

The Constructivist Approach in the Implementation of MBKM for Higher Education in the Society 5.0 Era

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Abstract: The Merdeka Belajar–Kampus Merdeka (MBKM) program, launched by Indonesia’s Ministry of Education and Culture, seeks to improve the quality and relevance of higher education by granting students greater autonomy and learning flexibility. In the era of Society 5.0, where human and technological collaboration is essential, MBKM aligns with the constructivist philosophy that emphasizes active participation, collaboration, and reflection in constructing knowledge. This study employs a literature review approach within a constructivist philosophical framework, analyzing academic publications, policy documents, and empirical studies from 2020 to 2025 to explore how MBKM facilitates contextual, adaptive, and student-centered learning. The findings indicate that MBKM strengthens experiential and project-based learning by promoting collaboration among students, lecturers, and communities through internships and interdisciplinary projects. These practices enable learners to connect theory with real-world experiences, enhance critical and reflective thinking, and develop adaptive, creative, and resilient competencies. Viewed through a constructivist lens, MBKM

represents a transformative educational innovation that bridges academic theory with societal application. It supports learner autonomy and cultivates holistic competencies necessary for the Society 5.0 era, preparing graduates to face global challenges with resilience, innovation, and a lifelong learning mindset. Overall, MBKM serves as a strategic model for advancing higher education that is contextual, adaptive, and responsive to the dynamic demands of the digital and technological age.

Keywords: Merdeka Belajar, Kampus Merdeka, Society 5.0, Constructivism philosophy, and Higher education.

Abstrak: Program Merdeka Belajar–Kampus Merdeka (MBKM), yang diluncurkan oleh Kementerian Pendidikan dan Kebudayaan Indonesia, bertujuan untuk meningkatkan kualitas dan relevansi pendidikan tinggi dengan memberikan mahasiswa kebebasan dan fleksibilitas belajar yang lebih besar. Di era Society 5.0, di mana kolaborasi antara manusia dan teknologi menjadi esensial, MBKM sejalan dengan filosofi konstruktivis yang menekankan partisipasi aktif, kolaborasi, dan refleksi dalam membangun pengetahuan. Studi ini menggunakan pendekatan tinjauan literatur dalam kerangka filosofi konstruktivis, menganalisis publikasi akademik, dokumen kebijakan, dan studi empiris dari tahun 2020 hingga 2025 untuk mengeksplorasi bagaimana MBKM memfasilitasi pembelajaran kontekstual, adaptif, dan berpusat pada mahasiswa. Temuan menunjukkan bahwa MBKM memperkuat pembelajaran berbasis pengalaman dan proyek dengan mendorong kolaborasi antara mahasiswa, dosen, dan komunitas melalui magang dan proyek interdisipliner. Praktik-praktik ini memungkinkan peserta didik menghubungkan teori dengan pengalaman nyata,

meningkatkan pemikiran kritis dan reflektif, serta mengembangkan kompetensi adaptif, kreatif, dan tangguh. Dilihat dari perspektif konstruktivis, MBKM mewakili inovasi pendidikan transformatif yang menjembatani teori akademik dengan penerapan sosial. Ia mendukung otonomi pembelajar dan menumbuhkan kompetensi holistik yang diperlukan untuk era Society 5.0, mempersiapkan lulusan untuk menghadapi tantangan global dengan ketahanan, inovasi, dan mindset pembelajaran seumur hidup. Secara keseluruhan, MBKM berfungsi sebagai model strategis untuk mengembangkan pendidikan tinggi yang kontekstual, adaptif, dan responsif terhadap tuntutan dinamis era digital dan teknologi.

Kata Kunci : Merdeka Belajar, Kampus Merdeka, Society 5.0, Filsafat Konstruktivisme, Pendidikan Tinggi

Introduction

National education plays a strategic role in shaping human resources (HR) that are excellent, have character, and are adaptive to global challenges. As a lifelong process, education in Indonesia is implemented through synergy between family, school, and society. The family functions as the primary and main educational environment, instilling moral and spiritual values; the school acts as a formal institution that develops students' intellectual potential, skills, and personality; while society serves as a social learning space that reinforces life experiences and social responsibility. The synergy of these three environments is an implementation of the mandate of Law Number 20 of 2003 on the National Education System, which emphasizes that the goal of national education is to develop students' abilities so they become individuals who are faithful and devout to God Almighty, have noble character, are healthy, knowledgeable, skilled, creative, independent, and become democratic and responsible citizens. Therefore, Indonesia's national education is not only focused on academic achievement but also on shaping well-rounded individuals who can contribute to the nation's progress amid the dynamics of the global and digital era.

