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How Do Lecturers Implement Case and Project Learning Models to Strengthen the Merdeka Curriculum? : A Study at Tanjungpura University, Indonesia

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Abstract: This study explores how lecturers at Tanjungpura University implement case and project-based learning models to strengthen the Merdeka Curriculum. Employing a qualitative approach with a descriptive method, data were gathered from 49 lecturers across various faculties through questionnaires and unstructured interviews. Data analysis involved descriptive techniques, with questionnaire results analyzed by frequency and percentage, while interview responses were interpreted qualitatively to identify key themes. Findings indicate that while many lecturers have begun integrating case and project-based learning, the extent of implementation varies significantly among faculties. Significant challenges include a lack of awareness and understanding of these models, insufficient institutional support, and difficulty integrating these methods into theory-heavy or practice-oriented courses. However, factors such as the need to align teaching practices with accreditation standards and the availability of faculty development programs are essential enablers. The study concludes that case and project-based learning hold significant potential for enriching the Merdeka Curriculum, and more structured support and awareness-building initiatives are necessary to realize their full benefits. Recommendations for lecturers include improving competencies through training, collaborating in learning design, and developing evaluation methods. For policymakers, strengthening institutional support, socializing the curriculum, and reviewing policies to integrate case and project-based learning are advised.

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Introduction

Higher education in Indonesia is undergoing a significant transformation along with the implementation of the Merdeka Curriculum, which emphasizes developing students' critical, creative, and collaborative thinking skills (Menteri Pendidikan dan Kebudayaan, 2020). The Merdeka Curriculum provides freedom for educational institutions and lecturers to develop and implement learning methods that are more flexible and relevant to the needs of the times (Fuadi & Irdalisa, 2022). The Merdeka Curriculum aims to create graduates with better technical and non-technical skills than before so that they can be by the needs and developments of the times, as well as to make the nation's future generation who are ready to become leaders with good personalities (Fuadi, 2022). A learning model that supports a more active and flexible learning process is needed (Buku Panduan MBKM, 2020). Two of the appropriate learning models are case-based learning and project-based learning because these models are centered on learners, both students and students in university (Anwar & Junaidi, 2022; Sani, 2021; Viner et al., 2020).

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Case study learning is a learning model oriented towards students' independent knowledge formation (Syarafina et al., 2017). Meanwhile, project learning is a learning model that utilizes projects to achieve various competencies in learning because students must solve problems using research, analysis, creation, and representation skills based on real experiences (Fathurrohman, 2016). The urgency of using case and project learning models lies in their ability to develop 21st-century skills in great demand in today's world of work. Critical thinking, problem-solving, collaboration, and creativity can be optimally developed through learning that places students in challenging actual or simulated situations (Dewi, 2015; Karim, 2021; Rafik et al., 2022). With this model, students learn and apply theory practically to make learning more meaningful and contextual. In addition, this learning model also increases student motivation and involvement (Dewi, 2015; Rafik et al., 2022). A more interactive and practical approach makes students more active in learning. This differs from the traditional lecture method, which often makes students passive. Furthermore, case and project-based learning supports the development of soft skills such as communication, time management, and teamwork, which are very important in the professional world (Mayasari et al., 2016).

Implementing the case learning model has successfully improved student learning outcomes, facilitated information retention, and increased positive perceptions of the material being studied (Thibaut & Schroeder, 2020). Meanwhile, implementing the project learning model positively impacts students through increased literacy and numeracy skills (Masliah et al., 2023). Therefore, it is appropriate for educators in schools and universities to apply these two learning models to strengthen the implementation of the Merdeka Curriculum.

Unfortunately, implementing the case and project learning models is not as easy as imagined. Several studies have found obstacles in its implementation, including the lack of readiness and competence of teaching staff, limited resources and institutional support, limited time, lack of proper evaluation and assessment, and lack of resistance of lecturers to change because they are too comfortable with traditional teaching methods (Warsihna et al., 2023). This needs to be considered and handled seriously so that it can be resolved. Of course, each institution has obstacles that are sometimes different. Therefore, the solutions that can be offered may also be different.

