteran Yogyakarta	Museum	Daerah Istimewa Yogyakarta		
		Museum Fakultas Hukum UI	Museum	Jawa Barat		
		Museum Tragedi 12 Mei Universitas Trisakti	Museum	DKI Jakarta		
		Museum Pelita Harapan Universitas Pelita Harapan	Museum	Banten		
		Museum Pendidikan Nasional Universitas Pendidikan Indonesia	Museum	Jawa Barat		
		Museum Universitas Galuh Ciamis	Museum	Jawa Barat		
		Museum Taruna Abdul Jalil Akademi Militer	Museum	Jawa Tengah		
		Museum Universitas Negeri Sebelas Maret Surakarta	Museum	Jawa Tengah		
		Museum Pendidikan Kedokteran Fakultas Kedokteran Universitas Airlangga	Museum	Jawa Timur		
		Museum dan Pusat Kajian Etnografi Fisipol Universitas Airlangga	Museum	Jawa Timur		
		Museum Sejarah dan Budaya Universitas Airlangga	Museum	Jawa Timur		
		Museum Batu Mulia Nusantara Pusat Studi Peradaban Universitas Brawijaya	Museum	Jawa Timur		
		Museum Angkatan Laut Loka Jala Crana Akademi Angkatan Laut	Museum	Jawa Timur		
		Museum Sejarah Fakultas Ilmu Sosial Universitas Negeri Malang	Museum	Jawa Timur		
		Museum Pembelajaran Universitas Negeri Malang	Museum	Jawa Timur		
		Perpustakaan, Arsip dan Museum Universitas Surabaya	LAM	Jawa Timur		
		Museum Pendidikan Indonesia Universitas Negeri Yogyakarta	Museum	Jawa Timur		
		Museum Universitas Gadjah Mada	Museum	Daerah Istimewa Yogyakarta		
		Museum Mandala Majapahit Fakultas Ilmu Budaya UGM	Museum	Daerah Istimewa Yogyakarta		
		Museum Sejarah FKKMK UGM	Museum	Daerah Istimewa Yogyakarta		
		Museum Laboratorium Sejarah Universitas PGRI Yogyakarta	Museum	Daerah Istimewa Yogyakarta		
		Museum Muhammadiyah Universitas Ahmad Dahlan	Museum	Daerah Istimewa Yogyakarta		
		Museum Karbol Akademi Angkatan Udara	Museum	Daerah Istimewa Yogyakarta		
				Museum Universitas Indonesia	Museum	Jawa Barat
				Museum Fakultas Ilmu Komunikasi Universitas Padjadjaran	Museum	Jawa Barat
				Galeri R.J. Katamsi Institut Seni Indonesia Yogyakarta	Gallery	Daerah Istimewa Yogyakarta
				Museum Unika Soegiyopranata	Museum	Jawa Timur
				Centre for Creative Heritage Studies Universitas Ciputra Surabaya	Gallery	Jawa Timur
				Museum IPB University	Museum	Jawa Barat
				Museum Pusaka Pustaka Kebudayaan Universitas Negeri Gorontalo	Museum	Sulawesi Utara
				Museum Loka Budaya Universitas Cenderawasih	Museum	Papua
				Museum Akademi Kepolisian	Museum	Jawa Tengah
				Galeri Institut Seni Indonesia Bali	Gallery	Bali
Galeri Seni Rupa Institut Seni dan Budaya Indonesia Bandung	Gallery			Jawa Barat		
Galeri B9 Universitas Negeri Semarang	Gallery			Jawa Tengah		
3.	Natural Sciences & Natural History			Museum Serangga Prof. Soemartono Sosromarsono Fakultas Pertanian IPB	Museum	Jawa Barat
				Museum Zoologi Sekolah Ilmu dan Teknologi Hayati ITB	Museum	Jawa Barat
				Museum Zoologi Frater Vianney Frater Bunda Hati Kudus Yayasan Pendidikan Mardi Wiyata	Museum	Jawa Timur
		Museum Serangga Universitas Brawijaya	Museum	Jawa Timur		
		Museum Kayu Wanagama Fakultas Kehutanan UGM	Museum	Daerah Istimewa Yogyakarta		
		Museum Biologi Fakultas Biologi UGM	Museum	Daerah Istimewa Yogyakarta		
		Museum Biopaleantropologi FKKMK UGM	Museum	Daerah Istimewa Yogyakarta		
		Museum Serangga Fakultas Pertanian UGM	Museum	Daerah Istimewa Yogyakarta		
		Museum Patung Burung Frank William Universitas Udayana	Museum	Bali		
		Museum Zoologi Universitas Andalas	Museum	Sumatera Barat		
		Museum Wallacea Universitas Haluoleo	Museum	Sulawesi Tenggara		
		Museum Kayu Universitas Mulawarman	Museum	Kalimantan Timur		
		Herbarium Bandungense ITB	Herbarium	Jawa Barat		
		Herbarium Universitas Indonesia	Herbarium	Jawa Barat		
		Herbarium Universitas Padjadjaran	Herbarium	Jawa Barat		
Herbarium Universitas Andalas	Herbarium	Sumatera Barat				
4	Religy	Museum & Center of Areas Studies Universitas Islam Negeri Ar Raniry NAD		Nangroe Aceh Darussalam		
		Museum Al Quran Universitas PTIQ Jakarta		DKI Jakarta		

