ASHA PUBLISHING

JOURNAL OF SOCIAL SCIENCES AND ECONOMICS



Volume 2, Issue 2, 2025

E-ISSN: 3047-5507
Journal of Social Science and Economics (JOSSE)
https://journal.ashapublishing.co.id/index.php/josse/index

Implementation of the Independent Learning-Independent Campus Program at Cahaya Prima Bone University

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ABSTRACT

This study seeks to assess the execution of the Independent Learning-Independent Campus (MBKM) program at Universitas Cahaya Prima (UNCAPI) Bone and to identify the facilitating and obstructive elements affecting its implementation at UNCAPI Bone. The research employs qualitative methods, utilizing data collection approaches such as observation, interviews, and documentation. This study involved seven informants. The findings of this study indicate that the execution of the MBKM program at UNCAPI Bone, assessed through the indicators of communication, resources, disposition, and bureaucratic structure, has been conducted "effectively." From a communication perspective, there is effective interaction between professors and students. From a resource perspective, lecturers as facilitators offer guidance, support, and inspiration to students. The lecturers exhibit a supportive disposition and maintain a favorable outlook on the execution of the MBKM program. Lecturers have elucidated the mechanisms, systems, and procedures of the MBKM program to students from a bureaucratic structural perspective. The facilitating elements for the execution of the MBKM program include the endorsement from universities, the favorable outlook of lecturers, and the proactive engagement of students in the MBKM initiative. Concurrently, the impediments include inadequate value conversion, insufficient socialization, disorganized human resource development, and a continued lack of student enthusiasm in the MBKM program.

Keywords: Program, Implementation, MBKM

INTRODUCTION

Education serves as a mechanism for cultivating human potential and enhancing humanity (Misdawita & Sari, 2018). Higher education constitutes the pinnacle of educational institutions following primary and secondary education (Ika et al., 2022; Vhalery et al., 2022). Universities must evolve to establish relevance in accordance with contemporary societal dynamics and the swift advancement of research and technology. (Siregar et al., 2020). To equip students for the challenges of social, cultural, professional, and technical changes, their abilities must align more closely with contemporary demands. The concepts of link and match extend beyond just industry and employment sectors to encompass the rapidly changing future. Universities must be equipped to design and implement innovative learning approaches that help students achieve optimal outcomes in attitudes, knowledge, and skills while maintaining continuous relevance. The independent campus model represents a form of higher education that is autonomous and flexible, fostering a creative and unrestricted learning environment tailored to students' needs. Autonomous learning and the Independent Campus approach are expected to fulfill these demands.

The MBKM policy aims to enhance graduates' competencies, encompassing both soft and hard skills, ensuring they are adequately equipped and relevant to contemporary demands, and to cultivate them as superior and educated future leaders of the nation. Experiential learning programs with flexible pathways are anticipated to enable students to cultivate their potential in alignment with their passions and talents. In early 2020, the

Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia implemented a new higher education policy, the Independent Learning-Independent Campus program, to enhance the connection between higher education graduates and the business and industrial sectors in response to a rapidly evolving future.

The learning process in the Merdeka Campus exemplifies student-centered learning, which is crucial. Studying on an independent campus presents challenges and opportunities for fostering innovation, creativity, ability, individuality, and addressing student needs. Moreover, it fosters autonomy in acquiring information through practical experiences and contextual dynamics, including skill needs, real-world challenges, social engagement, cooperation, self-regulation, performance expectations, objectives, and accomplishments. Consequently, the campus must provide opportunities for each student to cultivate their potential in alignment with their specific specializations through experiential learning. Consequently, the government promulgated a policy about MBKM.

Based on Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 Concerning National Standards for Higher Education , Article 18 stipulates that the completion of the learning period and requirements for undergraduate or applied undergraduate students can be achieved through 1) participation in the entire learning process within the study program at the university in accordance with the designated learning period and requirements and 2) engagement in the learning process within the study program to fulfill part of the learning period and requirements, while completing the remainder through external learning processes.

The autonomous learning–Independent Campus program provides students with the freedom to participate in educational activities for up to three semesters outside their regular academic curriculum and campus environment. Students can engage in learning beyond the traditional curriculum through eight different programs as outlined in Article 15, Paragraph 1 of the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 on National Standards for Higher Education. These eight programs include 1) student exchange; 2) internships or work practices; 3) teaching assistance within educational units; 4) research; 5) humanitarian projects; 6) entrepreneurial activities; 7) independent studies or projects; and 8) the creation of thematic villages or community service programs (KKN). However, Cahaya Prima University has set specific operational limits on the Independent Learning–Independent Campus program, which currently include only 1) student exchange and 2) instructional assistance within educational units.