Tanjungpura University, one of Indonesia's leading universities, is vital in implementing the Merdeka Curriculum. However, the challenges faced in integrating case and project learning models into the curriculum take work. Various crucial aspects influence the success of implementing this method, so it is necessary to analyze further what factors can support or hinder the implementation of case and project learning carried out by lecturers at Tanjungpura University. While considerable focus has been on the Merdeka Curriculum in higher education, few studies have examined the practical implementation of case and project-based learning models by lecturers. Previous research has primarily addressed the theoretical benefits of these approaches, such as improving critical thinking and problem-solving skills. Still, it lacks a detailed exploration of lecturers' challenges and adaptations in aligning these methods with the Merdeka Curriculum's goals, particularly in diverse institutional contexts like Tanjungpura University. Additionally, there is limited insight into how these models enhance student engagement and learning outcomes within the specific framework of the Merdeka Curriculum.

This study explores how lecturers at Tanjungpura University implement case and project learning models to support strengthening the Merdeka Curriculum. By understanding

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the strategies, challenges, and best practices lecturers face, this study can broadly contribute to the development of learning in Indonesian higher education.

Research Method

This research design used a qualitative approach with a descriptive method. This method was used because this study aims to understand complex phenomena by exploring the meaning and perception of the research subjects in depth, detail, and comprehensively. The subjects of this study were 49 lecturers from each faculty at Tanjungpura University. The distribution of research subjects based on their faculty of origin is presented in Figure 1 below.

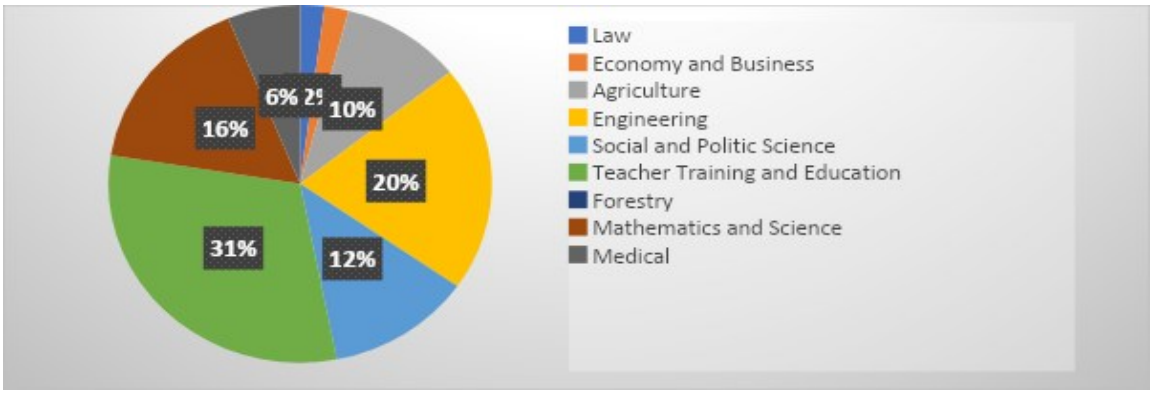

Figure 1. The distribution of research subjects based on their faculty

The research subjects were selected using a purposive sampling method, which included participants with specific experiences, knowledge, or characteristics that can provide in-depth insights into the phenomenon being studied. The data in this study were collected using a non-test instrument : a Semester Learning Design (RPS) study program development questionnaire. Observations and unstructured interviews with several participants supported the results of the questionnaire. Data analysis was carried out using descriptive techniques. The questionnaire results were analyzed in depth and then validated using data triangulation techniques by observation and interviews. The steps for data analysis in this study are data collection, data reduction, data presentation, and conclusion (Miles et al., 2014).

Results and Discussion

Implementation of Case and Project Learning Model

The description of the implementation of the case and project learning model for lecturers at Tanjungpura University was obtained from the answers to the questionnaire that had been distributed and observations made, especially questions 1-6 on the questionnaire. Questions and the distribution of answers to numbers 1-6 are presented in Table 1 below.

