

INTEGRATING CIVIC ENGAGEMENT TO FOSTER SOFT SKILLS
AND TEACHER PROFESSIONALISMHodriani^{1*}, Windawati Pinem², Sutrisno³, Ira Safitri⁴, Nur Ain binti Bahauddin⁵^{1), 2), 3), 4)} Universitas Negeri Medan, Medan, Indonesia⁵⁾ Universiti Teknologi Mara, Selangor, MalaysiaAuthor Correspondence Email: * hodriani@unimed.ac.id

INFO ARTIKEL

Keywords:*Civic Education;*
Civic Engagement;
Soft Skills;
*Professional Teacher.***Kata Kunci:**Pendidikan Kewarganegaraan;
Keterlibatan Kewarganegaraan;
Soft Skills;
Guru Profesional.**Citation:**Hodriani, Pinem, W., Sutrisno,
Safitri, I., & Bahauddin, N. A.
binti B. Integrating Civic
Engagement to Foster Soft
Skills and Teacher
Professionalism. *Jurnal*
Kewarganegaraan, 22(2), 228–245.
<https://doi.org/10.24114/jk.v22i2.66124>**Article History:**

Submitted: 29-05-2025

Revised: 14-08-2025

Accepted: 14-08-2025

Published: 30-09-2025

ABSTRACT

The Merdeka Belajar Kampus Merdeka (MBKM) program, launched in 2019, provides students opportunities to strengthen their professional competencies through direct engagement in the real world. Within this framework, civic engagement is essential, as it encourages students to actively participate in community-based activities that support their academics and social responsibilities. This study analyzes how students develop soft skills and teaching professionalism through MBKM activities. This qualitative descriptive study involved students of the Pancasila and Citizenship Education Department at Medan State University, class of 2019–2021, who had participated in MBKM programs such as Kampus Mengajar (Teaching Campus), student exchange programs, and internships. Data were collected through interviews, observations, and documentation, then analyzed using an interactive model. The research findings indicate that civic engagement integrated into MBKM improves adaptability, leadership, communication, collaboration, and innovation, while instilling civic values and professional ethics. This study recommends systematically institutionalizing civic engagement in teacher education curricula to ensure holistic and sustainable outcomes.

ABSTRAK

Program Merdeka Belajar Kampus Merdeka (MBKM) yang diluncurkan memberikan peluang bagi mahasiswa untuk memperkuat kompetensi profesional melalui keterlibatan langsung dalam dunia nyata. Dalam kerangka ini, *civic engagement* sangat esensial, karena mendorong mahasiswa untuk berpartisipasi aktif dalam kegiatan berbasis masyarakat yang tidak hanya mendukung akademik, tetapi juga tanggung jawab sosial mereka. Penelitian mencoba menganalisis bagaimana mahasiswa mengembangkan *soft skills* dan profesionalisme keguruan melalui aktivitas MBKM. Penelitian deskriptif kualitatif melibatkan mahasiswa Jurusan Pendidikan Pancasila dan Kewarganegaraan Universitas Negeri Medan angkatan 2019–2021 yang telah mengikuti program MBKM seperti Kampus Mengajar, pertukaran mahasiswa, dan magang. Data dikumpulkan melalui wawancara, observasi, dan dokumentasi, kemudian dianalisis menggunakan model interaktif. Temuan penelitian menunjukkan bahwa *civic engagement* yang terintegrasi dalam MBKM meningkatkan kemampuan adaptasi, kepemimpinan, komunikasi, kolaborasi, dan inovasi, sekaligus menanamkan nilai-nilai kewarganegaraan dan etika profesional. Penelitian ini merekomendasikan pelestarian *civic engagement* secara sistematis dalam kurikulum pendidikan guru untuk memastikan hasil yang holistik dan berkelanjutan.

DOI: <https://doi.org/10.24114/jk.v22i2.66124>Copyright © 2025 The Author(s)
Hodriani, Windawati Pinem, Sutrisno, Ira Safitri, Nur Ain binti Bahauddin

This is Open Access under the CC-BY-SA License

[\(https://creativecommons.org/licenses/by-sa/4.0/\)](https://creativecommons.org/licenses/by-sa/4.0/)

This work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License.

Available on <https://jurnal.unimed.ac.id/2012/index.php/jk>

INTRODUCTION

Education plays a pivotal role in the development and advancement of a nation, aligning with its national vision and mission. As stated in the Preamble to the 1945 Constitution of the Republic of Indonesia, one of the fundamental goals of the state is to educate the Indonesian nation. In this regard, education becomes a strategic instrument for shaping human resources, which are intellectually capable and morally and socially responsible (Tilaar, 1999). The development of a nation is closely linked to the quality of its educational system, where education acts as a catalyst for social mobility and national progress (Djojonegoro, 1998).

One of the critical elements in the education system is the curriculum. The curriculum is not merely a list of subjects or content but a comprehensive framework that determines education's direction, process, and outcomes. As Ornstein & Hunkins (2018) state, the curriculum is a dynamic system composed of interconnected components such as objectives, content, methods, and evaluation, all of which must be harmonized to achieve educational goals. It is a philosophical and practical guide for educators in organizing learning experiences.

The curriculum is central to educational reform and innovation in the Indonesian context. Junaidi et al. (2025) emphasize that the quality and relevance of the curriculum significantly influence the success of education in achieving national development goals. It is the backbone of the teaching and learning process, guiding educators in planning and implementing instructional activities aligned with national standards and societal needs. Similarly, Setiawan & Abrianto (2021) assert that the curriculum is a living system continuously evolving in response to knowledge, technology, and cultural changes. Therefore, an effective curriculum must be adaptable, inclusive, and holistically oriented toward developing students' competencies.

The curriculum must be designed, implemented, and evaluated dynamically and continuously to respond to the rapid development of Science, Technology, and the Arts and the evolving competencies demanded by society and the labor market. A flexible and adaptive curriculum ensures that higher education remains relevant and responsive to global shifts (Taba & Spalding, 1962). In the 21st century, the growth of science and technology has followed an exponential (logarithmic) trend, requiring higher education institutions to adjust their academic standards quickly and content to remain competitive and future-oriented (Trilling & Fadel, 2009).

In the Indonesian context, the National Standards for Higher Education in Indonesia have undergone multiple revisions to reflect these changes. Notably, there have been three significant regulatory transitions in the last decade: Regulation of the Minister of Research, Technology, and Higher Education No. 49 of 2014 to No. 44 of 2015, later updated to Minister of Education and Culture Regulation No. 3 of 2020. These revisions reflect a paradigm shift in Indonesian higher education towards greater flexibility, interdisciplinarity, and relevance to societal needs. The most recent policy transformation aligns with the Ministry of Education and Culture's initiative Independent Learning–Independent Campus (Merdeka Belajar - Kampus Merdeka/MBKM), which aims to provide students with more autonomy and broader learning opportunities beyond the confines of the classroom (Sopiansyah et al., 2022).