Based on the results of an initial interview with the Head of the Information Systems and Data Entry Institute, it was revealed that students of Cahaya Prima Bone University have engaged in the independent learning-independent campus program since 2020. Four students successfully passed the selection for the independent study-independent campus program from the State Administration study program. Three students were accepted into the teaching campus program, and one student was accepted into the student exchange program. The interview results indicated a deficiency in socialization concerning the independent learning-independent campus program, leading to students' disinterest in participation. Additionally, some lecturers held a negative view of the program, compounded by insufficient technical guidance and limited resources.

METHODS

This study employs a qualitative research approach, utilizing various data collection methods, including interviews, observations, and documentation (Sugiyono, 2022). It is categorized as descriptive research, focusing on the implementation of the Independent Learning-Independent Campus Program, which encompasses four aspects: communication, resources, disposition, and bureaucratic structure. The informants include students, lecturers,

and administrators of Cahaya Prima Bone University. Data analysis techniques applied are data reduction, data presentation, and conclusion extraction (Ghozali, 2016; Moleong, 2006).

RESULTS AND DISCUSSION

The execution of the MBKM program encompasses various elements that warrant consideration, including communication, resources, disposition, and bureaucratic structure. The research conducted at Cahaya Prima Bone University employed observational, interview, and documentation methodologies. All collected data is presented in either descriptive or explanatory formats. The implementation of the independent learning-independent campus program at Cahaya Prima Bone University can be assessed through the informants' responses. Each focal description will be elaborated upon in detail based on the interview findings. The implementation of the Independent Learning-Independent Campus Program at Cahaya Prima Bone University

Implementation of the Independent Learning-Independent Campus Program at Cahaya Prima Bone University

1. Communication

Communication is the process of transmitting messages or information between parties to ensure comprehension. The efficacy of achieving the objectives of the MBKM program is significantly influenced by communication; effective execution occurs when implementers are aware of their responsibilities. Consequently, all policy decisions and implementation regulations must be communicated, including outreach to students.

Interviews with informants reveal effective communication between lecturers and students concerning the MBKM program's implementation. Students are mandated to attend MBKM seminars, while lecturers engage in direct socialization, informing students about the open registration for the MBKM program by elucidating the implementation process and offering support to enhance student motivation for participation. This effective communication fosters student awareness and interest in the MBKM program.

According to the observational findings, the lecturer consistently informs students about the MBKM program upon entering the classroom, engages in direct socialization, mandates attendance at the MBKM program seminar, and motivates students to participate in the program. This communication aims to elucidate the goals and objectives of the MBKM policy, thereby enhancing students' comprehension of its aims at UNCAPI Bone and fostering their interest in participation. Effective communication is crucial for the successful realization of the MBKM program's objectives, as effective implementation relies on decision-makers' awareness of their responsibilities.

Based on the results of the research conducted by the researcher, it can be seen that there is good communication between lecturers and students, namely in inviting students to participate in the MBKM program. Each lecturer enters the classroom, conveys to students that there is an MBKM program, students can take part in the program and conduct direct socialization, and requires them to attend the MBKM program seminar, then provides motivation to students to take part in the MBKM program. Good communication between parties involved in the policy implementation process can reduce the risk of mistakes or unwanted problems (Akib, 2010; Campbell & Schneider, 2020; Fischer & Miller, 2017). To be able to build effective communication, good communication channels are needed so that orders or content of policies can be passed on correctly (Haerul, 2016; Risma Niswaty Muhammad Iqbal, Hasnawi Haris, 2023). Communication is highly critical of the success of achieving the objectives of policy implementation (Chaniago, 2021; Sinambela, 2006). Based on this theory, lecturers/staff employees in the communication aspect are conveying goals

and objectives to students related to the implementation of the MBKM program. Good communication between lecturers/staff and students greatly determines the success of achieving the goals of the implementation of the MBKM program.

2. Resources

Resources significantly influence the execution of a policy. Even if a policy is communicated effectively and remains unchanged, a lack of resources—such as educational personnel and staff—will hinder the successful implementation of the MBKM program. Interviews with informants reveal that lecturers, as essential human resources, elucidate the program's framework and foster student engagement in the MBKM initiative. The MBKM program at UNCAPI Bone has been effectively implemented, as the institution provides ample support for participating students, with the vice chancellor and lecturers offering guidance and encouragement.