As a country that positions education as a key pillar of development, Indonesia continually reforms its curriculum to achieve national education goals and address the challenges of the times. From the 1947 curriculum to the current Merdeka Curriculum, each change reflects an adaptive effort to the advancements in science, technology, and the need to enhance human resource quality. However, amidst these advancements, the Indonesian education system still faces current issues such as the high open unemployment rate (TPT) and the mismatch between study fields and the labor market. The rapid development of technology and the changing needs of the job market have not been fully matched by the readiness of the education system to prepare graduates who are relevant and competitive. Data from the Central Statistics Agency (BPS) in February 2024 shows that Indonesia's TPT reached 4.82%, or about 7.20 million people from a total workforce of 149.38 million. This situation is exacerbated by the fact that, as reported by the Minister of Education, Culture, Research, and Technology, Nadiem Makarim, approximately 80% of higher education graduates work in jobs unrelated to their field of expertise. This phenomenon highlights the gap between educational outcomes and the needs of the business and industrial world (DUDI), prompting the need for more flexible, contextual, and competency-oriented education policies through the implementation of the Merdeka Belajar–Kampus Merdeka (MBKM) policy.

The Merdeka Belajar–Kampus Merdeka (MBKM) policy emerged as a strategic response to the need for higher education reform in the face of global dynamics and the challenges of the Society 5.0 era. Launched by the Minister of Education, Culture, Research, and Technology, this policy's primary goal is to provide space for students to develop competencies in line with the needs of the labor market, while fostering independent learning that is adaptive to the changing times. Through the MBKM program, students are given the opportunity to learn off-campus to strengthen their technical (hard) and social (soft) skills, enabling them to compete in an increasingly competitive job market that is based on innovation. MBKM is an extension of the Merdeka Belajar concept, which emphasizes autonomous, collaborative, and contextual learning to produce graduates who are academically excellent and morally and socially integrated (Rahmah & Sukiman, 2024). In the context of Society 5.0, this policy is even more relevant because this era is characterized by the integration of artificial intelligence, big data, and digital technology with human life. The main challenge lies not only in mastering technology but also in how humans can use it wisely to create human values and innovative solutions for social life (Sayyidi & Sidiq, 2020). Therefore, higher education is tasked with producing graduates who act as problem solvers, innovators, and change leaders, capable of turning data and technology into meaningful knowledge rooted in local wisdom (Mutaqin, 2024). Thus, MBKM is an important instrument in preparing superior human resources who are not only professionally competent but also globally competitive and possess a humanistic character in line with the spirit of Society 5.0.

In the era of Society 5.0, changes in various aspects of life are occurring rapidly and are complex. This condition requires higher education institutions to not only produce knowledgeable graduates but also those with adaptive, creative, and innovative competencies to face global challenges. Education, as an agent of change, has a strategic responsibility to prepare superior human resources who can compete amidst technological acceleration and social disruption. However, various studies show that Indonesia's HR quality index is still relatively low, indicating the need for fundamental changes in the system and teaching paradigms, especially in higher education. It is in this context that the Merdeka Belajar–Kampus Merdeka (MBKM) policy comes as an effort to create independent, creative students who can adapt to technological changes and the dynamics of the labor market (Salim et al., 2022). Philosophically, the concept of MBKM aligns closely with the principles of constructivism philosophy, which views knowledge not as passively transferred but as actively built through individual experience and reflection. Constructivist philosophy emphasizes that learning is an active process where students build their own meaning, concepts, and understanding through interaction with the environment. Therefore, learning within the framework of MBKM demands that students become subjects who think critically, design knowledge, and understand the essence of their learning experiences. Hence, this article aims to analyze the concept of Merdeka Belajar–Kampus Merdeka in the era of Society 5.0 through the perspective of

constructivist philosophy as a theoretical foundation and analytical lens relevant to the transformation of higher education in Indonesia.