The emergence of the MBKM curriculum was not only a strategic response to the learning disruptions caused by the COVID-19 pandemic but also a reflection of the broader transformation towards Outcome-Based Education (OBE). This approach emphasizes

student competency, measurable learning outcomes, and graduate employability—principles now central to educational quality assurance and curriculum development worldwide (Spady, 1994). As Junaidi & Wulandari (2020) highlight, the MBKM model reorients educational priorities from mere content delivery toward real-world application, cross-sector collaboration, and future skill development.

Through the MBKM program, there are important reasons for its implementation in an era of technological progress. First, this program helps students discover interests and talents that suit their scientific discipline. Second, this program provides space and motivation for students to explore learning outside campus, allowing them to expand their social networks and gain more meaningful experiences. Third, this program encourages universities to design and implement learning processes innovatively to achieve knowledge, attitudes and skills that align with the demands of the times (A. Junaidi & Wulandari, 2020).

Implementing the Independent Learning–Independent Campus (Merdeka Belajar - Kampus Merdeka/MBKM) program holds significant potential in enriching students' soft skills, which are essential for enabling them to be adaptive and responsive in facing rapid societal and workforce changes. MBKM encourages experiential learning outside the classroom, such as internships, community service, and research activities, forms of learning that have been proven to foster non-cognitive skills, including communication, collaboration, and critical thinking (A. Junaidi & Wulandari, 2020; Sopiansyah et al., 2022). These learning opportunities align with Kolb's Experiential Learning Theory (1984), which emphasizes that knowledge is created through experience transformation, making developing soft skills an integral part of holistic education (Kolb, 2015).

The end goal of education in the 21st century is no longer limited to academic excellence but includes the ability to apply knowledge in real-world situations. As Jaenuri (2017) argues, the relevance of higher education must be measured by students' capacity to integrate cognitive understanding with practical problem-solving in diverse contexts. In this light, soft skills become a complementary aspect and a core outcome of education.

In the educational context, soft skills encompass a wide range of personal attributes and interpersonal abilities necessary to achieve learning goals effectively. For future educators, these skills include self-confidence, empathy, adaptability, communication, and leadership, which are critical in managing classrooms and engaging meaningfully with students and colleagues (Robles, 2012). According to Hodriani et al. (2024), developing soft skills among teacher candidates significantly influences their professional identity and teaching effectiveness. Therefore, integrating soft skill development within the MBKM framework is essential in preparing students to become knowledgeable graduates and socially competent and emotionally intelligent individuals.

The MBKM program significantly impacts the development of students' soft skills, including communication skills, career adaptability, leadership, innovation and collaboration. The selection of soft skills is based on suitability with MBKM objectives and the main performance indicators (Indikator Kinerja Utama/IKU) in the seventh component, namely collaborative learning. Apart from that, these soft skills are also very relevant to future challenges students may face (Kuncoro et al., 2022).

In the broader context of educational transformation, cultivating civic engagement among university students, particularly in teacher education programs, emerges as a strategic approach to enhance soft skills development. Civic engagement refers to individual and collective actions designed to identify and address issues of public concern, often involving participation in community service, political processes, and social advocacy (Ehrlich, 2000).

Within higher education, civic engagement is not merely a form of volunteering, but an integral component of active citizenship that encourages students to apply their academic knowledge in meaningful, socially responsible ways (Battistoni, 2017). This aligns with the goals of the MBKM program, which promotes community-based and experiential learning models.

Empirical evidence demonstrates that civic engagement can strengthen civic knowledge, attitudes, skills, and actions, fostering social cohesion and community well-being while enhancing individual self-efficacy, leadership, and critical thinking (Ardoin et al., 2023). Furthermore, active involvement in civic activities has improved academic achievement, resilience, and stronger school connectedness, especially when students participate in leadership roles, extracurricular groups, and community-based projects (Voight et al., 2020). Integrating civic engagement into teacher education develops professional competencies and nurtures the capacity to contribute to democratic life and address complex societal challenges (Rossetti et al., 2020).

From a theoretical standpoint, civic engagement is transformative in fostering non-cognitive competencies, including empathy, collaboration, ethical reasoning, leadership, and intercultural communication, core elements of soft skills (Colby et al., 2003; Jacoby & Ehrlich, 2009). These experiences empower students to become socially aware and proactive, fostering a sense of ownership and responsibility towards societal challenges. Civic learning becomes a vehicle for character formation and social competence, both essential qualities in teacher professionalism. As conceptualized in the literature, teacher professionalism is not merely about technical competence but involves a commitment to ethical responsibility, continuous professional learning, research literacy, and engagement in collegial communities (Tatto, 2021). Moreover, true professionalism encompasses occupational dimensions autonomy, expert knowledge, and professional judgment and organizational dimensions shaped by policy, accountability systems, and performance standards (Mayer & Mills, 2021). Balancing these dimensions enables teachers to navigate complex educational contexts, uphold ethical practice, and contribute to developing self-improving education systems where research-informed teaching and reflective practice are central (Torres & Weiner, 2018).

Furthermore, studies show that when students are involved in structured civic engagement programs, such as service-learning or community-based projects, they exhibit higher levels of self-efficacy, interpersonal communication, and reflective thinking—skills that are highly valued in the teaching profession (Astin et al., 2000; Finley, 2011). These findings are particularly relevant in Civic Education, which inherently carries the mission to develop citizens who are intelligent, participatory, and ethically grounded (Hoskins & Crick, 2008).

The integration of civic engagement into the MBKM framework provides a pedagogical space where future teachers can practice democratic values, contribute to community development, and, at the same time, enhance their social-emotional learning. Through community service, teaching internships, or collaborative village projects, students engage directly with societal realities, thereby strengthening their empathy, cultural literacy, and problem-solving skills in diverse and dynamic settings (Musil, 2009). These competencies are indispensable for teachers in the 21st century, especially in multicultural classrooms and complex social environments.

Therefore, civic engagement should not be viewed as an extracurricular activity but rather as a structured and intentional learning experience within the MBKM curriculum. It

contributes significantly to the holistic development of teacher candidates, bridging the gap between theoretical learning and societal application, and preparing them to become educators who are not only intellectually capable but also socially conscious and morally committed.

Generally, the term “teacher” is often defined in a functional sense, referring to educators' diverse roles and responsibilities in shaping and guiding learners. These roles include educators, facilitators, motivators, and evaluators in the learning process. Functionally, a teacher is an individual who is entrusted with the responsibility of transferring knowledge, fostering skills, and shaping character (Hamalik, 2001). More than just a transmitter of information, a teacher must possess in-depth subject matter expertise, pedagogical knowledge, and the confidence to communicate concepts effectively to learners. Edu et al. (2017), emphasize that a teacher’s authority and social recognition are rooted in their mastery of content and ability to meaningfully engage students, thus creating an environment conducive to learning.