Table 1. Distribution of Answers to Questionnaire Questions Number 1-6

No.	Indicator	% Responses			
		0-20%	21-40%	41-60%	>60%
1	What percentage of your study program's estimated RPS is directed toward case-based models?	20,4	38,8	28,6	12,2
2	What percentage of your study program's estimated RPS is directed toward project-based models?	30,8	38,8	22,4	8,2

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3	What percentage of lecturers' RPS in your study program is directed towards case learning?	26,5	38,8	20,4	14,3
4	What percentage of lecturers' RPS in your study program is directed towards project learning?	34,7	36,7	20,4	14,3
5	How many percent of lecturers in your study program have implemented case learning models?	24,5	34,7	24,5	16,3
6	How many percent of lecturers in your study program have implemented project learning models?	36,7	30,6	24,5	16,3

Of the 49 study programs that were the subjects of the study, the most responses were only 21-40% of study program RPS directed towards case and project-based methods. Study programs that 21-40% of whose lecturers also had RPS based on case and project methods included Biology, Food Science and Technology, Soil Science, Guidance and Counseling, Marine Science, Indonesian Language and Literature Education, Mechanical Engineering, Civil Engineering, and Social Science Education. Six of the 9 study programs came from the science and technology group, and the rest from the social and humanities group. Reviewed from the mapping of study program readiness in facing accreditation, these study programs have similarities in several items, for example, in the implementation and follow-up of the Internal Quality Audit (AMI). The nine study programs have implemented AMI, but the follow-up has not been optimal because it has yet to be thoroughly carried out or done according to the deadline. In addition, the curriculum matrix and learning tools also exist, and even though some study programs are minimal, some study programs are synchronizing with case- and project-based models.

Study programs and lecturers whose RPS only 0-20% are directed towards case and project learning are Geophysics, Sports Coaching Education, Computer Systems Engineering, Agrotechnology, Master of Chemistry, Industrial Engineering, Ocean Engineering, Mining Engineering, Public Administration, and Water Resources Management. Few study programs RPS or lecturers are directed towards case and project-based learning methods. When examined from the scientific field of each study program, 8 out of 10 study programs mentioned come from the science and technology group. When viewed from the mapping of study program readiness in facing accreditation, the similarities between several study programs whose implementation of case and project-based RPS are still few in the quality assurance design at the study program level and the curriculum matrix and learning tools. Most of these study programs do not yet have a quality assurance design at the study program level, or they already exist but have not been running well. Most are still in the drafting stage for the curriculum matrix and learning tools. Some have been completed, but not all RPS have a Management Review Meeting (RTM). RTM is the highest meeting in the quality management system, which is held within a certain period to evaluate the overall performance of the system at the university level (Pedoman Rapat Tinjauan Manajemen (RTM), 2021).

Meanwhile, study programs and lecturers whose RPS are more than 60% directed towards case and project learning are Sociology Education and Agribusiness. Both study programs come from the social sciences group. The similarity of these two study programs in mapping the readiness of study programs in facing accreditation is the excellence in compiling the study program Self-Evaluation Report (LED). LED is an effort by the study

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program to find out the picture of its performance and condition through analysis and assessment conducted by the study program. The evaluation includes a SWOT analysis that utilizes peer experts from other study programs so that it can be carried out objectively ("Laporan Evaluasi Diri," 2016). Both study programs have implemented LED and updated data at the end of each year. The curriculum matrix and learning tools are also considered by user needs and based on Outcome Based Education (OBE). OBE is an educational process that must involve curriculum restructuring, assessment, and reporting practices in education (Macayan, 2017).

