



THE IMPLEMENTATION OF LEARNING PROCESS AND LEARNING OUTCOMES ASSESSMENT OF MBKM PARTICIPANTS

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Article History

Received : 22/05/2025

Revised : 12/06/2025

Accepted : 10/07/2025

Keywords:

MBKM, Learning
process, Learning
outcomes assessment.

Abstract. Merdeka Belajar Kampus Merdeka (MBKM) is implemented in universities provides opportunities for students to study outside their study programs and campuses. This program encourages autonomous and flexible learning, so that students can achieve learning outcomes more innovatively. To achieve the expected goals both learning process and learning outcomes assessment that run optimally are required. Therefore, this study aimed to describe the implementation of 1) learning process for craft and graphic arts for MBKM participants; 2) assessment of learning outcomes for craft and graphic arts for MBKM participants. This research used qualitative descriptive method. The participants of this study were all students who programmed MBKM in fine arts study program of FBMB Mandalika University of Education in the academic year 2024/2025. Data were obtained through observation, interviews, and documentation. It is found that the steps of learning process, are a) pre learning activities; b) learning activity or process of creating craft art and graphic art; c) finishing work of art. The aspects to be assessed in graphic art assessment, namely: a) technique; b) material; c) design; d) function and e) aesthetics. The aspects to be assessed in craft art assessment namely a) idea; b) technique/media; c) creativity. The implication of learning process and assessment are the students' art work combined aesthetic and functional elements in everyday objects.

How to Cite: Sukarni, S., Munawarah, P.A. (2025). THE IMPLEMENTATION OF LEARNING PROCESS AND LEARNING OUTCOMES ASSESSMENT OF MBKM PARTICIPANTS. *Prima Magistra: Jurnal Ilmiah Kependidikan*, 6(3), 385-395. <https://doi.org/10.37478/jpm.v6i3.5769>

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Publisher:

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INTRODUCTION

Strengthening student competencies in accordance with development in business and industrial world needs to be done to prepare resilient graduate in facing social, cultural, work and technological changes that are increasingly developing rapidly in the era of 5.0 industrial revolution. Higher education institutions (HEIs) are tasked with several important responsibilities: they are not only expected to impact knowledge and generate new insight but also to share this knowledge with the community and develop products that enhance quality of life (Rogayan et al., 2022). The need and task have encouraged the implementation of new policies in the field of higher education through the Independent Learning Independent Campus program to be implemented by universities. Merdeka Belajar Kampus Merdeka (MBKM) program is expected to provide contextual field experiences that will improve student competence, both in academic and non-academic fields (Afandi et al., 2022).

Merdeka Belajar Kampus Merdeka (Independent Learning-Independent Campus) is one of the strategic concerns facing institutions in the academic today which aims to encourage students to master various science that are useful for entering the world of work (Rahmawati et al., 2021). This policy gives students the chance to apply what they have learned in their educational programs. This way of learning gives students the freedom to do activities related to their lectures. Learning activities include village project, internships, industrial practices, and other activities that can make students prepare for their future. Some supporting activities are needed in implementing MBKM, including the design of the MBKM activity program, making implementation guidelines, guide students to collaborate creatively and the conversion model for credit transfer (Baharuddin, 2021; Defrizal et al., 2022; Purwanti, 2021). The MBKM policy provides students with opportunity to gain new learning experiences and competencies through several activities such as students exchanges, internships, research, independent and

humanitarian projects, entrepreneurship, teaching assistance and thematic KKN (Prihastuty et al., 2023). In addition, students are given the freedom to participate in learning activities outside the study program with a certain credit weight. All activities will be carried out by students guided by lecturers through a cooperation agreement, if carried out with parties outside the study program. Students are enthusiastic about the MBKM program and have prepared themselves to be ready to participate in the MBKM program (Meke et al., 2021). The result of the supporting activities will increase the competence of graduates both non-technical (soft skill) and technical (hard skill) (Dwi et al., 2021). Briefly, Merdeka Belajar Kampus Merdeka is implemented in universities to provides opportunities for students to study outside their study programs and campuses. This program encourages autonomous and flexible learning, so that students can achieve learning outcomes more innovatively.