From a juridical standpoint, Law No. 14 of 2005 concerning Teachers and Lecturers, specifically Article 10, outlines four core competencies that every teacher in Indonesia must possess. First, pedagogical competence involves a comprehensive understanding of learners, including their characteristics, development, and learning needs; the ability to design, implement, and evaluate learning; and to develop innovative teaching strategies. Second, personality competence refers to the teacher’s personal integrity and behavior, including having a noble character, being steady, wise, and authoritative, and becoming a moral exemplar for students (Naibaho, 2023). Personality competence is essential for maintaining ethical teaching standards and building trust between teachers and learners (Mulyasa, 2009).

These competencies reflect broader theoretical perspectives in teacher professionalism. Shulman (1987) concept of “pedagogical content knowledge” underscores the necessity for teachers to integrate subject mastery with effective teaching strategies, while Hargreaves (2001), highlights the emotional labor and moral commitment required in teaching. Thus, being a teacher is not merely about performing instructional duties, but about embodying the values, attitudes, and commitments that define the teaching profession as both a vocation and a societal responsibility.

Third, professional competence refers to the teacher's mastery of subject matter, including a deep understanding of the discipline they teach and the ability to conduct educational research, apply critical thinking, and integrate knowledge into instructional design (Shulman, 1987). Fourth, social competence includes a teacher’s ability to communicate effectively, interact positively with students, colleagues, and the wider community, and to act as a moral and social role model. These competencies involve empathy, cooperation, emotional intelligence, and leadership in classroom and community settings (Hodriani et al., 2024; Mulyasa, 2009).

In this context, the Independent Learning–Independent Campus (Merdeka Belajar - Kampus Merdeka/MBKM) policy initiated by the Indonesian Ministry of Education provides strategic momentum for students, especially in teacher education programs, to strengthen their soft skills and prepare for real challenges in the educational field. The MBKM program enables students to design and manage their learning pathways based on their interests and career aspirations. This includes the development of 21st-century competencies such as critical thinking, communication, collaboration, and creativity, which are crucial for teachers in today’s educational environment (Howells, 2018; A. Junaidi & Wulandari, 2020).

Despite the various studies examining the MBKM program's impact on student competencies, there remains a paucity of research focusing specifically on integrating civic engagement within the MBKM framework, particularly in the context of teacher education. Previous research has largely emphasized the program's role in fostering employability skills, pedagogical innovation, or curriculum flexibility (Howells, 2018; Sopiansyah et al., 2022), yet limited attention has been given to how civic engagement—understood as active, reflective, and collaborative participation in community life—serves as a strategic vehicle for cultivating soft skills and reinforcing teacher professionalism. This gap is significant because civic engagement has been recognized as a transformative element in higher education that connects academic learning to societal needs, bridging civic knowledge, civic skills, and civic dispositions (Battistoni, 2017; Colby et al., 2003).

The MBKM program, introduced by the Ministry of Education, Culture, Research, and Technology, redefines the learning process by encouraging experiential learning, interdisciplinary collaboration, and community-based projects (Sopiansyah et al., 2022). Among its flagship initiatives, the Kampus Mengajar (Teaching Campus) program exemplifies how students, especially in teacher education, can engage directly with communities, applying their knowledge to address educational and social challenges. This approach resonates with Experiential Learning Theory (Kolb, 2015) as a grounded theory, which posits that knowledge emerges through transformative experiences. As a middle-range theory, Civic Voluntarism Model (Verba et al., 1995) explains how resources, motivation, and networks influence individuals' participation in civic life. At the applied level, Service-Learning Theory (Jacoby, 2014) provides a framework for integrating academic content with community service to enhance civic responsibility and soft skills.

Recent studies have shown that integrating civic engagement into higher education fosters essential non-cognitive competencies such as empathy, leadership, intercultural communication, and ethical reasoning skills indispensable for 21st-century teachers (Astin et al., 2000; Battistoni, 2017; Finley, 2011). However, state-of-the-art analysis reveals that while research on MBKM's impact on skill development is growing (Howells, 2018; Kuncoro et al., 2022), few studies have explicitly examined the role of civic engagement as a deliberate pedagogical tool within MBKM to strengthen both soft skills and teacher professionalism. Most existing literature treats civic engagement as a supplementary activity rather than an integrated, structured component of teacher preparation programs. This represents a research gap that this study seeks to address.

The novelty of this research lies in positioning civic engagement not as a supplementary activity but as a structured and intentional educational strategy within MBKM, particularly the Kampus Mengajar program. This study contributes to civic studies and teacher professionalism discourses by focusing on Civic Education students, bridging theoretical and applied perspectives. Accordingly, the research problem addressed is How integrating civic engagement within the MBKM program, particularly the Kampus Mengajar initiative, contributes to developing the soft skills and professional competencies of Civic Education teacher candidates.

The objective is to explore the experiences and perceptions of Department of Pancasila and Citizenship Education (Pendidikan Pancasila dan Kewarganegaraan/PPKn) students at Universitas Negeri Medan, highlighting how civic engagement fosters innovation, communication, leadership, collaboration, and adaptability, while reinforcing their ethical, cultural, and social responsibilities as future educators. By aligning civic engagement with national educational objectives and grounded theories, this study provides a novel

contribution to understanding how higher education policies like MBKM can strengthen not only graduate competencies but also the democratic and civic fabric of Indonesian society.

METHOD

This research employs a qualitative descriptive approach (Creswell, 2013), within the post-positivist paradigm, also called interpretive, as the primary focus is interpreting field data (Siyoto & Sodik, 2015). The study involves alums of the Department of Pancasila and Citizenship Education, cohorts 2019–2021, who participated in the Independent Learning–Independent Campus (Merdeka Belajar - Kampus Merdeka/MBKM) programs, including student exchange, Kampus Mengajar (Teaching Campus), and Magang Merdeka (Independent Internship). Data collection techniques were categorized into **primary** and **secondary** sources. Primary data were obtained through in-depth interviews and direct observations of student experiences. Secondary data were collected from reports, books, journals, and other credible documents relevant to the research focus. Interviews and observations were complemented with documentation to enhance data validity. Observations were conducted systematically by recording students' engagement patterns in MBKM activities, but the researcher must provide more detailed descriptions of these observation procedures.

To strengthen the research rigor, the analytical framework followed the Miles and Huberman interactive model, consisting of three stages: data condensation, data display, and conclusion drawing/verification. Data were then organized into categories and codes using a coding grid aligned with the research objectives, which clustered data into three thematic domains: (1) types of civic engagement activities, (2) soft skills indicators, and (3) professional teaching competencies. The coding and categorization process was supported by ATLAS.ti software (*Archive of Technology, Life-World, and Everyday Language*), which allowed systematic identification of recurring themes, ensured traceability, and improved analytical reliability (Afriansyah, 2016; Warsono et al., 2022). To validate the data, the researcher employed triangulation techniques, including triangulation of data sources (interviews, observations, and documents) and triangulation of methods, ensuring that the findings accurately reflected the phenomena under study.

