

How Do Indonesian Islamic Higher Institutions Perceive Independent Campus Policy? A Perspective Analyses.

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ABSTRACT

Indonesia is committed to enhancing the standard of living for its citizens. One of the ways to get there is to improve the quality of education. In spite of the impact of the COVID-19 spread, the government continues to invest in improving educational opportunities for all students. There are both benefits and drawbacks to the policy's implementation in higher education. The purpose of this article is to provide light on the perceptions of the Independent Campus (*Kampus Merdeka*) Policy of the Islamic Universities of Indonesia. The following are the most important aspects of this regulation: Opening new study programs, an accreditation system for higher education, ease for universities of becoming PTN-BH, and a three-semester extension on the right to take classes outside the curriculum are all included in this bill. Furthermore, this strategy included both pro and con views. Positively, the regulation aids in the growth and improvement of the institution's quality. The policy's implementation, on the other hand, necessitates greater care and consideration. This study is used to find out positive and negative perceptions about Independent Campus Policy. Mix Method design was used in this study. The quantitative data was collected via a Google form questionnaire. Interview was used to collect qualitative data. This study focuses on twenty-five members of quality assurance in Islamic University. According to the findings, 78% of respondents had a favorable opinion of the autonomy of university policy, while only 22% had an unfavorable opinion of it. The data and discussion clearly illustrate both positive and negative perceptions of independent campus policy.

Keywords: Independent Campus Policy, Positive perception, Negative Perception, Quality Assurance

Introduction

Social distance imposed by governments for education changes traditional learning and teaching into teaching and learning-based digitalized (Azwandi et al., 2019; Handayani et al., 2020; Syafryadin & Salniwati, n.d.). The education system moved from face-to-face to online learning. As the pandemic arise, all universities maximize the online learning system to support the government prevents Covid-19. The implementation of ICT in the teaching and learning process. Aside from Covid-19 trigger, Using ICT is hoped can improve students' achievement (Anggitasari et al., 2020; Apriani, 2016; Apriani & Hidayah, 2019; Syahrial & Syafryadin, 2020) and also can develop their character (Apriani, 2016; Apriani et al., 2019; Fathurrochman & Apriani, 2017; Gusmuliana et al., 2020; Kendiani, 2020) in Covid-19 Pandemic Era which important to their successful life. More important, learning by using ICT is expected to make the students' implement independent learning.

In fact, Independent Learning is a topic that is gaining traction in Indonesian universities at the present time since it is directly related to the Minister's Policy about Independent Campus. An independent campus policy aimed at shifting the paradigm from a rigid, content-based curriculum to one based on learning outcomes and allowing students to become more independent learners. Students at Independence Campus have the chance and the task to be independent in their pursuit of knowledge through the realities and dynamics of the field (Sintiawati et al., 2022). Independent Campus makes institutions more autonomous and able to respond to dynamic environmental conditions, creating an inventive, productive, not rigid, and student-cantered learning culture (Supatmi et al., 2021).

There are four major principles in the Independent campus policy that pertain to transforming the higher education system. The Ministry of Education, Culture, Research, and Technology (MoECRT) formulates the four principles into (1) opening new study programs, (2) Accreditation system for Higher Education, (3) Ease for universities of becoming PTN-BH, and (4) a right to study three semesters outside the study program. The top four fundamentals of independent campus policy are laid out in Regulation of The Minister of Education and Culture number 3,4,5,6, and 7 years 2020. The regulations show the shifting of the policy.

The first point of policy refers to the opening of a new study program. This is in accordance with Regulation No. 7 of the Minister of Education and Culture (Kementerian Pendidikan dan Kebudayaan Republik Indonesia, 2020e). The policy granted universities that has A and B accreditation status, autonomous mandate to set up new study program. As a result, a C is automatically awarded to the new study program. This is a step to make it easier for the universities to develop their study programs with less complicated bureaucracy. However, this policy against the Regulation of the Minister of Research, Technology, and Higher education 2016 Chapter 2 Article 4 about the standard minimum of accreditation achieved by the new study program at the time of receiving clearance from Minister. (Kementerian Riset, Teknologi, Dan Pendidikan Tinggi Republik Indonesia, 2016).