According to the observation results, lecturers, as executors of the MBKM program, demonstrate substantial support and provide guidance to students. They elucidate the MBKM program's framework and enhance students' comprehension regarding its execution, thereby facilitating effective policy implementation. A critical indicator of the MBKM program's execution at UNCAPI Bone is the availability of human resources, including educators and administrative staff, which is essential for efficient policy enactment. Despite the clarity and consistency of the policy's content, inadequate resources among implementers can hinder effective execution.

According to the research findings, the lecturer responsible for the MBKM program at UNCAPI Bone elucidated the program's structure and detailed the nature of student activities within it. The lecturer provided guidance and support to students while actively engaging in outreach efforts in accordance with the deadlines established by the Ministry of Education and Culture, as well as sharing relevant experiences pertaining to the MBKM program. The implementation of the MBKM program at UNCAPI Bone has been effective, as the institution facilitates student participation and the lecturers offer substantial support for the program's execution. Edward III in (Fischer & Miller, 2017; Manggaukang, 2016) said that "without resources, a policy is only a document on paper." Implementation directives can be effectively directed, provided they are explicit and consistent. If the implementation lacks the necessary resources, the policy's execution becomes ineffective. According to this theory, lecturers, as human resources in executing the MBKM program, play a crucial role by elucidating the program's framework and offering assistance to students, so ensuring the effective implementation of the MBKM program.

3. Disposition

An instance of executing the MBKM program policy at UNCAPI Bone. Disposition refers to the implementer's attitude, encompassing attributes such as commitment, honesty, cooperation, and organization, enabling effective execution of the policy as originally intended. If the implementer possesses a positive disposition, they can effectively execute the policy as intended by the policymaker.

Interviews with informants reveal that lecturers exhibit a highly positive disposition towards the implementation of the MBKM program, actively supporting students and endorsing the initiative, as it facilitates substantial knowledge acquisition both on and off campus. The MBKM program positively influences students and their accompanying instructors, as it offers experiences that are not derived from the students' own notes. Students can refine both hard and soft skills while gaining off-campus experiences. They must acclimate to an environment beyond the university, including both the educational setting and the surrounding community.

The observational results indicate that both professors and students exhibit a supportive attitude and express strong agreement with the implementation of the MBKM program, as it offers off-campus experiences for both parties. Students can refine both hard and soft skills while gaining off-campus experiences.

Disposition refers to the attributes and qualities possessed by the implementer. If the implementer possesses a favorable disposition, he will execute the policy effectively in accordance with the policymaker's intentions. When the implementer possesses a divergent attitude or perspective from the policymaker, the implementation process of the MBKM program becomes unsuccessful. (Fischer & Miller (2017) assert that if implementers exhibit a favorable disposition towards the policy, there is a significant likelihood that its implementation will align with the original decision. Disposition refers to the will, desire, and inclination of policy actors to earnestly execute policies, thereby facilitating the realization of the policy's objectives.

The research findings indicate that lecturers possess favorable attitudes and perspectives regarding the implementation of the MBKM program, strongly endorsing it due to its beneficial impact. The program offers valuable experiences to both students and lecturers who mentor them, even when the insights are not derived from the students themselves. Consequently, students must acclimate to an environment beyond the campus, adapting to the school setting and the surrounding community.

4. Bureaucratic Structure

The bureaucratic structure is an organizational framework responsible for executing MBKM program policies that significantly impact the target group, aiming to actualize the MBKM implementation at UNCAPI Bone. The organizational structure is represented by the Standard Operating Procedure (SOP).

According to interview results with informants, lecturers facilitate socialization by elucidating the mechanisms and procedures for executing the MBKM program. They invite students to engage in the MBKM program, initially clarifying the implementation system and integrating the materials acquired during debriefing into classroom instruction. Socialization occurs each semester, accompanied by encouragement and support to motivate students to participate in the program, thereby ensuring the successful realization of the MBKM initiative. The MBKM program yields significant positive outcomes, as evidenced by the feedback received post-participation, highlighting enriching experiences where students adapt to new environments. The lecturers' efforts are impactful, as they not only provide support but also offer direction and guidance to students.

The observations indicate that lecturers' efforts in executing the MBKM program are highly commendable. They are instrumental in elucidating the mechanisms, procedures, and implementation systems of the MBKM program while also offering guidance and support to students, thereby fostering their interest in participation.

The organizational structure profoundly impacts the execution of MBKM program policies. Policy implementation may remain ineffective due to an inefficient bureaucratic framework. The organizational structure is responsible for executing the MBKM program policy for the designated target group, aiming to actualize the MBKM program at UNCAPI Bone. The organizational structure is delineated through the Standard Operating Procedure (SOP).