RESULTS AND DISCUSSION

The Pancasila and Citizenship Education program at Universitas Negeri Medan continues to improve the quality of its students through implementing the MBKM program. This initiative provides real-world learning experiences that align with the development of essential soft skills, which are pivotal for students preparing to become professional educators in the 21st century (Jaenuri, 2017; A. Junaidi & Wulandari, 2020).

Students actively participating in the MBKM program demonstrate increased awareness of the relevance of innovation, communication, leadership, collaboration, and adaptability in teaching. According to Trilling & Fadel (2009), these competencies, often grouped under 21st-century skills, are essential for future educators who must navigate rapid technological, social, and pedagogical changes. Moreover, Hodriani et al. (2024) emphasize that educational transformation cannot be separated from the development of educators who possess both cognitive and non-cognitive competencies, particularly in their ability to respond to complex and dynamic classroom contexts. Through MBKM, students in the PPKn program gain theoretical insights and apply them in real settings, contributing significantly to experiential learning (Kolb, 2015).

In this regard, civic engagement serves as a pedagogical foundation that enhances the

development of essential soft skills such as communication, collaboration, leadership, and adaptability, particularly in teacher education programs. Civic engagement refers to the active participation of individuals in community and democratic life to improve conditions for others or to help shape the community's future (Ehrlich, 2000). It includes various activities ranging from volunteering, social action, public advocacy, to community-based research and service-learning (Jacoby & Ehrlich, 2009). Within the context of MBKM, civic engagement becomes an experiential platform for students to interact with diverse societal groups, apply theoretical knowledge in complex environments, and develop a sense of public responsibility.

This approach resonates strongly with Experiential Learning Theory (Kolb, 1984) as a grounded theory, which posits that knowledge emerges through transformative experiences mirroring the way MBKM students integrate academic knowledge with real-world community challenges. In addition, the findings align with the Civic Voluntarism Model (Verba, Scholzman, & Brady, 1995), which explains how resources, motivation, and networks influence individuals' participation in civic life. MBKM provides these three dimensions: resources through structured programs, motivation through exposure to societal issues, and networks through inter-institutional collaborations. At an applied level, the activities reflect Service-Learning Theory (Jacoby, 2014), in which academic content is intentionally integrated with community service to enhance civic responsibility and soft skills. This theoretical triangulation highlights how MBKM-based civic engagement fosters individual growth and creates systemic pathways for sustained community impact.

Empirical studies have demonstrated that students involved in civic engagement programs report significant gains in interpersonal communication, ethical reasoning, social awareness, and collaborative problem-solving (Astin et al., 2000; Finley, 2011). In particular, Battistoni (2017) emphasizes that civic engagement activities embedded within academic curricula foster political awareness, personal growth, and leadership capacity. For students of Civic Education, whose role is later to instill democratic values and civic responsibilities in learners, participation in these activities is crucial for embodying the very principles they aim to teach.

Moreover, research by Colby et al. (2003) highlights that civic-oriented experiential learning helps students form deeper connections between classroom content and real-life social challenges, leading to greater reflective judgment and professional maturity. As a result, the MBKM program, when implemented through a civic engagement lens—functions as a skill-building initiative and a character-shaping experience, preparing students to become socially responsive and ethically grounded educators.

First, **adaptation** is an individual's capacity to modify their skills, behaviors, and attitudes in response to changing environmental demands (Pinder et al., 2017). In career adaptability, students in the Pancasila and Civic Education program at Universitas Negeri Medan reported significant growth in their adaptability competencies after participating in the Merdeka Belajar Kampus Merdeka (MBKM) program. These findings align with Savickas' Career Construction Theory, which emphasizes that career adaptability is a psychosocial resource for coping with current and anticipated career tasks, transitions, and traumas (Savickas, 2020).

These adaptability outcomes also indicate that civic engagement activities within MBKM are not incidental but systematically cultivated through structured exposure to diverse social environments. This connection reinforces the idea that civic engagement in higher education must be intentionally designed to bridge academic learning with lived community experiences. Unlike prior studies (Mevia et al., 2024) that focus solely on skill acquisition, the current research positions adaptability as a civic competence—enabling future educators to navigate socio-cultural complexities while contributing to community

resilience.

The majority of students stated that they had successfully developed career adaptability skills during their MBKM experience. They highlighted that the program enabled them to engage with diverse cultures and environments across Indonesia. Fouad (2007) noted that exposure to multicultural contexts helps develop intercultural competence and adaptability, which are essential for future professionals, especially in education. Through direct interaction with individuals of different ethnic, religious, cultural, and linguistic backgrounds, students reported an increased ability to adapt to new situations, an important indicator of cross-cultural adaptability (Ang et al., 2007).

Furthermore, students noted that the MBKM program provided opportunities for pre-service teaching, workshops, and professional development activities, which helped them to strengthen skills necessary for a future career in education. These experiences align with Kolb's Experiential Learning Theory (1984), which asserts that learning occurs most effectively through active engagement in real-world experiences (Kolb, 2015). In this case, students developed communicative competence and an enhanced ability to collaborate with diverse populations, skills critical for teachers in inclusive and multicultural classroom settings (Byram et al., 2014).

Second, **leadership** is defined as an individual's capacity to influence social relationships, motivate a group, and direct collective efforts toward the achievement of shared goals (Kuncoro et al., 2022). According to Northouse (2025), effective leadership also involves adapting to change, managing group dynamics, and inspiring followers to grow and transform. In this regard, leadership within educational settings is often conceptualized through various models—such as transformational, instructional, distributed, and sustainability leadership—each emphasizing direction-setting, influence, and fostering collective efficacy (Gumus et al., 2018). Transformational leadership, in particular, employs idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration to inspire members toward higher performance and engagement (Lai et al., 2020). Within higher education, sustainability leadership highlights a systemic and inclusive approach, promoting long-term thinking, innovation, and the ability to manage complexity to benefit present and future generations (Filho et al., 2020).

In this context, the MBKM program has proven to be a significant platform for the development of leadership competencies among students in the Department of Pancasila and Citizenship Education Program at Universitas Negeri Medan. Based on interviews conducted with several students, it was found that their participation in the MBKM program provided them with meaningful opportunities to strengthen leadership skills. They reported improved ability to complete tasks within dynamic and unpredictable environments, select contextually appropriate strategies, and manage stress effectively. These findings resonate with Goleman's emotional intelligence framework, particularly the elements of self-regulation and social skills, which are critical for adaptive leadership (Goleman, 2009).

Moreover, students shared that the MBKM experience enhanced their group leadership, decision-making, and responsibility management skills. This supports the perspective of Kouzes & Posner (2010), who argue that leadership is cultivated through challenge-based experiences where individuals must make decisions, solve problems, and inspire others in real-world contexts. The MBKM program, emphasizing autonomy and experiential learning, created challenges that accelerated their personal leadership development. These competencies are especially relevant in preparing students to become professional educators. In the modern educational landscape, teachers are expected to take on leadership roles not only in the classroom but also in curriculum development, school improvement initiatives, and community engagement. Thus, leadership skills acquired

through the MBKM program become critical assets for future teachers, enabling them to foster positive school cultures and drive transformational educational practices.