The Second Policy Principle refers to the Study Program and Higher Education Accreditation System as mentioned in Minister of Education and Culture Regulation No. 5 which concerns on the Accreditation of Study Programs and Higher Education (Kementerian Pendidikan dan Kebudayaan Republik Indonesia, 2020a) Study Program Accreditation Ratings will be automatically renewed every five years under this policy, which eliminates the need to resubmit accreditation applications. Study Programs Performance Report (LKPS) and Self Evaluation Report (LED) BAN-, (2019) are the accreditation forms mentioned, as well as the Accreditation of Educational Instruments for Higher Learning (APT) (BAN-PT, 2019). The National Accreditation Board for Higher Education (BAN-PT) will conduct an evaluation if there is a public report concerning the execution of the Study Program and Higher Education and a significant decrease in the number of students. Programs that receive grades of B and C might reapply for accreditation in order to improve their rankings. Meanwhile, in order to maintain Accreditation Value A, universities and study programs must get an international accreditation approved by a Ministerial Decree. As a matter of fact, BAN-PT Circular No. 1997/BAN-PT / LL / 2018 dated October 2, 2018, covering the Accreditation Status of Study Programs and Higher Education Institutions is no longer valid because of this policy's content (BAN-PT, 2018).

The third principle of the Independent Campus Program relates to the Ease for universities of becoming State Universities with Legal entity (PTN-BH). The rule no. 4 is set on transforming universities into universities with legal entity (Kementerian Pendidikan dan Kebudayaan Republik Indonesia, 2020b). This policy is related to flexibility for public university (PTN) as Public Service Agency (BLU) and Work Unit (Satker) to become PTN Legal Entity (PTN-BH). The MoECRT will streamline its standards without being restricted by accreditation status. Regulation No. 6 of the Minister of Education and Culture for the year 2020 governed student admittance in PTN-BH (Kementerian Pendidikan dan Kebudayaan Republik Indonesia, 2020d). Indeed, PTN-BH has a strong perception of admitting new students.

The fourth principle refers to study right outside the study program. This refers to the regulation of Ministry of Education and Culture No. 3. The policy contains the national standard for Higher Education (SNPT) (Kementerian Pendidikan dan Kebudayaan Republik Indonesia, 2020a). Higher education is required to provide students with the opportunity to broaden their learning experience and expand their perspectives for three (three) semesters outside of their study program.

It is clear that the policy provides brand new paradigm to the learning management in Indonesia (Nasrulhaq et al., 2022; Purwanti, 2021; Trinova et al., 2021a). Higher education Institutions are triggered to prepare themselves to adjust with the system. There have been studies focused on analyzing literature reviews regarding the mechanism, challenges, and expectation of the program (Ishak, 2021; Nurtjahyani & Sukisno, 2021; Qorib & Harfiani, 2021). Since its' launching, the program itself has been implemented by most universities under MoECRT. Studies to seek the perception from participants have also been available. The study tried to analyze the readiness the Higher Education Service Institutions in Indonesia upon the implementation of Independent Campus program (Yusuf, 2021). The study that involved students, lectures and education staff in order to see their perception on their performance regarding the implementation of independent campus has also been conducted (Sa'diyah et al., 2022). Another example is the study from Wahyuni et al. (2022) which described how the public perceptions including students, parents, stakeholders and lectures, toward the implementation of Independent Learning program matched with their participation in the program.

The previous studies however were conducted in the context of Universities under MoECRT. The participants and the setting of the studies were those either from state or private Universities under MoECRT. There are

still few studies conducted in the context of State Islamic Higher Education Institution which centered in Ministry of Religious Affairs (MoRA). The implementation of the policy is still on progress.

The four basic policies have both advantages and disadvantages in education. Some people support the policy, while others oppose it. There is a lack of agreement because of the differing viewpoints of each party. Good and bad aspects of releasing the independent campus policy are examined thoroughly in this research. Independent campus policies are examined in this study, including their substance, good and negative qualities and independent campus policy remedies through quality assurance of Islamic universities in Indonesia.