According to the study's findings, lecturers facilitated socialization by elucidating the mechanisms and procedures for executing the MBKM program. Their efforts are significantly impactful as they not only offer support but also provide direction and guidance to students. In addition to encouraging student participation in the MBKM program, lecturers first clarify the implementation system and integrate the materials acquired during the briefing into classroom instruction, thereby ensuring the effective and efficient execution of the MBKM

program. The clarity of operational standards concerning mechanisms, systems, and procedures for policy implementation; the allocation of primary tasks, functions, authorities, and responsibilities among stakeholders; and the coherence among implementing organizations are critical determinants of successful policy implementation (Edward III, 1980; Sinambela, 2006).

According to this theory, lecturers offer direction and guidance regarding the mechanisms and procedures for executing the MBKM program. By articulating the mechanisms, systems, and procedures for the implementation of the MBKM program policy to students, the program's execution can proceed effectively and efficiently.

Supporting Factors and Factors Hindering the Implementation of the Independent Learning-Independent Campus Program at Cahaya Prima Bone University

The supporting factor is a situation that causes the implementation of the MBKM program to be more effective. Supporting factors can also be said to be a motivation to stay consistent in doing certain things. Based on the results of interviews with informants, it can be found that the supporting factors for the implementation of the MBKM program are the support from universities in the implementation of the MBKM program, especially in socialization to students, good acceptance and response from agencies, as well as a positive perspective of lecturers by providing direction and guidance and the initiative/desire of students to participate in the MBKM program. The supporting factor is a situation that causes the implementation of the MBKM program to be more effective. Supporting factors can also be said to be a motivation to stay consistent in doing certain things. Akib (2010) and Fitri (2019) said that the supporting factors for policy implementation must be supported and accepted by human resources. If human resources (lecturers/staff employees) follow and obey a policy, then a policy implementation runs according to the goals that have been set without any obstacles that result in a policy not running in accordance with the goals that have been set previously.

The research findings indicate that several factors facilitate the implementation of the MBKM program, including university support in program socialization to students, favorable reception from agencies, positive lecturer perspectives offering guidance, and the initiative of students to engage in the MBKM program.

Inhibiting factors are elements that obstruct the effective implementation of an MBKM program. Interviews with informants reveal that these factors include unmet value conversion still conducted manually, insufficient socialization of the MBKM program, disorganized human resource preparation, and a lack of student interest in participating in the MBKM program. Rahmat (2017) posits that the impediments to policy implementation arise when the actions of human resources do not align with governmental expectations. Consequently, if their behavior diverges from governmental objectives, the policy's effectiveness is compromised.

The study's findings indicate that the impediments to the implementation of the MBKM program include unfulfilled value conversion still executed manually, insufficient dissemination of the MBKM program, disorganized human resource preparation, and a continued lack of student interest in participating in MBKM.

CONCLUSION

The results of the study on grade VIII students of SMP Muhammadiyah 2 Tarakan City show that students' learning interests are generally in the medium category, with variations in individual tendencies influenced by various internal and external factors. Some students show enthusiasm in following lessons, actively discussing, and completing assignments on time, but others are still passive, lack attention when the teacher explains, and lack consistency in learning. This interest in learning is formed from intrinsic motivational impulses, such as

curiosity, expectations of achievement, and positive perceptions of subjects, as well as external factors such as the teacher's teaching style, the learning media used, family support, and the social environment. Teachers have a central role in shaping learning interests through creative learning methods, providing feedback, and creating a comfortable learning environment. On the other hand, parents also influence learning interest through parenting, involvement in children's learning activities at home, and providing moral motivation. A supportive learning environment, such as positive friends and adequate learning facilities, also creates a conducive and enjoyable learning atmosphere. These findings reinforce the theory that interest in learning is the result of the interaction between an individual's psychological state and a continuous external stimulus. Therefore, increasing students' interest in learning requires a comprehensive and collaborative approach between teachers, parents, and the school. Some strategies that can be applied include the use of technology and interactive media, the preparation of student-centred learning activities, and the provision of counselling guidance for less motivated students. This approach not only fosters an interest in learning but also builds an independent, resilient, and adaptive learning character to academic challenges. In conclusion, students' interest in learning does not only depend on individual desires but is greatly influenced by the quality of social interaction and the educational system that surrounds it. Therefore, it needs the commitment of all education stakeholders to create a learning system that is inclusive, supportive, and oriented towards the development of students' potential. The results of this research are expected to be a reference in designing learning strategies and educational policies that are more responsive to the needs and characteristics of students so that the learning process becomes more meaningful, effective, and sustainable.

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