

Approaches to Moral and Ethical Education in the MBKM Curriculum: A Systematic Review

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Abstract. The Merdeka Belajar Kampus Merdeka (MBKM) curriculum is designed to encourage interdisciplinary learning, but its effectiveness in promoting moral and ethical education is still uncertain. This review aims to explore how an interdisciplinary approach can be used to integrate moral and ethical education in MBKM. By analyzing a diverse range of literature, including different methodologies and findings, this review highlights various interdisciplinary strategies used, such as integrative courses, collaborative projects, and experiential learning efforts. These approaches have the potential to cultivate students' moral reasoning, empathy, and ethical decision-making abilities, which can contribute to the development of society's ethical framework and values. Although these findings suggest that interdisciplinary education can be effective in MBKM, more research is needed to measure its effectiveness, address challenges in curriculum integration, and refine assessment methodologies. This will pave the way for a more comprehensive and robust system that has a positive impact on moral and ethical education.

Keywords: MBKM curriculum, Moral education, Ethics education, Interdisciplinary approach



INTRODUCTION

The Merdeka Belajar Kampus Merdeka (MBKM) curriculum, introduced by the Indonesian Ministry of Education and Culture was designed to provide the students with opportunities for independent learning, international mobility, and holistic educational experiences beyond the traditional classroom. This curriculum framework is designed to encourage an interdisciplinary approach to education, promoting critical thinking, adaptability, and global awareness among students (Ika, 2024).

The MBKM initiative emphasizes flexibility and innovation in learning, allowing students to earn credits and gain valuable experiences outside the conventional academic framework. Interdisciplinary education has been recognized as a powerful strategy to address complex societal challenges and promote comprehensive student development. By integrating various disciplines, educators can create a more cohesive and enriched learning environment that enhances students' abilities to make ethical decisions and understand moral values (Jorgenson, Stephens, & White, 2019; Monroe et al.). Research has shown that interdisciplinary approaches can effectively foster moral reasoning, empathy, and ethical decision-making skills among students, which are crucial for their personal and professional growth (Bhattacharya et al., 2020; Derr & Simons, 2020). While the MBKM curriculum emphasizes interdisciplinary learning, its impact on moral and ethical education remains unclear.

This review explores how interdisciplinary approaches are used to integrate moral and ethical education within the MBKM framework. Through a thorough analysis of diverse literature, methodologies, and research findings, this review highlights a range of interdisciplinary strategies, from integrative courses to collaborative projects and experiential learning efforts. The synthesis of these approaches underscores their potential to foster significant development in students' moral reasoning, empathy, and ethical decision-making abilities, thereby enhancing society's ethical framework and values. Although these findings present promising prospects for interdisciplinary education within the MBKM framework, this review also emphasizes the need for further research to comprehensively measure its effectiveness, address curriculum integration challenges, and refine assessment methodologies, paving the way for a stronger and more impactful moral and ethical education system.



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LITERATUR REVIEW

The literature reveals several interdisciplinary strategies that have been employed to integrate moral and ethical education within various educational frameworks. One such approach involves the use of integrative courses that combine elements of ethics, philosophy, and social sciences to provide a holistic understanding of moral issues. These courses often encourage students to engage in critical discussions and reflective practices, thereby enhancing their moral reasoning and ethical decision-making abilities (Jorgenson, Stephens, & White, 2019).

Another strategy is the implementation of collaborative projects that require students to work together across disciplines to address real-world ethical dilemmas. This approach not only fosters teamwork and communication skills but also allows students to apply ethical principles in practical contexts. Experiential learning efforts, such as service-learning projects and community engagement activities, have also been highlighted as effective means of integrating moral and ethical education. These activities provide students with opportunities to apply their academic knowledge to real-world issues, thereby fostering a deeper understanding of ethical issues and the development of empathy and social responsibility (Bhattacharya et al., 2020). Additionally, incorporating case studies and scenario-based learning into the curriculum can help students explore ethical dilemmas and practice ethical decision-making in a controlled environment.

Despite these promising strategies, the literature also underscores the need for more research to measure the effectiveness of these approaches and to address challenges related to curriculum integration. Issues such as the lack of standardized assessment methodologies and the difficulty of ensuring consistency across different educational contexts pose significant challenges to the successful implementation of interdisciplinary moral and ethical education (Derr & Simons, 2020). By identifying and addressing these challenges, educators can develop a more robust and effective curriculum that better prepares students to face ethical challenges in the future.