Literature Review

Independent Campus Policy

First policy principal, Opening New Study Program

The first point of the policy, opening new study program was launched in 2020 by the regulation of the Minister of Education and Culture No 7. This rule concerns on the establishment, amendment, and dissolution of State Universities and the establishment, amendment, and Revocation of the license of private universities (Kementerian Pendidikan dan Kebudayaan Republik Indonesia, 2020e) . The contents of this regulation are:

- a. State and private universities that have been accredited A and B are given autonomy to open their study programs (except for the study programs in the field of health and education) This is only if the study program can establish cooperation with partner companies, non-profit organizations, multilateral institutions, or universities in the top 100 QS ranking;
- b. State and Private universities collaborate with organizations in the field of curriculum preparation, fieldwork practices, and work placement. MoECRT, State and Private Universities and Study Program partners supervise the implementation of these activities.
- c. The new study program is automatically accredited C;
- d. Tracer study is conducted regularly by Universities and study programs;

Second Policy Principal, Study Program, and Higher Education New Accreditation System

In the second regulation, the accreditation system for the study program and Higher Education is embodied in the 2020 Minister of Education and Culture's Regulation. Table 1 maps out the procedures.

Table 1 Accreditation Procedures

Aspect	Content
New Established Study Program	Automatically obtained C accreditation
Old Study Program / University with B or C accreditation	Still Applicable, no more Study Program Accreditation Forms are proposed;
A accreditation status	Still valid if it has been internationally accredited which is approved by MoECRT
Submission Process	2 years after the Accreditation Value goes out;
Re-Accreditation	
Accreditation Agency	Independent Accreditation Agency (LAM) for Study Programs except for Study Programs that has no LAM, or National Accreditation Board for Higher Education (BAN-PT)
Accreditation Evaluation	Evaluation of accreditation is carried out if there are reports of alleged violations of the provisions of laws and regulations in the field of higher education and/or that the number of the students enrolling has decreased for five consecutive years.

Third Policy Principal, the ease to become State University with Legal Entity

The third policy principal, state universities for legal entities, is stipulated in Minister of Education and Culture Regulation Number 4 and 6 of 2020. State universities must meet the requirements of Regulation No.4 in order to be PTN-BH members. Regulation No.6 dealt with undergraduate admissions to public universities. Article 2 Paragraph 1 describes the standards that must be met by State Universities that wish to become Legal Entity Universities(Kementerian Pendidikan dan Kebudayaan Republik Indonesia, 2020b).

- a. Administering a valuable *Tridharma* principle
- b. Managing a community college organization based on governance principles;
- c. Meeting the minimum standards of financial worthiness;
- d. Assumed social responsibility; and
- e. Contributing to economic development.

The quality of the *Tridharma* arrangement was rated based on a public university that has:

- a. 60% program studies with superior accreditation ratings;
- b. relevance between vision, mission, and goals with Higher Education Standards consisting of National Higher Education Standards and Higher Education Standards set by Higher Education;
- c. international scientific publications and / or intellectual property rights;
- d. students who excel academically in both national and international levels;
- e. active participation in Government and local government activities;
- f. cooperation with the industrial world, organizations/institutions and/or the community.

The principles of good governance implemented by state universities are assessed from several aspects. The

Management of Higher Education must be *accountable, transparent, effective, efficient, and non-profit*. The management must also *compliance* with laws and regulations. Besides, the preparation and submission of academic and non-academic reports that have been carried out by public universities are carried out in a periodic, accurate and timely manner.

Financial feasibility carried out by state universities is assessed based on several aspects. Firstly, financial and asset management must be in accordance with the laws and regulations. Then Financial reports must obtain fair opinion for two consecutive years. The assessment also regards the ability to raise funds apart from students' education fee. The results can be seen from the lack or absence of fraud indications in financial management, facilities, and infrastructure implemented by tertiary institutions.

Moreover, according to the regulation, Social responsibility carried out by state universities is based on several aspects below:

a. Higher Education accepts new students who have high academic ability but come from disadvantaged families and come from the frontier, disadvantaged, outermost regions, at least 20% of the total number of university students;

b. Universities involved in community service;

Finally, universities' contributions to economic development are measured by their role in the development of micro, medium, and macro businesses, as well as their ability to foster the spirit of student entrepreneurship. Universities can help to grow the business world, or they can work with corporate partners to achieve so. Students' entrepreneurial spirit can be developed by adding entrepreneurship courses in the curriculum or by conducting realistic work practices on company partners.