Methodology

This study is a library research, where data is collected from various sources such as notes, books, papers or articles, journals, relevant scientific references, as well as information obtained through online media. The data collection technique in this research is carried out by tracing related references for in-depth analysis (Ulfatin, 2022). The data processing is done through several procedures, starting with data reduction, displaying the final data (verifying the data), and then analyzing it using a constructivist philosophy approach. The research process is as follows:

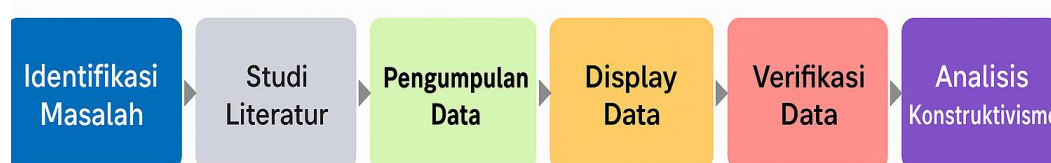


Figure 1: Research Flow

The diagram illustrates a systematic research process based on a constructivist approach. The first stage, Problem Identification, is the initial process of determining the main issue relevant to the research context. Next, Literature Review is conducted to strengthen the theoretical framework and understand previous research findings related to the topic. Following that, the Data Collection phase focuses on gathering empirical information through observation, interviews, or supporting documents. The collected data is then presented in the Display Data stage, where patterns and relationships between variables can be clearly observed. The next stage, Data Verification, ensures the validity and consistency of the information before further interpretation. Finally, all the results are analyzed using the constructivist approach, which involves interpreting the meaning of the data reflectively and emphasizing how knowledge is constructed by the researcher based on the interaction between theory, context, and field findings.

Result and Discussion

Merdeka Belajar Kampus Merdeka in the Era of Society 5.0 from the Perspective of Constructivist Educational Philosophy

Philosophy is a process of thinking, critically and deeply considering everything related to human beings. The word philosophy comes from the Greek words *philos* meaning love and *sophia* meaning wisdom. Philosophy is the foundation of all sciences that emerge and develop (Ewing, 2008). Knowledge stems from human curiosity. Therefore, the philosophy of education asserts that humans have the potential to grow and realize their potential. The philosophy adhered to by individuals or groups, such as

teachers, educators, and lecturers, influences the educational goals set. This is why philosophy becomes the foundation in the design of the educational curriculum. Constructivist philosophy is a branch of cognitive learning theory that emphasizes the importance of actively and deeply constructing understanding by learners during the learning process. This constructivist approach is closely related to discovery learning and meaningful learning, both of which are based on cognitive theory, focusing on how individuals process and internalize new information effectively (Woolfolk, 2004).

Learning is seen as knowledge that is not entirely objective, temporary, and often built based on prior understanding. Thus, learning is a process of constructing knowledge through concrete experiences, collaboration, reflection, and interpretation. The mind plays a role in interpreting various objects and events in the real world, creating individual meaning. According to the constructivist learning theory, learning is not just about memorization, but a process of building knowledge through experience (Muzakki et al., 2021). In the view of constructivism, knowledge is not something directly given by others, such as a teacher, but is actively constructed by each individual. Teaching is not merely transferring knowledge from the teacher to the student, but is a process of helping students actively construct their own understanding through interaction with various phenomena and learning objects. Therefore, in the principle of constructivism, the teacher functions as a facilitator and mediator whose task is to support and facilitate the optimal learning process for students. The success of the educational process is determined by many factors, including the learning process, learning resources and materials, learning environment, learning strategies, and evaluation of learning, as outlined below.

Learning in Constructivist Theory

The learning process is an interaction between humans and their surrounding environment. The environment provides inspiration and even shapes human experiences and knowledge. Human adaptation to concrete experiences forms the foundation of constructivist learning. Therefore, in the constructivist concept of learning, more emphasis is placed on the subject of learning, the students, rather than the educator (Yefang et al., 2024). Key elements to prioritize in the constructivist learning model are: (1) learning must be objective and relevant so that students can formulate collaborative questions, (2) learning is a process of discovering the phenomena that occur, (3) learning is a social experience where students can think critically about complex issues, (4) learning is aimed at constructing experiences gained during the learning process and solving emerging problems (Nurhuda et al., 2023). The constructivist learning model emphasizes active participation from students. Students build their knowledge independently, through interaction with their environment (Amna Saleem et al., 2021). Thus, constructivist learning can be described as thematic learning. Thematic learning links one theme to another, or connects each subject to others. This will build (construct) new experiences that are more meaningful to the students. This process must continue, so that students are trained to acquire and discover knowledge independently (Suryati et al., 2023).

Resources and Learning Materials in Constructivist Theory

In the application of the constructivist learning model, learning resources and materials are drawn from the utilization of the surrounding environment. This environment includes two main aspects: social environment and physical or natural environment as learning media. When the environment is brought into the classroom, it becomes a source of information that conveys materials in front of the class. Jean Piaget, a key figure in constructivist philosophy, explained that every student interacting with their environment leads to cognitive abilities that are unstable due to the need to solve problems arising from those interactions. If students are able to solve their problems, they demonstrate the ability to use imagination, initiative, and intellectual capacity to think through solutions (Hakiky et al., 2023). Therefore, educators must be able to design environments that make the material engaging and relevant for students.