The case and project learning model has been applied to almost all study programs. However, many study programs still have not implemented it comprehensively and with complete administration. Most of the creation of case and project-based RPS until its implementation is influenced by administrative demands in accreditation preparation or as a support for remuneration points. Not all courses can be studied using these two learning methods, so lecturers tend to implement learning models that are more appropriate to the classes they teach. This is based on the opinion of Mukrimah (2014) in her book, which states that several factors must be considered in determining the learning model: learning objectives, educator abilities, student abilities, number of students, type of material, time, and facilities available. For example, in the Sports Coaching Education study program, the implementation of the case and project learning model in this study program is only around 0-20%. When interviewed, the research subject stated that this was because the courses studied were more in the form of practice, so lecturers tended to make RPS simple. The following is an excerpt from the interview transcript with the research subject, a Sports Coaching Education lecturer:

> *Q:* Very few RPS in your study program have implemented case and project learning models, right, Sir? What is the reason, Sir? *(RPS di prodi Bapak memang sedikit sekali yang sudah menerapkan model pemelajaran kasus dan proyek, ya, Pak? Kira-kira apa alasannya, Pak?*)
> *A:* That's right, Sir. Yes, in our study program, most of the learning is in the form of practice, directly in the field, so the case or project learning model could be more suitable to be implemented, Sir. Instead of helping, sometimes it makes things complicated. That's why the RPS is just so-so; what's important is that the implementation is based on the learning objectives. *(Betul, Pak. Ya, kan di prodi kami itu pembelajarannya sebagin besar bentuknya praktik, langsung ke lapangan, jadi model pembelajaran kasus atau proyek itu kurang sesuai aja untuk diterapkan, Pak. Bukannya membantu, kadang malah ngeribetin. Makanya RPS-nya sekadarnya aja, yang penting pelaksanaannya sesuai dengan tujuan pembelajaran.*)

In addition to courses that are more dominant in using direct practice, science with complex theories also tends not to implement case and project learning models in its learning, such as Computer Systems Engineering, Agrotechnology, Chemistry Masters, Industrial Engineering, Ocean Engineering, Mining Engineering, and Water Resources Management study programs. Interviews were conducted with research subjects who were lecturers of the Computer Systems Engineering study program, and the following transcripts were used:

> *Q:* Computer systems engineering rarely uses case and project learning models, right? Or is it just the RPS that needs to be compiled with both models? (*Rekayasa sistem komputer memang jarang menggunakan model pembelajaran kasus dan proyek ya, Pak? Atau hanya RPS-nya saja yang tidak disusun dengan kedua model tersebut)*
> *A:* Yes, it is rare, Sir. The courses in our study program are complex and require in-depth knowledge. Both models need to focus more on fundamental theory and various essential concepts. So, using the lecture method and increasing structured exercises is better. At most, if we practice, we go directly through practicums, the problems of which are also challenging to

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bring to the context of everyday life. (*Ya, memang jarang, Pak. Mata kuliah di prodi kami itu kompleks, butuh pengetahuan mendalam. Kalau pakai kedua model itu justru tidak memberikan fokus yang cukup pada teori dasar dan berbagai konsep penting, Jadi, memang lebih baik menggunakan metode ceramah dan perbanyak latihan terstruktur. Palingan kalau praktek, kami langsung melalui praktikum, yang permasalahannya juga sulit dibawa ke konteks kehidupan sehari-hari.*)

Several studies have also provided reasons why the implementation of case and project learning models is less suitable for several study programs, namely: the need for in-depth technical knowledge, intensive practicum experience, a very structured and specific curriculum, difficulty defining relevant and realistic cases or projects, dependence on structured and gradual learning, and limited time and resources (Almulla, 2020; Andalusia et al., 2024; Baeten et al., 2010).

Supporting Factors for the Implementation of Case and Project Learning Models

Based on the questionnaire that has been distributed, here are some factors that support the implementation of case and project learning models for lecturers at Tanjungpura University: (1) the requirement to be uploaded in remuneration; (2) monitoring from Vice Dean I; (3) the role of facilitators from outside the faculty; (4) some lecturers are enthusiastic; (5) sequences for graduates who continue to professional programs in specific study programs.

Figure 2 below presents the distribution of research subjects who chose each supporting factor for the implementation of case and project learning models for lecturers at Tanjungpura University.