Learning can be considered as change that is permanent in nature because the change is brought about in the student by a teacher through techniques such a developing certain skills changing some attitudes (Sequeira, 2012). Learning is a change of behavior in an individual because of interaction between individuals and individuals and individuals with their environment so that they can interact with their environment (Faizah et al., 2024). In order for students to develop certain skills and achieve learning goals, effective learning is required. Effective learning is teaching that is able to produce a quality learning process, namely a learning process that involves intensive participation and appreciation from students (Junaedi Ifan, 2019). Finally it is important for teachers to increase student engagement through active learning, to promote student inclusively through the learning process and match outcomes with faculty and student expectations through assessment (Munna et al., 2021).

Learning process is followed by learning outcomes since it shows the level of success achieved from an activity or effort that can provide emotional satisfaction, and can be measure using certain tools or tests (Salecha, 2015). Learning outcomes reflect the learning outcomes of individuals who are involved in active interaction with the environment, involving changes in behavior, internal abilities, competencies, or skills achieved, as well as an assessment of the knowledge, skills, and attitudes of students (Pratama, 2023). Regarding the assessment, obtaining student learning outcome is possible by conducting pretest (before learning) and posttest (after learning) (Astuti et al., 2024). In addition the role of teacher through the use of environment to increase student's learning outcome (Zaki et al., 2021).

Learning process and learning outcomes in educational program including MBKM supports the development of students' potential. Educational programs are designed with specific objectives and purposes in mind. It affects the use of the media used in the process of learning that takes place (Yulianti et al., 2020). To achieve the expected goals in the implementation of educational program a learning process that runs optimally is required (Herwin et al., 2022). To ensure that these goals are achieved, assessment on student's learning outcomes is needed. Assessment plays an important role in improving the quality and conditions of education (Bin Mubayrik, 2020). Therefore, the learning outcomes assessment system is in accordance with the learning objectives stated in lesson plan (Khoerunnisa et al., 2023). It means that assessment is not only restricted to examination but also determine specific learning objectives (Adom et al., 2020). Consequently, it is essential to ensure that the assessment system is in accordance with the learning objectives so that learning outcome can equip students to become competent graduates (Kamal et al., 2021).

The term assessment is frequently employed in educational contexts. Broadly speaking, assessment pertains to the process of evaluation, though it is occasionally used to denote evaluation in more specific sense (Pelawi, 2019). It plays a crucial role in the learning journey, as it enables us to gauge what learners have accomplished (Utomo et al., 2019). While evaluation encompasses a broader scope beyond assessment, the latter serves as a means to measure an individual's performance (Koenarso, 2023).

Assessment is the process of measuring student learning outcomes (Ramadiana et al., 2024). Assessment cannot be separated from the learning process because it determines the quality of learning (Nopriyanti et al., 2018). The assessment is planned and executed in line

with the assessment function (Hidayat et al., 2023). An objective measurement that integrates creative experiences or materials into the evaluation process, art-based assessment allows for the collection of distinctive student contributions (Kantor et al., 2020).

Relating to the concept of education, learning outcomes assessment is the main activity to determine student achievement (Yahiji et al., 2019). Through assessment, teachers can understand whether the learning objectives have been achieved and can identify the difficulties faced by students (Eryilmaz Mustu, 2024). Evaluation also functions as a check on improvements to the teaching process in the future (Kurniawan et al., 2019). Assessment is the process of collecting data on learning and students' comprehension of the covered teaching material (Hus et al., 2017). In its process, learning assessment is carry out comprehensively by paying attention to the knowledge, skills and abilities of students (Net et al., 2023). In a broader sense, assessment procedures of an educational institution play a crucial role in determining the effectiveness of its educational programs, learning environments, and strategies used to achieve its established goals (Nejdet et al., 2020). Thus, assessment is final phase to assess the grades, mastery, and quality of a completed process (Bin Mubayrik, 2020). Then the result obtained from assessment is an important milestone in the transformation of education toward positive change, with an emphasis on learning freedom, improving the learning process, and developing school quality (Ramadiana et al., 2024).