The Fourth Main Policy, Three Semester Learning Rights Outside the Study Program

The right to study three semesters outside the study program is stipulated in the Minister of Education and Culture Regulation No. 3 2020. The main contents of the policy are:

a. Students only need to attend lectures from their major for 5 semesters;

b. Students are given the right to carry out lectures outside the study program for one semester (equivalent to 20 credits);

c. Students are given the right to carry out lectures outside the university for as much as 2 semesters (equivalent to 40 credits);

d. There are various forms of learning activities outside the campus, including doing internships/work practices in industry or other workplaces, implementing community service projects in villages, teaching in educational units, participating in student exchanges, conducting research, conducting entrepreneurial activities, making studies/independent projects, and following humanitarian programs

Methodology

The research aims to explore how the members of Islamic Higher Educations in Indonesia perceived independent campus policy. There were 25 members of quality assurance from various Islamic Universities in Indonesia who joined this research voluntarily. It is believed that the 25 respondents' voice could represent how the experts in each of the universities perceived the benefits and drawback of the policy and the expectation toward the policy. This could also increase their awareness to prepare the institution to implement the policy. Using a combination of qualitative and quantitative methods, researchers conducted this study. Researchers at Islamic universities in Indonesia performed an online poll to get the perspectives of the quality assurance team on autonomous campus policy. The study instrument was a Google form questionnaire that was sent to responders. The questionnaire was developed following the four policy concepts of an independent campus program. There were several positive and negative aspects to having an independent campus, as well as expectations for the Islamic University through quality assurance, that were gathered through this poll. Researchers performed in-depth interviews with a limited group of participants in order to improve the quality of their findings.

First, the researcher conducts a reliability study to ensure that each item is consistent with the others. Study dependability was assessed by calculating the Cronbach Alpha coefficients. Typically, Cronbach Alpha is employed when a survey/questionnaire comprises a large number of Likert scale items and the reliability of those questions needs to be assessed. As for Cronbach's alpha, most fall between 0.75 and 0.83, but there is another one that claims it can reach as high as 0.90.

Table 2. Reliability Category

Cronbach's Alpha	Internal Consistency
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

Analysis of data was carried out following internal consistency measurements. It was shown that the independent campus policy implementation had a good and negative impact on student life when percentage analysis was applied.

Discussion

Survey Results

The data from the survey conducted by researchers indicates that Independent campus policy has negative and positive aspects. The answers given by 25 correspondents can be seen in table 3.

Table 3. Member of Quality Assurance Perception on Independent Campus Program

No.	The Content of Policy	Response		Total
		Positive	Negative	
1.	Opening New Study Programs	80	20	100%
2.	Study Program and Higher Education Accreditation System	72	28	100%
3.	State University Legal Entity	76	24	100%
4.	Three Semester Learning Rights Outside the Study Program	84	16	100%
	Mean	78	22	100%

Most respondents, as evidenced by table 3, had a favorable impression of the Independent Campus Program policies. The fourth policy, which allows students to study outside of their study program, received the largest proportion of votes (84 percent). As this policy is new to higher education's learning management system, the replies are in agreement. The program has been well received by quality assurance officials in Islamic higher education institutions. The second finding is that eighty percent of those polled are in favor of tightening up the rules governing the creation of new study programs. To get approved C, a new study program used to have to go through a series of steps; now this is no longer necessary. The responses given from the quality assurances also implied that they agreed with the third policy of the program (76%) as well as the second policy (72%). Overall, 78 percent of quality assurance of Islamic University in Indonesia offers a favorable impression, while 22 percent of quality assurance of Islamic University in Indonesia gives a negative impression. The results of survey were strengthened by the results of the interview. The respondents provide detail explanation on their perception toward the benefits and the barriers as well as the expectations of the implementation of the program.

Interview Results

Positive Aspects of Independent Campus

The results of the interview support the results of the survey. 78% of the respondents respond positively toward the policy. The member of quality assurance of Islamic Universities in Indonesia agree that each of the main principle of the policy offer positive aspects.