Third, **effective communication** is an essential soft skill that plays a crucial role in education. It refers to verbally and non-verbally exchanging information to influence perspectives, attitudes, and behavior through direct interaction or mediated platforms (Hartini et al., 2021). According to these authors, communication effectiveness is anchored in five key principles: respect, empathy, audibility, clarity, and timeliness. These principles are the foundation for building trust, collaboration, and meaningful interaction, which are vital in a teaching context.

The MBKM program has demonstrably enhanced the communication competencies of students, especially those in the Pancasila and Civic Education Program at Universitas Negeri Medan. Through their engagement in community-based projects, inter-institutional collaborations, and real-world teaching environments, students have developed the ability to deliver motivational messages, express empathy, and listen actively, hallmarks of effective and ethical communication.

More importantly, students reported an increased awareness of the value of honesty and integrity, indicating that the MBKM program also promotes the ethical dimension of communication. This aligns with moral communication, emphasising truthfulness, consistency between words and actions, and a strong sense of responsibility (Lipari, 2017). These characteristics are indispensable for educators, who serve as role models for students and whose communication can significantly impact learners' personal and academic growth. Furthermore, students have learned to navigate diverse communication contexts, adapting their style to different stakeholders, including peers, lecturers, school mentors, and community members. This adaptability is in line with the findings of Hargie (2021), who argue that communication competence entails the effectiveness and appropriateness of the interaction across settings and cultures.

Fourth, **innovation** is the capacity to produce new ideas, refine existing concepts, and critically assess their relevance and effectiveness to optimize outcomes (Kuncoro et al., 2022). In education, innovation is not merely about introducing novelty but about systematic improvement designing meaningful learning experiences, solving instructional problems, and adapting to the evolving needs of students and society. This skill has become an indispensable element in the professional profile of 21st-century teachers.

Implementing the MBKM program at Universitas Negeri Medan has significantly contributed to developing innovation competencies among students of the Pancasila and Civic Education study program. Through their involvement in diverse activities ranging from teaching practicums in remote areas, community engagement, and collaborative projects with schools and institutions students have demonstrated a heightened ability to generate, communicate, and implement creative ideas effectively. For example, many students have developed innovative educational videos, designed interactive learning modules, and initiated social projects with tangible community impact.

These experiences reinforce the findings of Robinson (2011), who argues that creativity and innovation in education emerge when individuals are given autonomy, context-based challenges, and opportunities for experimentation. The MBKM program provides an environment that encourages risk-taking, problem-solving, and iterative thinking. In addition, students reported becoming more open-minded and receptive to new ideas. This mindset reflects the dispositional aspect of innovation, wherein individuals are willing to question existing practices, embrace feedback, and collaborate across disciplines to create better solutions (Hargreaves & Fullan, 2015). These are essential attributes of an innovative

educator who can thrive amid the dynamic and complex nature of the modern classroom.

Fifth, **collaboration** is the synergistic interaction between individuals who bring together diverse competencies and perspectives to accomplish shared goals. In this context, teamwork is a more structured form of collaboration, where individuals assume defined roles and responsibilities, often coordinated by a designated leader (Deryane, 2023). Within the framework of the MBKM program, collaboration is not merely encouraged it is embedded as a core pedagogical and experiential value.

Participation in the MBKM program has enhanced students' collaboration skills in the Department of Pancasila and Citizenship Education at Universitas Negeri Medan. Engaging in fieldwork, cross-disciplinary initiatives, and inter-institutional projects placed students in authentic, dynamic environments that required effective negotiation, coordination, conflict resolution, and shared decision-making. These real-world experiences have enabled students to move beyond individual academic achievement toward collective problem-solving and co-responsibility.

Moreover, students consistently demonstrated high levels of empathy, mutual support, and adaptability, essential in building and maintaining collaborative relationships. The ability to work collaboratively is a fundamental component of professional teaching, given that teachers must engage with a wide range of stakeholders including colleagues, parents, community members, and educational authorities to ensure the holistic development of learners (Hargreaves, 2001a). In the interviews, students emphasized that their experiences in MBKM taught them how to integrate their strengths into group objectives, showing a shift from individualistic learning toward cooperative professional behavior. These are academic competencies and social capabilities that build the foundation for democratic classroom practices, inclusive school cultures, and community engagement hallmarks of transformative civic education.

Beyond the five core soft skills, adaptability, leadership, communication, innovation, and collaboration, students also acknowledge the importance of other complementary competencies for professional teachers. These include implementing effective learning strategies, creativity in instructional design, and the capacity to motivate learners. Such skills are increasingly recognized as integral to navigating the complexities of 21st-century classrooms, where teachers are expected to impart knowledge and inspire and facilitate meaningful learning experiences. Research shows that professional teachers—equipped with subject-specific pedagogy, sustained follow-up support, and active engagement in professional development can significantly enhance student achievement across academic domains, such as reading and science, by improving instructional quality and fostering deeper conceptual understanding (Didion et al., 2020; Drewes et al., 2018; Popova et al., 2022). Furthermore, developing a strong professional identity enables teachers to integrate personal values with professional demands, adapt to contextual challenges, and maintain long-term commitment to student success (Flores, 2020; J. Junaidi et al., 2024).

Students participating in the Merdeka Belajar Kampus Merdeka (MBKM) program demonstrate a growing awareness that these additional competencies are not optional, but fundamentally aligned with contemporary educational demands. Professional teachers must be agile in integrating current technological and pedagogical advancements, while maintaining ethical and empathetic interactions with students. This finding is consistent with the research conducted by Mevia et al. (2024). The study concludes that MBKM activities significantly enhance students' soft skills, particularly in teamwork, communication in professional environments, and adherence to workplace ethics.

However, this current study advances the discourse by framing soft skills as

competencies gained through MBKM and as strategic instruments that transport students toward becoming professional educators. In other words, soft skills are conceptualized not merely as outcomes, but as foundational enablers of teacher professionalism. This perspective positions soft skills as dynamic assets that support lifelong learning, professional growth, and educational leadership.

Therefore, the MBKM program effectively enhances students' interpersonal and intrapersonal capabilities and is pivotal in shaping their professional identity as future educators. The program fosters a holistic approach to teacher preparation by cultivating cognitive and character-based competencies needed to thrive in the evolving education landscape.

Empirical evidence further demonstrates that MBKM activities such as the Teaching Campus (Kampus Mengajar) program significantly improve students' communication, collaboration, problem-solving, and social awareness skills, which are essential in the era of Society 5.0 (Sumani et al., 2022). Likewise, institutional studies show that MBKM participation strengthens graduate competencies in hard and soft skills, bridging the gap between academic preparation and industry demands while promoting career readiness and employability (Wahyuningrat et al., 2025). Moreover, within the context of Islamic Religious Higher Education (PTKI), a strong understanding of the MBKM curriculum correlates highly with the fulfillment of students' learning rights, thereby expanding their opportunities for professional growth and enhancing their adaptability in diverse educational settings (Rokhimawan et al., 2023).