Assessment in learning is a critical process that helps measure, monitor, and support students' progress, skill, and knowledge development. It conducted to gather insights into students' attainment of the expected competencies because assessment comprehensively assesses students' learning process from the initial stage to the final outcome (Pantiwati et al., 2023). The level of competence can be used by lecturers to develop effective and quality learning strategies according to the level of students' achievement. Thus, it provides valuable feedback for both lecturers and students, guiding the teaching and learning process.

Based on the Minister of Education and Culture Regulation Number 23 of 2016 concerning Education Assessment Standards, the objectives of the assessment are as follows (article 4): 1) assessment of learning by educators aims to monitor and evaluate the process, learning progress, and improvement of student learning outcomes on an ongoing basis; 2) assessment of learning outcomes by educational units aims to assess the achievement of Graduate Competency Standards for all subjects; 3) the assessment of learning outcomes by the Government aims to assess the achievement of graduate competencies nationally in certain subjects. In addition, regulation of the Minister of Education and Culture Number 3 of 2020 Article 21 paragraph 2 concerning assessment principle consisting of a) assessment principles; b) assessment technique and instrument; c) assessment mechanisms and procedures; d) assessment implementation; e) assessment reporting; and f) student graduation (Permendikbud, 2020).

Regarding Independent Learning Independent Campus, Fine Arts Study Program of Mandalika University of Education accepted MBKM participants since the odd semester 2022/2023. In the learning process the MBKM participants are taught art skills, namely graphic arts and craft arts. The graphic arts taught are applied graphic arts, namely making printed canvas bags or printed t-shirts, while the applied arts are in the form of souvenirs. Craft as a material content of fine arts education has the goal of providing learning management through manual skills and art processing that can develop student's creativity (Kanti, 2014). The reason for choosing this type of learning is because it gives students the freedom to be more creative and innovative in developing their potential.

The following are the results of research on MBKM. Learning in MBKM provides opportunities and challenges to develop students' capacity, personality, creativity, and needs, as well as developing independence in seeking and finding knowledge through reality and field dynamics such as social interaction, collaboration, self-management, ability requirements, real problems, performance demands, targets and their achievements (Vhalery et al., 2022). The implementation of Independent Learning Independent Campus (MBKM) as one of the government efforts in developing the learning process with a focus on improving the quality of

lecturers and improving the quality of the curriculum in higher education (Mudrikah et al., 2022) and improving 21st century skills, one of which is creativity skills (Jufriadi et al., 2022). The same as the previous statement that the impact of implementing MBKM can add additional competencies that are needed, broaden horizons and can be provisions after graduation, because of the increase in hard skills and soft skills (Ruminda et al., 2022). Students' knowledge, skills, and experience will improve through MBKM (Hastuti et al., 2022). Learning assessment is a minimum criterion for assessing the learning process of students in order to fulfill learning outcomes. In independent learning activities, the study program refers to a structured assessment where each activity has a weight of credits based on the calculation of competency and duration of the activity (Baharuddin, 2021). The MBKM learning outcome assessment method is qualitative (Rifanti et al., 2023). In MBKM assessment, affective domain assessment needs to be carried out (Octofrezi et al., 2023). These studies described the implementation of MBKM in improving students' hard skills and soft skills and evaluating its implementation in higher education as well. This study specifically examines MBKM learning in fine arts study programs, especially for graphic arts and crafts arts courses, including how to assess the learning outcomes of these two courses.

During the MBKM program, the implementation of learning assessment has never been evaluated. Therefore, this study aimed to describe the implementation of the 1) learning process for craft and graphic arts for MBKM participants in the Fine Arts Study Program 2) assessment of learning outcomes for craft and graphic arts for MBKM participants in the Fine Arts Study Program. Study on the implementation of graphic and craft arts processes and assessments, with specific titles, can provide various benefits. In general, this study can provide a deeper understanding of graphic art and craft art, both in terms of the process of making it and how to assess it. The benefits can include improving the quality of graphic and craft arts learning, developing student creativity, and contributing to development of graphic and craft arts itself.