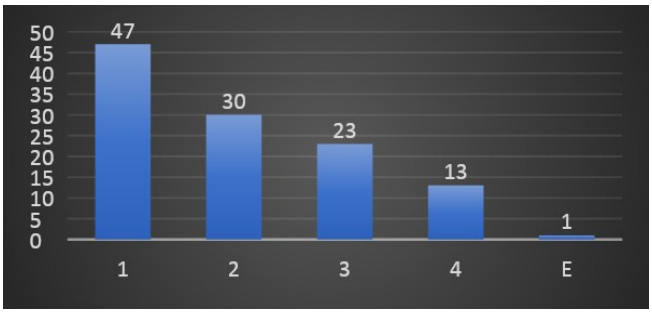

Figure 2. The distribution of research subjects who chose each supporting factor for the implementation of case and project learning models

Figure 2 shows that the requirement to upload related documents in remuneration is the main supporting factor chosen by almost all respondents. Remuneration is a work reward in the form of salary, honorarium, fixed allowance, incentive, bonus or achievement, and pension, which is given to lecturers based on their level of responsibility and professionalism (Sunarto, 2018). Optimizing achievement and performance is a requirement for remuneration, so lecturers who want to receive remuneration must create and upload their RPS, perusing the learning model that can support the Ministry of Education and the Culture program. Based on these facts, the benefits obtained by lecturers after implementing a learning model can be the most supportive factor in implementing the learning model.

Another factor that supports the implementation of the case and project learning model for lecturers is related to the demands of the profession of a lecturer. Previous research found that the workshop on designing the learning model could improve the competence of lecturers in rearranging learning plans to meet performance indicators and job market demands (Rizky et al., 2022; Saputra et al., 2022). The case and project learning model has

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proven effective in developing educators' qualifications and academic competence, allowing them to learn systematically based on actual problems and needs. These two models also support lecturers' professional development in line with their profession's requirements and the evolving educational landscape (Farikah et al., 2022; Kosasih, 2017). These factors can be why the demands in the teaching profession can support the implementation of the case and project learning model.

Inhibiting Factors for the Implementation of Case and Project Learning Models

Based on the questionnaire that has been distributed, the following are several factors that support the implementation of case and project learning models for lecturers at Tanjungpura University: (1) no obligation or reinforcement from superiors; (2) lack of understanding of the purpose of the case/project learning model; (3) have implemented the case/project learning model but are not aware of it; (4) the condition of the study program and learning facilities and infrastructure that do not support the implementation of the case/project learning model; (5) proposals for improving facilities and infrastructure that university leaders do not support; (6) no intensive mentoring; (7) not a standard in the curriculum of study programs at the Masters level; and (8) have implemented the case/project learning model but have not been by the format so that it is not perfect.

Figure 3 below presents the distribution of research subjects who chose each inhibiting factor for implementing the case and project learning model for lecturers at Tanjungpura University.

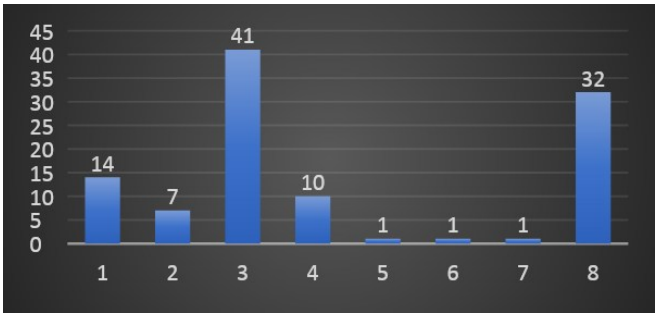

Figure 3. The distribution of research subjects who chose each inhibiting factor for implementing the case and project learning model