The findings of this study are further reinforced by previous research, which demonstrates that the enhancement of soft skills and teacher professionalism can be achieved through participatory and experience-based approaches. For instance, a study by Suriaman, Hariati, Salim, & Haris (2024), revealed that essential 21st-century skills, such as communication, collaboration, and critical thinking, develop significantly through team-based project methods in higher education. This approach increases student participation in the classroom and supports the achievement of Higher Education Key Performance Indicators (IKU PT 7), namely creating collaborative and participatory learning environments, values embedded in the MBKM program through its civic engagement-based learning model.

Furthermore, research by Mulyani, Komalasari, Permatasari, Bribin, and Suriaman (2024) emphasizes the importance of integrating Global Citizenship Education (GCED) in addressing 21st-century challenges, which demand that learners adopt responsible attitudes as global citizens. Despite challenges such as limited curriculum space, cultural barriers, and resource constraints, GCED is considered strategic in shaping globally aware, cross-culturally collaborative, and socially responsible learners. This vision aligns with the spirit of civic engagement in the MBKM program, which promotes cross-contextual, cross-cultural, and cross-sectoral learning to produce globally competent graduates—especially within civic education.

In addition, the study by Ginting, Sumarno, Sitopu, and Lubis (2025) shows that developing artistic and cultural skills plays a vital role in fostering attitudes of tolerance and harmony among youth. Through participatory approaches in traditional vocal and dance training, positive intergroup interactions were successfully cultivated, strengthening social cohesion and diversity awareness. This indicates that civic engagement-based activities are not limited to academic settings but can also encompass cultural identity development and the promotion of pluralistic values, both essential in shaping inclusive and humanistic civic education teacher professionalism. Therefore, civic engagement-based learning within the MBKM program framework is relevant for enhancing personal soft skills and expands the

transformative scope toward reinforcing democratic values, multicultural awareness, and character-based teacher professionalism.

Integrating civic engagement-based learning within the MBKM program proves to be a strategic and multidimensional approach to preparing future educators. By combining cognitive, interpersonal, and intrapersonal skill development with values-driven character formation, the program enhances students' professional competencies and strengthens their role as agents of democratic values, multicultural awareness, and social responsibility. The alignment of participatory and experiential learning strategies with the principles of Global Citizenship Education and cultural skill development demonstrates the program's capacity to produce globally competent, culturally sensitive graduates committed to inclusive civic participation. Consequently, the MBKM framework serves as an effective model for fostering holistic teacher professionalism that responds to the complex demands of 21st-century education while reinforcing the foundational ideals of civic education.

CONCLUSION

The findings of this study demonstrate that integrating civic engagement into the MBKM program significantly enhances both soft skills and teacher professionalism among students in the Pancasila and Citizenship Education program at Universitas Negeri Medan. Real-world experiences such as community service, teaching practicums, and interdisciplinary collaborations have enabled students to develop adaptability, leadership, effective communication, innovation, and collaboration, essential to meeting the complex demands of 21st-century education. Uniquely, this study frames these soft skills as professional competencies and civic capabilities rooted in experiential, voluntary, and service-oriented participation, offering a multidimensional perspective that has been less explored in previous research.

Civic engagement should be systematically institutionalized within MBKM activities and the broader teacher education curriculum to sustain and expand these outcomes. Such integration will reinforce the cultivation of soft skills as a core element of holistic teacher preparation. Further research, particularly using quantitative or mixed-method designs, is recommended to measure this approach's long-term impact and examine its applicability across various higher education contexts, thereby strengthening the evidence base for civic engagement as a driver of educational transformation.

ACKNOWLEDGMENTS

We want to express our sincere gratitude to the leadership of Universitas Negeri Medan for their support in facilitating this research. We also appreciate the participants and interviewees generously sharing their time and insights. Lastly, we extend our heartfelt thanks to all parties who contributed to the success of this study.

REFERENCES

- Afriansyah, E. A. (2016). Penggunaan Software ATLAS.ti sebagai Alat Bantu Proses Analisis Data Kualitatif. *Jurnal Pendidikan*, 5(2), 53–63. <https://doi.org/10.31980/mosharafa.v5i2.357>
- Ang, S., Van Dyne, L., Koh, C., Ng, K. Y., Templer, K. J., Tay, C., & Chandrasekar, N. A. (2007). Cultural Intelligence: Its Measurement and Effects on Cultural Judgment and Decision Making, Cultural Adaptation and Task Performance. *Management and Organization Review*, 3(3), 335–371. <https://doi.org/10.1111/j.1740-8784.2007.00082.x>

- Ardoyn, N. M., Bowers, A. W., & Gaillard, E. (2023). A Systematic Mixed Studies Review of Civic Engagement Outcomes in Environmental Education. *Environmental Education Research*, 29(1), 1–26. <https://doi.org/10.1080/13504622.2022.2135688>
- Astin, A., Vogelgesang, L., Ikeda, E., & Yee, J. (2000). *How Service Learning Affects Students*. Higher Education Research Institute University of California.
- Battistoni, R. M. (2017). *Civic Engagement Across the Curriculum: A Resource Book for Service-Learning Faculty in All Disciplines*. Campus Compact.
- Byram, M., Barrett, M., Lázár, I., Mompoin-Gaillard, P., & Philippou, S. (2014). *Developing Intercultural Competence Through Education*. Council of Europe Publishing.
- Colby, A., Ehrlich, T., Beaumont, E., & Stephens, J. (2003). *Educating Citizens: Preparing America's Undergraduates for Lives of Moral and Civic Responsibility*. John Wiley & Sons.
- Creswell, J. W. (2013). *Research Design Pendekatan Penelitian Kualitatif, Kuantitatif, dan Mixed*. Pustaka Pelajar.
- Deryane, I. (2023). Pentingnya Soft Skills Terhadap Pengembangan Karir Mahasiswa ke Depan. *Rekaman: Riset Ekonomi Bidang Akuntansi Dan Manajemen*, 7(1), 68–75.
- Didion, L., Toste, J. R., & Filderman, M. J. (2020). Teacher Professional Development and Student Reading Achievement: A Meta-Analytic Review of the Effects. *Journal of Research on Educational Effectiveness*, 13(1), 29–66. <https://doi.org/10.1080/19345747.2019.1670884>
- Djojonegoro, W. (1998). *Pengembangan Sumber Daya Manusia Melalui Sekolah Menengah Kejuruan*. Jayakarta Agung Offset.
- Drewes, A., Henderson, J., & Mouza, C. (2018). Professional Development Design Considerations in Climate Change Education: Teacher Enactment and Student Learning. *International Journal of Science Education*, 40(1), 67–89. <https://doi.org/10.1080/09500693.2017.1397798>
- Edu, A. L., Arifian, F. D., & Nardi, M. (2017). *Etika dan Tantangan Profesionalisme Guru*. Alfabeta.
- Ehrlich, T. (2000). *Civic Responsibility and Higher Education*. Rowman & Littlefield Publishers.
- Filho, W. L., Eustachio, J. H. P. P., Caldana, A. C. F., Will, M., Salvia, A. L., Rampasso, I. S., Anholon, R., Platje, J., & Kovaleva, M. (2020). Sustainability Leadership in Higher Education Institutions: An Overview of Challenges. *Sustainability (Switzerland)*, 12(9), 1–19. <https://doi.org/10.3390/su12093761>
- Finley, A. (2011). Civic Learning and Democratic Engagements: A Review of the Literature on Civic Engagement in Post-secondary Education. *Unpublished Paper*. Accessed March, 12, 2012. <https://www.uwosh.edu/usp/wp-content/uploads/sites/30/2017/01/gRJ1Bn-finley2011-civic-learning-democratic-engagements.pdf>
- Flores, M. A. (2020). Feeling Like a Student But Thinking Like a Teacher: A Study of the Development of Professional Identity in Initial Teacher Education. *Journal of Education for Teaching*, 46(2), 145–158. <https://doi.org/10.1080/02607476.2020.1724659>
- Ginting, J. S., Sumarno, E., Sitopu, S., & Lubis, A. R. (2025). Merajut Harmoni: Peran Seni dan Budaya dalam Membentuk Sikap Hidup Generasi Muda. *Jurnal Kewarganegaraan*, 22(1), 103–112. <https://doi.org/10.24114/jk.v22i1.64600>
- Goleman, D. (2009). *Emotional Intelligence: Why It Can Matter More Than IQ*. Bloomsbury Publishing.