Several favourable outcomes resulted from the initial primary regulation that was implemented in connection with the launch of a brand-new study program. Some of these aspects include the Opening of Study Program, which is simpler and less complicated, and the study program has been accredited, despite the fact that it has not uploaded the Study Program Accreditation Form Based on 9 Criteria of the National Accreditation Board for Higher education (BAN-PT).

Aside from these factors, there are six good elements relating to the Ease in Renewal Accreditation Value of the study program. Accreditation forms Based on 9 Criteria of BAN-PT are not required for study programs accredited B and C. If a study program wants to improve its accreditation status, it can reapply for the form. Furthermore, programs that have garnered international acclaim can extend their accreditation for an additional period of time. If this policy is put in place, the accreditation process (SAPTO) can be completed in a matter of weeks rather than months or even years. Accreditation is made even better by the establishment of an independent Accreditation Agency (LAM). According to National Standards of Higher Education, LAM creates accrediting instruments.

As a result of the interview, the third regulation, the simplicity of becoming a State University with a legal entity (PTN-BH), had various advantages. Respondents were pleased with how simple it was to meet the conditions for becoming a legally recognized institution. University does not have to obtain A accreditation first before seeking for legal entity status. In addition, academic institutions are free to put forward a proposal to become Legal Entity Universities at any moment.

Finally, the rule governing the Three-Semester Learning Rights Outside of the Study Program has some favorable elements. According to the respondents, students have the opportunity to take courses or classes outside their study program in order to meet new people and build relationships; students' activities that are primarily done outside the classroom can be credited as a credit system; students can study across programs, faculties, and universities; and activities carried out by students outside the classroom can be credited as a credit system.

In fact, these positive aspects are obtained from the results of interviews with the respondents.

Respondent 3: “This rule, in my opinion, might be simplified in the Renewal of Accreditation Value of study program. Study programs that have been accredited B and C previously, do not need to upload accreditation forms Based on 9 Criteria of BAN-PT;”

Respondent 4: “This policy certainly has a very positive impact, where campuses can establish new study programs without having to go through complicated regulations”.

Respondent 8: “According to this regulation, to establish a new study program at Higher Education, all you have to do is go to the website for a report (opening of a new study program) and the prospects of the graduates. So, this is very positive”.

Respondent 13: “To the best of my knowledge, this legislation does not need Accreditation A for the submission to be a state university with legal entity, and universities can propose to become Legal Entity Universities at any time without time limits.”

Respondent 14: “Students can attend courses or classes outside of their study program to make new acquaintances and relationships, and activities that are largely done outside of the classroom can be credited”.

Barriers

Aside from positive aspects, according to the respondents, independent campus policy has possibility to bring negative aspects to Universities. In terms of Opening New Study Program, Funding would be the problem. Limited funds to open new study program in the universities that are not yet incorporated will bring the barrier. In fact, it is not easy to establish to cooperation with the top 100 universities in the world.

The second policy of Independent Campus which is new accreditation system, has high potential to bring negative aspects in the implementation. The survey results indicated that 28% of the respondents which is the highest percentage regarding negative perception of the policy, perceive potential barrier of the second policy. This is in line with the results of interview, where the respondents mentioned about 8 negative aspects that the second policy possibly brings. Firstly, the policy will cause the absence of supervisors or quality control of higher education institutions which is essential in controlling the management system. Hence, there will be possibility of committing bribes or ‘buying and selling’ accreditation score. The new existence of LAM makes the study program spend much more money on it since the accreditation process requires large fee. However, the industries are not familiar with LAM, only the accreditation from BAN-PT are more understood. And still there is no LAM for certain categories of scientific field. The policy's simplified accreditation process has the potential to introduce new problems. In light of this approach, lecturers are free from the obligation to publish scientific papers or books, or to obtain worldwide recognition or intellectual property rights. Students are subject to the same regulation that exempts them from having to publish scholarly papers, books, or obtain worldwide recognition or IPR.

There is also no stated percentage of students with impairments who can apply to the institution as a legal body, which is contrary to the regulations. In order to go into higher education, one must participate in government or regional government activities. In addition, PTN-education BH's fees have been regulated by the new law.

