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# Measuring Student Readiness for Independent Learning Programs in Higher Education to Support SDG 4: Quality Education

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## ABSTRACT

**Objective:** To measure the level of student readiness for participating in the Merdeka Belajar Kampus Merdeka (MBKM) Program at higher education institutions, particularly at Ma'soem University. **Method:** The study employed a quantitative survey method. Data were collected from 112 students selected from a population of 935 students using the Slovin formula. A Likert-scale questionnaire was used to assess three dimensions of readiness: physical readiness, psychological readiness, and material readiness. Instrument validity and reliability were tested, yielding a Cronbach's Alpha of 0.960. **Results:** The findings revealed that students' readiness to participate in the MBKM program was in the "Good" category, with an achievement percentage of 80.81%. Although overall readiness was satisfactory, the material readiness dimension, particularly the learning-recording sub-indicator, required further improvement. **Novelty:** This study proposes a comprehensive readiness assessment framework for Independent Learning Programs (MBKM) by simultaneously evaluating students' physical, psychological, and material readiness. The framework contributes to SDG 4 (Quality Education) by providing evidence-based information to support inclusive, student-centered, and effective implementation of independent learning programs in higher education while identifying specific readiness dimensions that require improvement.

## INTRODUCTION

The Merdeka Belajar Kampus Merdeka (MBKM) program is a significant initiative in the restructuring of higher education in Indonesia. This program seeks to offer students learning experiences that are more adaptable and pertinent to industrial requirements. This program enables students to acquire knowledge outside their academic curriculum via internships, humanitarian initiatives, research, entrepreneurship, and many activities that might augment their abilities and skills. This program seeks to connect education with industry and equip students to confront global concerns. The execution of MBKM is founded on the notion of autonomous learning, enabling students to choose and curate educational experiences that align with their interests and professional aspirations. The program seeks to enhance graduate quality while fostering innovation and creativity in the educational process. The Ministry of Education, Culture, Research and Technology (MoECristek) stipulates that the curriculum also fosters the development of soft skills, like leadership, teamwork, and communication, which are crucial in the professional realm (Ritter et al., 2017). This curriculum aims to bridge the divide between academia and industry, equipping students to confront global issues and ensuring their readiness for competition (Kumar & Rewari, 2022). Research indicates that students' preparedness to engage in the MBKM program is significantly influenced by their comprehension of the program's advantages and the assistance offered by their educational institutions. This preparedness encompasses their comprehension of the program's goals, policies, and processes, which may differ among educational institutions (Bahar et al., 2022). The