- Gumus, S., Bellibas, M. S., Esen, M., & Gumus, E. (2018). A Systematic Review of Studies on Leadership Models in Educational Research from 1980 to 2014. *Educational Management Administration and Leadership*, 46(1), 25–48. <https://doi.org/10.1177/1741143216659296>
- Hamalik, O. (2001). *Proses Belajar Mengajar*. PT. Bumi Aksara.
- Hargie, O. (2021). *Skilled Interpersonal Communication: Research, Theory and Practice*. Routledge.
- Hargreaves, A. (2001a). *Changing Teachers, Changing Times: Teachers' Work and Culture in the Postmodern Age*. Bloomsbury Publishing.
- Hargreaves, A. (2001b). The Emotional Geographies of Teachers' Relations with Colleagues. *International Journal of Educational Research*, 35(5), 503–527. [https://doi.org/10.1016/S0883-0355\(02\)00006-X](https://doi.org/10.1016/S0883-0355(02)00006-X)
- Hargreaves, A., & Fullan, M. (2015). *Professional Capital: Transforming Teaching in Every School*. Teachers College Press.
- Hartini, W. M., Aini, R., Nurhaeni, F., & Indrawati, W. D. (2021). Evaluasi Implementasi Soft Skill Pada Petugas Unit Transfusi Darah Dalam Pelayanan Darah di RSUP Prof. Dr. RD Kandou Manado Tahun 2021. *Jurnal Kesehatan*, 9(1), 109–118. <http://jurnal.ustb.ac.id/index.php/jks/article/view/108>
- Hodriani, H., Windawati, W., Sutrisno, S., Junaidi, J., & Alhudawi, U. (2024). *Student Understanding Of The Independent Campus Learning Program And Its Relevance To Strengthening Soft Skills As Professional Teachers*. 3. <https://doi.org/10.4108/cai.24-10-2023.2342263>
- Hoskins, B., & Crick, R. D. (2008). Learning to Learn and Civic Competences: different currencies or two sides of the same coin. *Luxembourg: Office for Official Publications of the European Communities*.
- Howells, K. (2018). *The Future of Education and Skills: Education 2030: The Future We Want*. OECD.
- Jacoby, B. (2014). *Service-learning Essentials: Questions, Answers, and Lessons Learned*. John Wiley & Sons.
- Jacoby, B., & Ehrlich, T. (2009). *Civic Engagement in Higher Education: Concepts and Practices*. Jossey-Bass.
- Jaenuri, J. (2017). Pengembangan Soft Skill Guru. *Ta'allum: Jurnal Pendidikan Islam*, 5(1), 123–140. <https://doi.org/10.21274/taalum.2017.5.1.123-140>
- Junaidi, A., & Wulandari, D. (2020). *Buku Panduan Penyusunan Kurikulum Pendidikan Tinggi di Era Industri 4.0 untuk Mendukung Merdeka Belajar-Kampus Merdeka*. Direktorat Jenderal Pendidikan Tinggi.
- Junaidi, J., Afrina, B., Suganda, F. A., Safitri, K., Abdulkarim, A., & Komalasari, K. (2025). Empowering Civics Education: A Design Thinking for Deep Learning in the 21st Century. *Edukasi: Jurnal Pendidikan Dan Pengajaran*, 12(01), 70–94. <https://doi.org/10.19109/nbjxv29>
- Junaidi, J., Hodriani, H., & Safitri, I. (2024). Peran Vital Profesionalisme Guru Sebagai Upaya Mewujudkan Pendidikan Berkualitas di Sumatera Utara. *Jurnal Studi Edukasi Integratif*, 1(1), 23–31. <https://pustaka.biz.id/journal/jsei/article/view/5>
- Kolb, D. A. (2015). *Experiential Learning: Experience as the Source of Learning and Development* (2nd ed.). Pearson Education.
- Kouzes, J. M., & Posner, B. Z. (2010). *The Leadership Challenge*. John Wiley & Sons.
- Kuncoro, J., Handayani, A., & Suprihatin, T. (2022). Peningkatan Soft Skill Melalui Kegiatan