METHODS

This review began by identifying relevant research questions and examining pertinent literature, including scoping and systematic reviews (Bhattacharya et al., 2020; Derr and Simons, 2020; Jorgenson, Stephens, and White, 2019; Monroe et al.). Utilizing the PRiSMA 2020 guidelines (Page et al., 2021), a systematic search was conducted across five databases: Web of



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Science, Academic Search Complete, Scopus, ERIC (EBSCOhost), and PsycINFO. The search strategy combined terms related to curriculum change, interdisciplinary education, and morality using Boolean operators to refine the scope. This search yielded 100 initial records, with criteria ensuring the inclusion of peer-reviewed articles from 2015 to the present. A manual search supplemented this by reviewing reference lists of key articles and conducting keyword-specific searches in leading journals. This comprehensive approach ensured a robust selection of literature to assess interdisciplinary strategies in moral and ethical education within the MBKM framework.

RESULT AND DISCUSSION

In exploring interdisciplinary approaches to moral and ethical education within the MBKM curriculum, several key themes emerged from the relevant literature. Introduced by the Indonesian Ministry of Education and Culture, the MBKM curriculum aims to provide students with opportunities for independent learning, international mobility, and more holistic educational experiences beyond traditional classrooms. Adequate preparation for this curriculum is crucial for both faculty and students to fully benefit from the diverse learning experiences offered (Ika, 2024).

One significant aspect highlighted in this study is the importance of international mobility programs (IMPs) in supporting the MBKM curriculum. IMPs enable students to adapt to new environments, improve their language proficiency, develop global perspectives, and engage in diverse learning experiences that contribute to their personal and academic growth (Isnaini, 2024). These experiences enrich students' educational journeys and foster skills such as adaptability, cultural awareness, and effective communication, which are essential in today's interconnected world.

Furthermore, the MBKM curriculum emphasizes the role of change leadership in reducing resistance to organizational change in higher education settings. By allowing students to participate in activities beyond their regular study programs, the curriculum promotes flexibility and innovation in learning, enabling students to earn credits and gain valuable experiences outside the conventional academic framework (Mujib, 2023). This approach encourages a shift towards more student-centered education, empowering students to explore their interests and passions while developing essential skills for the future.

In the context of the MBKM curriculum, the implementation of independent learning activities plays a crucial role in shaping students' perceptions and skills. Engagement in various



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forms of independent learning, such as leadership development, cultural immersion, and skill-building activities, contributes to students' overall growth and preparedness for future challenges (Aryanti, 2023). These activities not only enhance students' knowledge and competencies but also foster a sense of independence and self-directed learning, aligning with the principles of the MBKM curriculum.

The integration of an industrial mindset into educational practices within the MBKM framework is highlighted as a key aspect of curriculum development. By incorporating elements of the industrial mindset into Islamic education, for example, institutions can better prepare their students to meet the demands of the modern workforce and equip them with the skills needed to succeed in dynamic professional environments (Kuncoro, 2023). This interdisciplinary approach bridges the gap between academic learning and real-world application, ensuring that students are well-equipped to tackle complex challenges in their future careers.

The effectiveness of moral education within the MBKM curriculum is evident from the integration of appreciative and values-based approaches in teaching. By enhancing moral cognition, fostering the inculcation of values, and encouraging reflective practices, educators can instill ethical principles and virtues in students, nurturing their moral development and character formation (Zhang, 2024). This integrated approach to moral education aligns with the broader goals of the MBKM curriculum, which seeks to cultivate well-rounded individuals capable of making ethical decisions and contributing positively to society.

Moreover, the MBKM curriculum's emphasis on sustainable digital innovation and pedagogical frameworks reflects a forward-thinking approach to education. By incorporating entrepreneurial activities, research programs, and digital teaching materials into academic practices, institutions can create dynamic learning environments that prepare students for the digital age (Supriati et al., 2022). This holistic approach to curriculum design ensures that students are not only academically proficient but also equipped with the necessary skills to thrive in a rapidly evolving technological landscape.

In summary, interdisciplinary approaches to moral and ethical education within the MBKM curriculum encompass a variety of strategies aimed at fostering holistic development, promoting internationalization, encouraging independent learning, and integrating ethical values into educational practices. By implementing these approaches, educational institutions can empower



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students to become lifelong learners, critical thinkers, and responsible global citizens, ready to navigate the complexities of the 21st century.

CONCLUSION

Enhancing moral and ethical education within the Merdeka Belajar-Kampus Merdeka (MBKM) curriculum can be achieved through various interdisciplinary strategies. Investing in faculty development programs to enhance interdisciplinary teaching skills, optimizing curriculum content to include diverse perspectives and real-world case studies, and implementing innovative teaching methods such as peer-directed learning and experiential learning are crucial. Additionally, integrating religious texts, promoting interdisciplinary

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