The management system of a university is also expected to suffer as a result of the law relating to the simplicity with which one might become PTN-BH. Institutions that specialize in one area of study may find it difficult to distinguish themselves as a result of the accessibility. For example, a school specializing in education can create a new economics course. Besides, the regulation has not provided a percentage of disabilities who can apply for the university with legal entity. Education at the University Level Participating in government or regional government activities opens up political doors into the field of education, which is not advised.. In addition, the regulation arise the education fee at PTN-BH.

Finally, the Three Semester Learning Rights Outside the Study Program rule has certain flaws. Academic and curriculum portals in universities are not academically supported by this policy, which has some drawbacks. For example, assessing indicators outside of universities is difficult because they aren't matched to academic and curriculum portals in higher education. Furthermore, not all fields of science, such as Theology, can be linked to the industrial world.

These negative aspects are obtained from the results of interviews with the following respondents:

Respondent 2: “The negative consequence of this rule, in my opinion, is limited financing for starting new study programs for institutions that have not yet been incorporated; and, honestly, it is not simple to create collaboration with the world's top 100 universities.”

Respondent 6: “However, there are certain disadvantages. Accreditation of Study Programs through LAM costs a big fee; therefore would be possibility of the practice of ‘buying and selling’ accreditation Score if Independent Accreditation Agency is dishonest”.

Respondent 7: “The laws for independent learning campuses are genuinely good, but the industry does not grasp LAM certification; only BAN-PT accreditation is well achieved”.

Respondent 9: “In this regulation, it is important to keep an eye out for possibilities for politicians and political practice to enter the educational arena”.

Respondent 15: “Looking at the three Semesters Right to Study Outside the Study Program, there are still ambiguous signs for studies outside of tertiary institutions that are not in accordance with the academic portal and curriculum that has been set at the university. So I believe that is one of the weaknesses.”

Expectations

There are numerous hopes that may be used to reduce and eliminate the negative parts of independent campus policy implementation. Concerning the negative aspects arising from the Opening of New Study Programs, there is hope, specifically that Higher Education provides funds to establish partnerships with the world's leading industries and universities. Meanwhile, two expectations arise regarding the negative aspects resulting from the Study Program and Higher Education Accreditation System. These expectations include MoECRT / BAN-PT oversees the quality of Higher Education Performance (*Tridharma*) through Portals such as the Ministry of Higher Education Centre of Information System (Forlap/PDDIKTI), Science and Technology Index (SINTA), Google Scholar and Academic portal. It is also expected that MoECRT/ BAN-PT supervises the performance of Islamic Universities through Directorate of Islamic Religious Higher Education (DIKTIS) e-SMS, or Electronic Information System for State Civil Apparatus (ASN) Performance of MoRA (SIEKA). Furthermore, regulations regarding State University Legal Entity, also bring hope and solutions. These include focusing on improving education quality and be free from campus politics, and providing space and opportunities for students with disabilities. Last but not least, the Three Semester Learning Rights Outside the Study Program gives us optimism that the tertiary institution would apply the Monitoring and Evaluation (M&E) curriculum as soon as possible, in accordance with the most recent regulations and higher education's signals of implementing this policy.

These hopes are concluded from the results of interviews with the following respondents:

Respondent 1: “We expect that in the future, Higher Education will give finances to form alliances with the world's best corporations and institutions”.

Respondent 5: “Hopefully, in the future, MoECRT/ BAN-PT will be able to monitor the quality of Higher Education Performance (*Tridharma*) through the Ministry of Higher Education Centre of Information System (Forlap), Science and Technology Index (SINTA), GS, and Academic Portal”.

Respondent 10: “In the future, state universities must focus on boosting educational quality while remaining free of campus political practices”.

Respondent 11: “In the future, I hope that State University Legal Entities can give room and possibilities for students with disability”.

Respondent 12: “Universities will soon adopt M&E curricula, which must comply with the latest policies; and higher education should show signs of implementing this poll”.