RESEARCH METHODS

This research used qualitative descriptive method. This research aimed to describe the implementation of the learning process and learning outcomes assessment of graphic art and craft art for MBKM participants in Fine Arts study program. Data were obtained through observation, interviews, and documentation. Researchers interviewed lecturers who teach craft art and graphic art. Unstructured interview was conducted to find out in general about the implementation of the learning process and learning outcomes assessment of the subjects' graphic art and craft art. The interview was conducted with the lecturers of graphic art and craft art then checked with other sources. In observation technique, researchers use non participant observation technique, namely researchers are not involved, they only observed activities and record them at fine arts study program FBMB Undikma. In observation technique, researchers use non participant observation technique, namely researchers are not involved, they only observed activities and record them at fine arts study program FBMB Undikma. In addition, the researchers also observed the both activities. Observation is made starting from how to prepare the learning activity, the assessment planning stage, the evaluation process that is carried out. Researchers use the documentation method as a tool for collecting data from written sources consist of documents relevant to the research. These documents can be obtained at fine arts study program FBMB Undikma.

In checking the validity of data, researchers used data triangulation through interview and observations. Then in this study the researchers used source triangulation, namely by checking the data that had been obtained through several sources, namely interviews with other lecturers and students of fine arts study program FBMB Undikma. Data analysis technique in this research using non-statistical analysis or qualitative descriptive analysis. Activities in conducting qualitative data analysis take place continuously, interactively until complete. The stages of data analysis in this research are: a) data reduction means summarizing, selecting important things, and focusing on important things only and looking for patterns and themes. The data resulting from this reduction will provide a clear picture, making it easier for



researchers to collect further data; b) data presentation (data display), after reducing the data, the next stage is data display. The data will be organized and will be easy to understand because it is arranged in the form of relationship pattern. Displaying data can make easier to understand what is happening and plan the next steps based on what is understood; c) drawing conclusion. The final stage of the Miles and Huberman data analysis model is verification or drawing conclusion (Miles, Huberman, 2014).

RESULTS AND DISCUSSION

MBKM at Fine Arts study program is Student Exchange Program. Various types of student exchange include the following: first, between study program at the same collage; second between other study program at the same collage; and third, between students enrolled in the same study program. Fine arts study program accepts students from outside the study program. This study described the implementation of learning process and assessment of learning outcomes of MBKM participant in Fine Arts study program FBMB Undikma. In Fine Arts study program participants are taught about graphic art and art crafts. For graphic arts, they are taught about printing canvas bags and printing t-shirts, whereas souvenirs for craft art teaching materials. The implementation of learning process is divided into three parts.

a. Pre Learning Activity

In pre learning activities for graphic and craft art, teachers and students engage in activities designed to spark creativity, explore materials, and develop foundational skills. Preliminary activities in learning are often called pre instructional. The main function of these activities is to create an effective start of learning that allows students to follow the learning process well. The activity of graphic arts and crafts art lecturers for MBKM participants during pre-learning as follows: 1) creating initial learning conditions, namely by creating an interesting classroom attitude and atmosphere then creating learning readiness; 2) providing tools and materials for craft art and graphic art; 3) conducting initial test activities that aims to understand the lesson to be studied, for example, lecture asked about material and tool of making craft art or to find out how much students remember last week's learning.

Student activities and teacher activities take place in a simultaneous process to achieve certain instructional goals. The learning process is a series of activities and interactions between students and the teachers that are controlled through learning planning. The implementation of the learning process needs to be carried out systematically based on the learning procedures that have been developed. Therefore, one of the abilities what lecturers must have been able to understand and implement learning procedures. By engaging in these pre learning activities students build a foundation for further exploration and development in graphic art and craft art. These activities foster artistic creativity.