Figure 3 shows that the most inhibiting factor in implementing the case and project learning model for lecturers at Tanjungpura University is the lecturers' need for more awareness when implementing the two learning models. Also, the existing RPS is imperfect because it does not match the expected format. This condition shows that many lecturers are less interested in discovering the Independent Campus policy, which involves the case and project learning model. This fact aligns with a study on nine lecturers and 73 MPI FKIP UNIDA students. This study found that 67% of the research subjects knew about the Merdeka Curriculum but were less interested in following it (Kholik et al., 2022). Other studies also show that although many lecturers and students know about the Merdeka Curriculum, interest in participating still needs to be higher (Mudrikah et al., 2022). Several studies have found significant obstacles, including curriculum adjustments, limited funds, partner exploration, and adaptation of academic information systems (Kholik et al., 2022; Sintiawati et al., 2022). Lack of socialization and dissemination of information about the Merdeka Curriculum program also hampers implementation (Sintiawati et al., 2022). Therefore, to overcome this challenge, universities need to plan, implement, and evaluate the implementation of the

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Merdeka Curriculum collaboratively with the government (Kholik et al., 2022). Influential publication through university websites and social media platforms is essential to increase awareness and participation in the Merdeka Curriculum program (Gusdini et al., 2022).

Conceptually, the findings of this study confirm that the case and project-based learning model is compelling in supporting the objectives of the Merdeka Curriculum, which aims to develop critical, creative, and collaborative skills. However, this study found that lecturers' understanding of the implementation of this model is still diverse. This emphasizes the importance of expanding the conceptual framework to address challenges in implementing learning models in various disciplines. Therefore, a more flexible and responsive educational theory is needed to implement learning models in different academic contexts and thinking styles used in each study program (Almulla, 2020; Anwar & Junaidi, 2022; Mumtazah et al., 2024).

Practically, this study identifies the need for stronger institutional support for implementing case and project-based learning. The findings regarding lecturers' understanding of this method indicate the importance of further socialization and training. Universities can consider aligning the implementation of this learning with accreditation and remuneration mechanisms so that lecturers have greater motivation to adopt this approach consistently. In addition, improving facilities and infrastructure is also an essential factor in supporting successful implementation (Warsihna et al., 2023).

Conclusion

Based on the research that has been conducted, several conclusions were obtained: (1) some lecturers at Tanjungpura University have implemented the case and project learning model. Of the 49 study programs that were the subjects of the study, the most responses regarding the number of study program RPS and lecturers that lead to case and project-based models were around 21-40% spread across 30-40% of the study programs that were the subjects of the study. The most responses regarding the number of lecturers in study programs implementing the case learning model were around 21-40% spread across 34.7% of respondents. Meanwhile, the most responses regarding the number of lecturers in study programs that have implemented the project learning model were around 0-20% spread across 36.7% of respondents; (2) the factor that most supports the implementation of the case and project learning model is the requirement to be uploaded in remuneration; and (3) the factor that most inhibits the implementation of the case and project learning model is the lecturer's lack of awareness when implementing the case and project learning model.

Recommendation

Based on the findings of this study, the researcher recommends several things for further research related to the case and project learning model as an implementation of the Merdeka Curriculum, namely: (1) future research can focus on longitudinal studies that track the impact of the case and project-based learning models on academic performance and student skill development over time to provide deeper insight into the long-term benefits and challenges of both models; (2) conducting comparative studies between universities in Indonesia to examine how the implementation of this learning model varies in different academic and institutional contexts to help identify best practices and potential barriers that are unique to a particular environment, and (3) exploring students' perceptions and experiences with case and project-based learning to refine the approach to meet their learning needs better.

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In addition, researchers provide recommendations to lecturers and policymakers based on the findings of this study. For lecturers, the recommendations that can be given are: (1) improving understanding and competence by participating in training and principles related to case and project learning models to find ways to implement both models in different disciplines effectively; (2) collaborating between lecturers to share best practices in designing more interdisciplinary and contextual learning using these two models; and (3) developing evaluation methods to measure the effectiveness of case and project learning. Meanwhile, for policymakers, recommendations that can be given include: (1) strengthening institutional support, such as providing facilities and infrastructure and developing sustainable lecturer programs to help lecturers overcome obstacles in implementing case and project-based learning; (2) socializing the Merdeka Curriculum as a whole, both to lecturers and students, more massively; and (3) reviewing the curriculum and regulations by considering integrating the implementation of case and project-based learning with the accreditation and numeracy systems.

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