Environment in Constructivist Theory

In the learning process, the environment is one of the key tools to create a good learning process. Creating a constructive learning environment involves several elements, including: (a) providing students with a comfortable learning environment, (b) treating students well in the learning environment (school), such as allowing interaction with other students and with educators, (c) giving students opportunities to solve problems independently and responsibly, (d) providing students with real experiences in building attitudes toward the environment, as learning is not only about understanding theoretical concepts (Saputra, 2023). Some strategies supporting constructivist learning include: active learning, independent learning, cooperative and collaborative learning, and cognitive-based learning approaches (Doychinova, 2023). A practical example is the University of Gadjah Mada (UGM) implementing the KKN-PPM program (Community Service Work College) as part of project-based learning outside the campus. Students from various programs are sent to villages to help resolve local issues such as small business development, digitalization of village services, and community health education. This program reflects the principles of experiential learning and student-centered learning in constructivist philosophy, as students are required to build knowledge through direct experience in the field, collaborate across disciplines, and engage in critical reflection on the processes they undergo. Nowadays, lecturers are no longer seen as the sole source of knowledge in the learning process. Their role has shifted to being facilitators who guide and accompany students in conducting deep reflection and evaluation of the material they study. This approach encourages students to actively critique and internalize information, making learning more meaningful and enhancing their critical thinking skills. This program has proven effective in enhancing students' competencies in academic, social, and emotional aspects. Activities like this are a concrete implementation of MBKM, addressing the challenges of Society 5.0 by equipping students with adaptive, innovative, and solution-oriented skills (Nadia et al., 2022).

Evaluation in Constructivist Theory

Evaluation in the constructivist learning model is directed toward authentic assignments that construct knowledge by depicting the thinking process and discovering results. In facing the challenges of Society 5.0, the Merdeka Belajar Kampus Merdeka program is expected to produce graduates who are not only academically excellent but also able to apply their knowledge in real life and various social contexts. This aligns with the goal of MBKM: to create an autonomous learning process (Fildza et al., 2023). Merdeka Belajar is based on the constructivist educational philosophy or the idea that knowledge must be constructed. Constructivism emphasizes that the success of the educational process is determined and constructed by the learners themselves (Nadia et al., 2022). Knowledge is the result of cognitive construction formed through an individual's learning process. Constructivist theory emphasizes the importance of active involvement by learners in building their own knowledge. This approach also opens broad opportunities for individuals to explore, develop, and optimize their potential and capabilities independently. Constructivism is strongly correlated with the Merdeka Belajar concept because Merdeka Belajar is closely linked to self-regulated learning, where students are expected to have excellent competencies to become a high-quality generation in the future (Yang et al., 2023). This correlates with the development of Society 5.0, which emphasizes students' creativity to enhance conceptual and technical competencies, creating professionalism, competitiveness, participatory excellence, and cooperation (Hasanah et al., 2023). In the constructivist learning approach, educators function as facilitators and companions who encourage students to learn independently and actively. The Merdeka Belajar Kampus Merdeka (MBKM) policy emerges as an innovation in higher education aimed at making research activities more contextual and relevant to the needs of the times. The implementation of this program refers to the provisions outlined in Permendikbud Number 3 of 2020, Article 15, Paragraph 1, and the Technical Guidelines for the Implementation of MBKM in Islamic Higher Education as regulated in the Decree of the Director-General of Islamic Education Number 1591 of 2022 (Arlina et al., 2024).



Figure 2. Learning Activities Outside the Campus in the MBKM Program (Kemendikbud, 2019)

Conclusion

The concept of Merdeka Belajar Kampus Merdeka (MBKM) from the perspective of constructivist educational philosophy emphasizes the importance of an active, reflective, and contextual learning process. Knowledge is understood as a result of construction built through direct experience, social interaction, and problem-solving. MBKM provides a broad space for students to learn through activities outside the campus such as internships, research, humanitarian projects, entrepreneurship, and teaching assistance, all of which align with the principle of experiential learning. In the constructivist approach, learners are the main subjects of the learning process, while educators function as facilitators and companions. Therefore, MBKM is a relevant higher education policy to address the challenges of the Society 5.0 era by producing graduates who are adaptive, innovative, collaborative, and globally competitive. The implementation of MBKM in various higher education institutions shows that the constructivist approach can serve as the foundation for meaningful and sustainable educational transformation.

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