MBKM participants enjoy pre learning activities because they foster creativity and students have self confidence to apply graphic art and craft art. They can also mention the name of the tools and materials used to make them.

b. Learning Activity

The implementation of learning is the core of learning activities where lecturers manage the class from providing learning materials to completion. The core activity process in learning will describe the use of method and media used by the lecturers in the learning process.

Learning methods are ways used by teachers to help process in order to create effective and efficient learning. There are many kinds of methods in learning, but the lecturers used demonstration method. This demonstration teaching method involved a teacher showcasing a skill, process, or concept by physically demonstrating it step-by-step, while simultaneously explaining each step. This method is particularly effective for teaching psychomotor skills or for situations where visual aids or hands-on experiences are beneficial. In addition, this method actively involves students in the learning process by permitting them to observe and participate in the demonstration. The lecturers do at the first is to provide students with an understanding of the material, after that demonstrate how to make canvas bag, t-shirt prints, and souvenirs.



The using of teaching media showed that besides whiteboard and board marker, graphic and craft tool and material are the learning media.

c. Final activities and follow-up

Final activities and follow-up must be carried out systematically and flexibly, so that in the process it can support the optimization of student learning outcomes. The activity procedures that need to be taken, after carrying out preliminary activities in learning, and after concluding the learning, the next steps taken by the lecturers are: 1) conducting a final learning assessment (posttest); 2) reviewing the final assessment results; 3) carrying out follow-up learning activities. The essence of follow-up learning is to optimize student learning outcomes. Below is the picture of learning process.



Figure 1. Learning Process

The [Figure 1](#) above showed the learning process of graphic art. From left to right describe about the process of learning graphic arts in printmaking and the learning process of high-pressure etching. It starts from understanding basic principles, selecting tools and materials, and mastering the techniques then apply it.

Assessment of learning outcomes as stipulated by Permendikbud No. 23 of 2016. In the Regulation, assessment of learning outcomes by educators aims to monitor and evaluate the process, and learning progress. Assessment is carried out comprehensively from the viewpoint of knowledge, attitudes and skills or an authentic assessment. The assessment is affected by student motivation, self-regulation, teacher interaction, assessment instruction, design, and media during assessment ([Ismail et al., 2022](#)). In the learning context, assessment is generally oriented towards educational goals which include several types of goals including national educational goals, institutional goals, general instructional goals, and specific instructional objectives that include performance ([Padila et al., 2025](#)).

In assessing learning outcomes, one of the craft art lecturers, assessed craft work based on three aspects, namely ideas, creativity and techniques. 1) Thoughts/ideas: Idea and thoughts in the concept of thinking that manifests (visualization) responses to natural objects into forms of artwork. The creative process of students is a process that arises from imagination to reality. The process of creating an object through thought, and implementing it through the process so that society can enjoy and utilize it. In the concept of thinking and imagining the students have reached 80 % who already understand/know about the objects of making craft works of art in souvenirs form by utilizing available materials and tools; 2) Technique and media: technique is a way for someone to realize an idea into something interesting so that it has a value of manifestation by using fine art media in the form of fine art media in the form of fine art tools and materials. The technique use will give different shapes or forms. Form is an aspect that is closely related to the principles of composition. The principles of composition include proportion, balance, rhythm, contrast, climax, and unity. These principles are the measure for assessing works of art in terms of form. Based on this, the form of craft work souvenir which is produce by the students most have a tendency towards the existing composition principles so that interesting and beautiful souvenirs are created where according to the lecturer that 80% of students already understand how to compose and create craft works of art well; 3) Creativity: creativity means creative in the use of media, materials, tools, and techniques that are different from the previous ones. Creativity can also be obtained by displaying new forms or combining new elements. According to the lecturer, students' creativity is around 80 % of students have a

fairly good level of creativity. This can be seen from the processing of materials, starting from the use of media, materials, and tools.

Another graphic art lecturer assessed graphic art based on five aspects, namely: 1) technique: how good is the technique used in creating the craft? 2) material: how good is the selection and use of materials in the craft? 3) design: how good is the design and composition of the craft? 4) function: how well can the craft be used or functioned? 5) aesthetics: how well can the craft be enjoyed from an aesthetic point of view?