*Yudhawasthi, 2020. **Laporan Kongress JMPTI, 2023.

Observing the distribution of knowledge contained in the collections of university museums in Indonesia at present, one can imagine the extraordinary collaboration of expertise that can be carried out. Research and community service activities will never lack material, and, for sure, sustainable development, where facilities for lifelong learners are available, is already in place. It is only a matter of how existing policies fully support it, and the opportunities opened are utilized massively. Based on interview results and observations, the distribution of these fields of knowledge is grouped into four parts by the research team: (1) fields of knowledge related to the needs of administrative activities as an institution; (2) fields of knowledge related to the functions and professions in the museum; (3) fields of knowledge

related to the subject specialization (collection subjects) of the museum; (4) fields of knowledge that should be considered for the development of museum public programs. A comprehensive mapping of fields of knowledge is presented in the following table.

Table 3. Mapping of the distribution of fields of knowledge

FIELD OF STUDY MAPPING*			
Fields of Study Related to the Needs of Administrative Activities as an Institution	Fields of Study Related to Museum Functions & Professions	Fields of Study Related to Museum Subject Specialists (Collection Subjects)	Fields of Study That Should Be Considered for the Development of Museum Public Programs
<ul style="list-style-type: none"> • Human Resources • Economics, Business & Accounting • Risk Management • Asset Management, Buildings & Equipment (Logistics) • Environmental Impact Assessment and Waste Management 	<ul style="list-style-type: none"> • Museology • Collection Management (Registrar, Cataloger, Archivist, Data Analyst, Programmer, Conservator, Restorer), Documentation • Museographer • Public Relations • Sales & Marketing • Visitor Management (Educator, Data Analyst, Surveyor) • Preservation, Conservation, and Restoration • Chemistry 	<ul style="list-style-type: none"> • Curator • Experts in Science and technology, such as Mathematicians, Chemists, Biologists, Zoologists, Medical Anatomy Experts, Computer Scientists, Mechanical Engineers, Entomologists, Mycologists, Public Health Experts, Mental Health Experts, and so on • Experts in Social Sciences, such as Ethnologists, Sociologists, Anthropologists, Historians, Communication Experts, Political Experts, Archaeologists, Tactical Experts, War Experts, and so on • Art Experts, such as Craftsmanship, Interior Design, Architecture, Fine Arts Experts (Sculpture, Painting, etc.), Glass Experts, Stone Experts, Textile Experts, and so on 	<ul style="list-style-type: none"> • Documentation Science • Communication Science • Psychology • Law • Administration Science • Computer Science (IT)

*it still can be developed

4. CONCLUSION

University museums are dynamic learning centers that can play a crucial role in the Merdeka Belajar Kampus Merdeka (MBKM) program. By actively involving museums in campus learning, they can serve as ideal spaces for internships, research, entrepreneurship, technology, and humanitarian projects. Faculty members can enhance their practical skills through museum consortiums, contributing to curriculum development. To strengthen the existence of museums in the university context within the MBKM framework, collaborative efforts supporting administrative museum activities, the role and professionalism of museum management, subject specialists (collections), and the development of museum public programs are essential.

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