It is no doubt that Independent Campus Policy is a brand new paradigm in Higher Education Management system. The policy is made as the reaction of changing social environment to prepare better generation. (Direktorat Jendral Pendidikan Tinggi Kementerian Pendidikan dan Kebudayaan, 2020) through the guidance book of Independent Learning-Independent Campus implied the main goal of the policy is to prepare the students to be ready with the fast changing world. In order to prepare students for the rapid changes in society, culture, work, and technology, students' competences must be prepared to be more sensitive to the needs of the times. Integration must be made not only with the business and professional worlds, but also with a fast-evolving future. Universities must be able to create and implement innovative learning procedures so that students can obtain learning outcomes that encompass all areas of attitudes, knowledge and skills. With this believe, Independent Campus policy is design with the four main principles. However, new paradigm tends to bring concerns to various parties. (Sa'diyah et al., 2022b) argued that because the policy is still new, it is possible that it was addressed incorrectly in academic institutions. As of yet, some have reacted positively, while others are still contemplating the issue. In the case of Islamic Universities under MoRA in which the implementation of in its early stages of implementation, various reactions arise. It is important to confirm for “perception not only creates our experience of the world around us; it allows us to act within our environment” (Cherry, n.d.).

According to the findings of a survey, among the four-principal policy of Independent campus, the policy on study rights outside of the study program received the most favorable responses. The findings suggested that the members of the quality assurance were aware of the policy's transformative potential. Previously, according to the regulation of Ministry of Research and technology of Higher Education (Permenristekdikti Nomor 44 Tahun 2015, 2015) is a measure of time for learning activities based on the learning process, as well as acknowledgment of students' accomplishment in engaging in curricular activities. Credits have so far been confined to the notion of face-to-face learning in the classroom. In reality, the student learning process is not limited to the classroom. Student participation in activities outside of the academic curriculum, even outside of the institution, can now be counted toward their degree. Each university will be given the procedure of calculating credits (Rochana et al., 2021).

Students are expected to be able to select their own educational route. The policy paves the way for students to cultivate a culture of self-directed, cross-disciplinary study while also amassing a wealth of knowledge and experience for future endeavors. According to (Panjaitan et al., 2022), the majority of the students who participated in their research study believe that studying in another study program will increase their

perspective and increase competence. Besides, the study regarding the perceptions of the students who experienced taking part in the three-semester program outside the study program emphasized that Students assume that contracting courses from study programs and other colleges can boost academic ability. In addition, students liked being able to choose classes based on their interests in the student exchange program. Students can develop their own strengths to be prepared for global competitiveness (Insani et al., 2021). Therefore, as the study's respondents have good perceptions, they match students' expectations.

However, among the four programs, respondents gave an excessively negative response to one of the principal policies of Independent Campus which is Study program and Higher Education accreditations system. This excessive response presumably arises due to the fear of not meeting the program's objective. The program's convenience even raises issues. While the policy provides less burden in preparing the documents to be assessed and automatic accreditation, the respondents are afraid of decreasing the quality of the study program or Higher education. (Hariawan et al., 2022) argues that there are concerns from the public that the ease of evaluation of the quality assurance of study programs and universities provided by BAN-PT has actually become the entry point for the quality of output that this nation aspires to through the education sector, which will have an impact on lowering the quality of outcomes for development in other sectors. It is believed that the potential barrier can be reduced with consistent monitoring through information systems.

Conclusion

Finally, a paradigm shift provides new promise for system improvement. In this scenario, Indonesia's educational system has a fresh hope thanks to the Independent Campus policy. However, it is important to keep in mind that the existing system has been in place for a long time, so it will take some time to adapt to the new policy. The good responses appear alongside the negative responses, indicating that the respondents care about the implementation but are also concerned about it. However, they should not be alarmed because they have high hopes for improving the regulation before it is put into effect.

In light of everything we've discovered about the independent campus policy so far, it's clear that any rule made by the government has both advantages and disadvantages. Depending on how we respond, negative qualities can be transformed into positive ones. Education in Indonesia is predicted to be improved as a result of the Independent Institutions Policy. If we, as educators, look at this rule in a negative light, it may be difficult to implement. In order to fulfill the responsibilities of Higher Education Tridharma per the Higher Education National Standards, we should try to minimize the negative parts in a way that we can as educators. An independent campus may have a substantial impact on the quality of education in Indonesia if it is implemented in accordance with government expectations.

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