- Merdeka Belajar Kampus Merdeka (MBKM). *Proyeksi*, 17(1), 112–126. <https://doi.org/10.30659/jp.17.1.112-126>
- Lai, F.-Y., Tang, H.-C., Lu, S.-C., Lee, Y.-C., & Lin, C.-C. (2020). Transformational Leadership and Job Performance: The Mediating Role of Work Engagement. *Sage Open*, 10(1), 1–11. <https://doi.org/10.1177/2158244019899085>
- Lipari, L. A. (2017). *Communication Ethics*. Oxford University Press. <https://doi.org/10.1093/acrefore/9780190228613.013.58>
- Mayer, D., & Mills, M. (2021). Professionalism and Teacher Education in Australia and England. *European Journal of Teacher Education*, 44(1), 45–61. <https://doi.org/10.1080/02619768.2020.1832987>
- Mevia, D. A., Rosyid, A., & Susanto, R. (2024). Pengaruh Program Kampus Mengajar terhadap Soft Skill Mahasiswa. *JRTI (Jurnal Riset Tindakan Indonesia)*, 9(2), 137–143. <https://doi.org/10.29210/30034889000>
- Mulyani, H., Komalasari, K., Permatasari, M., Bribin, M. L., & Suriaman, S. (2024). Transformasi Pendidikan Kewarganegaraan Global di Era Abad 21: Analisis Implementasi dan Tantangan. *Jurnal Kewarganegaraan*, 21(1), 88–101. <https://doi.org/10.24114/jk.v21i1.55115>
- Mulyasa, E. (2009). *Standar Kompetensi dan Sertifikasi Guru*. Remaja Rosdakarya.
- Musil, C. M. (2009). Educating Students for Personal and Social Responsibility. In *Civic Engagement in Higher Education: Concepts and Practices* (pp. 49–68). Jossey-Bass San Francisco.
- Naibaho, J. (2023). Peran Guru dalam Meningkatkan Motivasi Belajar Peserta Didik di SDN 01 Bilah Barat Rantau Prapat. *Ilma (Jurnal Ilmu Pendidikan Dan Keagamaan)*, 2(1), 13–19. <https://doi.org/10.58569/ilma.v2i1.656>
- Northouse, P. G. (2025). *Leadership: Theory and Practice*. Sage Publications.
- Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 3 Tahun 2020 tentang Standar Nasional Pendidikan Tinggi.
- Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 49 Tahun 2014 tentang Standar Nasional Pendidikan Tinggi.
- Peraturan Menteri Riset, Teknologi, dan Pendidikan Tinggi Republik Indonesia Nomor 44 Tahun 2015 Standar Nasional Pendidikan Tinggi.
- Pinder, J. A., Schmidt, R., Austin, S. A., Gibb, A., & Saker, J. (2017). What is Meant by Adaptability in Buildings? *Facilities*, 35(1/2), 2–20. <https://doi.org/10.1108/F-07-2015-0053>
- Popova, A., Evans, D. K., Breeding, M. E., & Arancibia, V. (2022). Teacher Professional Development around the World: The Gap between Evidence and Practice. *World Bank Research Observer*, 37(1), 107–136. <https://doi.org/10.1093/wbro/lkab006>
- Robinson, K. (2011). *Out of Our Minds: Learning to be Creative*. Wiley.
- Robles, M. M. (2012). Executive Perceptions of the Top 10 Soft Skills Needed in Today's Workplace. *Business Communication Quarterly*, 75(4), 453–465. <https://doi.org/10.1177/1080569912460400>
- Rokhimawan, M. A., Aulia, M. G., Rifai, I., & Azahro, S. L. (2023). The Correlation between Understanding the Independent Learning – Kampus Merdeka (MBKM) Curriculum with the Fulfilment of PAI Student Learning Rights. *Jurnal Pendidikan Agama Islam*, 20(2), 279–292. <https://doi.org/10.14421/jpai.v20i2.8049>

- Rossetti, Z., Burke, M. M., Rios, K., Rivera, J. I., Schraml-Block, K., Hughes, O., Lee, J. D., & Aleman-Tovar, J. (2020). Parent Leadership and Civic Engagement: Suggestions for the Next Individuals with Disabilities Education Act Reauthorization. *Journal of Disability Policy Studies*, 31(2), 99–111. <https://doi.org/10.1177/1044207319901260>
- Savickas, M. L. (2020). Career Construction Theory and Practice. In S. D. Brown & R. W. Lent (Eds.), *Career development and counseling: Putting theory and research to work* (pp. 147–183).
- Setiawan, H. R., & Abrianto, D. (2021). *Menjadi Pendidik Profesional*. UMSU Press.
- Shulman, L. (1987). Knowledge and Teaching: Foundations of the New Reform. *Educational Researcher*, 15(1), 1–22. <https://doi.org/10.17763/haer.57.1.j463w79r56455411>
- Siyoto, S., & Sodik, M. A. (2015). *Dasar Metodologi Penelitian*. Literasi Media Publishing.
- Sopiansyah, D., Masrurroh, S., Zaqiah, Q. Y., & Erihadiana, M. (2022). Konsep dan Implementasi Kurikulum MBKM (Merdeka Belajar Kampus Merdeka). *Reslaj: Religion Education Social Laa Roiba Journal*, 4(1), 34–41. <https://doi.org/10.47467/reslaj.v4i1.458>
- Spady, W. G. (1994). *Outcome-Based Education: Critical Issues and Answers*. ERIC.
- Sumani, S., Kadafi, A., Purnomosasi, L. K. D., & Prasasti, P. A. T. (2022). The Impact of “Kampus Mengajar MBKM Program” on Students’ Social Skills. *Pegem Egitim ve Ogretim Dergisi*, 12(3), 220–225. <https://doi.org/10.47750/pegegog.12.03.23>
- Suriaman, S., Hariati, S., Salim, I. A., & Haris, H. (2024). Pengaruh Team-Based Project Terhadap Keterampilan Komunikasi, Kolaborasi, dan Berpikir Kritis Mahasiswa. *Jurnal Kewarganegaraan*, 21(1), 47–60. <https://doi.org/10.24114/jk.v21i1.53057>
- Taba, H., & Spalding, W. B. (1962). *Curriculum Development: Theory and Practice*. Harcourt, Brace & World New York.
- Tatto, M. T. (2021). Professionalism in Teaching and the Role of Teacher Education. *European Journal of Teacher Education*, 44(1), 20–44. <https://doi.org/10.1080/02619768.2020.1849130>
- Tilaar, H. A. R. (1999). *Pendidikan, Kebudayaan, dan Masyarakat Madani Indonesia: Strategi Reformasi Pendidikan Nasional*. Remaja Rosdakarya.
- Torres, A. C., & Weiner, J. (2018). The New Professionalism? Charter Teachers’ Experiences and Qualities of the Teaching Profession. *Education Policy Analysis Archives*, 26(19), 1–33. <https://doi.org/10.14507/epaa.26.3049>
- Trilling, B., & Fadel, C. (2009). *21st Century Skills: Learning for Life in Our Times*. John Wiley & Sons.
- Undang-Undang Dasar Negara Republik Indonesia Tahun 1945.
- Undang-Undang Republik Indonesia Nomor 14 Tahun 2005 tentang Guru dan Dosen.
- Verba, S., Schlozman, K. L., & Brady, H. E. (1995). *Voice and Equality: Civic Voluntarism in American Politics*. Harvard University Press.
- Voight, A., Giraldo-García, R., & Shinn, M. (2020). The Effects of Residential Mobility on the Education Outcomes of Urban Middle School Students and the Moderating Potential of Civic Engagement. *Urban Education*, 55(4), 570–591. <https://doi.org/10.1177/0042085917721956>
- Wahyuningrat, Tri Harsanto, B., Fitrah, E., Yamin, M., & Mokhammad Luthfi, R. (2025). The Effectiveness of Implementing the Merdeka-Belajar Kampus-Merdeka (MBKM) Policy in Developing High-Quality Human Resources at Jenderal Soedirman University, Indonesia, Contributing to SDGs: Quality Education. *E3S Web of Conferences*, 609, 1–7.

<https://doi.org/10.1051/e3sconf/202560908001>

Warsono, H., Astuti, R. S., & Ardiyansyah. (2022). *Metode Pengolahan Data Kualitatif Menggunakan Atlas.ti*. FISIP UNDIP.