For each aspect of the assessment the lecturer gives a weighting of 20 percent. There are several things/guidelines that must be done by the lecturers before doing learning outcomes, namely: 1) Compiling stages, techniques and assessment instruments and determining achievement indicators of student's performance. In this stage Fine Arts study program has implemented the formulation and preparation of learning activity programs. The preparation is carried out by the Head of Fine Art Study Program together with lecturers at the beginning of the semester. This will make learning more effective. The assessment instrument is taken from the aspect of craft arts in accordance with the program that been created; 2) Carry out the assessment process according to stages, techniques and assessment instruments. In carrying out the assessment, lecturers prepare media and learning resources as one of the stages to support the continuity of learning. The preparation of media and learning resources is done two days before learning takes place. This will maximize the learning process, because the preparation is not sudden. Then, carrying out assessments in accordance with techniques and criteria, namely, observation, work result, work performance, and end-of-semester assessments. In the final semester assessment, lecturers provide extra activities that aim to maximize student's ability in craft art and graphic art. In assessing student's work, there are several aspects assessed by the lecturers, including: a) concept and idea: how clear and strong is the concept or idea that students want to convey through artwork? Idea and concept in the concept of thinking that manifests (visualization) responses to natural objects into forms of artwork. The creative process of students is a process that arises from imagination into reality. The process of creating an object through thought, and implementing it through the process so that society can enjoy and utilize it. In the concept of thinking and imagining, the MBKM participants had already understood/comprehended the objects of making craft works of art so that they have fairly good level of creativity. This can be seen from the processing of materials, starting from the use of media, materials, and tools. 3) Reporting student's performance based on the technique, material, design, function and aesthetics of the craft art and graphic art. [Figure 2](#) below is the picture of learning outcome assessment.



Figure 2. Learning Outcomes Assessment

[Figure 2](#) describes about graphic arts learning assessment includes evaluation of students' conceptual understanding, technical skill, and work results. Learning outcome assessment is done through observation and performance.

The implementation of learning process and assessment of learning outcomes of MBKM participants follows general learning and assessment methods. Learning process develops students' creativity. Likewise with the assessment of learning outcomes, the lecturer

carries it out well by creating method and techniques. An aspect was found in this study namely assessment is carried out sequentially comprehensive. Assessment is conducted not a one-time event, but rather a process that unfolds in stage. Sequentially comprehensive assessment emphasizes that the assessment aims to be thorough and cover all relevant aspects. It is not limited to a narrow focus but seeks to understand the subject as a whole.

CONCLUSIONS AND SUGGESTIONS

The MBKM program provides various activity, namely internships, students exchanges, research, teaching assistance in education unit, humanitarian projects, and village development. The eight activities attracted students to participate in MBKM activities. MBKM at Fine Arts study program is Student Exchange between Program Study.

The explanation above leads to the conclusion that the teaching materials taught in Fine Arts Study Program of Faculty of Culture, Management and Business, Mandalika University of Education for MBKM participants are graphic art and craft art. For graphic arts, they are taught about printing canvas bags and printing t-shirts, whereas souvenirs for craft art teaching materials. Creating craft art and graphic arts requires skill and perseverance. Therefore, the lectures provide an understanding of the concepts and procedures for creating these works of art. The learning process for graphic art and craft art is as follows: a) provide tools and materials; b) making process; c) finishing work of art. Learning outcome assessment consisted of following aspects namely: a) technique; b) material; c) creativity; d) function and e) aesthetics. The implication of learning process and assessment are the students' art work combined aesthetic and functional elements in everyday objects.

This learning is carried out by students outside Fine Arts study program. Therefore, In assessing student's performance in graphic art and craft art, it can be used objective assessment criteria. It is necessary to appreciate student's technique and skills in creating craft works. In addition, it is necessary to use an assessment rubric or checklist to ensure consistency and objectivity of the assessment.

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