Implementation of the Independent Campus Learning Policy in Higher Education

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ABSTRACT

The research aims to describe the implementation of the MBKM policy. This is a phenomenological type of qualitative research, namely examining the problem as a phenomenon in depth and finding patterns of connection between phenomena. Data was collected with the help of interviews, observation, and documentation techniques. All data obtained were analyzed qualitatively. The results of the research show that (1) FKIP Universitas Mataram, FISH Universitas Negeri Surabaya, and FT Universitas Negeri Makassar have implemented the MBKM policy, (2) the implementation of MBKM has had an impact on increasing students' self-confidence in obtaining additional competencies beyond core competencies according to the program study, (3) supporting factors in the form of the availability of BKP options for students, the challenge factor of limited supporting funds and BKP implementation tools, and (4) as an essential part of determining key performance indicators (IKU)of higher education institution, it is necessary to adjust the implementation of MBKM policy constantly.

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Journal of Civics and Moral Studies, 9 (1) 2024 Page 13 - 23
Implementation of the Independent Campus Learning Policy in Higher Education
Edy Herianto, Raden Roro Nanik Setyowati, Nurlaela

Introduction

In the current Industrial Revolution 4.0, college graduates need help with their accuracy and ability to fill job vacancies. Undergraduate program graduates still need to improve in filling positions offered by various institutions (Baharuddin & Rusli, 2021) and (Sabatini et al., 2021). Most undergraduate graduates are still at the level of mastering lecture theory. Graduate users often complain that they need more time to be ready to complete the tasks required explicitly by various institutions (Yang et al., 2022) and (Huang & Huang, 2020). This situation then prompted the Ministry of Education, Culture, Research, and Technology to create a policy that allows undergraduate candidates to have the opportunity to practice for a maximum of 3 semesters to study outside of higher education through the Independent Learning Campus (MBKM) policy (Direktur Jenderal Pendidikan Tinggi, 2020). Since 2020, the MBKM policy has been launched by the Ministry of Education and Culture to all universities in Indonesia. Does this policy have an impact on students? At the very least, does this policy impact the achievement of the university's key performance indicators (IKU)? It is realized that the basis for developing higher education quality is the extent to which it achieves IKU. Specifically, the MBKM policy impacts the achievement of IKU.

The government makes policies that provide opportunities for students to learn outside their study program to strengthen graduates' soft skills and hard skills competencies so they can face the world of work challenges in the future (Knight, 2008) (Knight, 2023). This policy is contained in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 in article 15, which states that students can take advantage of opportunities to take part in learning outside their study program both inside and outside universities or non-educational institutions (Direktur Jenderal Pendidikan Tinggi, 2020).

Implementing student learning activities outside the study program outside the university depends on the partnerships built by the university. Universitas Mataram must be able to create and develop strong partnerships with other universities and institutions outside of higher education and the industrial world at home and abroad. Learning activities carried out at institutions or universities abroad (student mobilization) or learning outcomes capable of being recognized globally are certain efforts that can significantly contribute to the internationalization process of higher education (Jones & Dexter, 2014), (Sumani et al., 2022), and (Scheel et al., 2022).

Internationalization of the Universitas Mataram (UNRAM) is one of the policies of the long-term development plan of the UNRAM 2011 - 2025, more precisely in the third period 2021 - 2025, which is designated as the "Internationalization of UNRAM" period in the context of strengthening the competitiveness of the UNRAM at the international level (Universitas Mataram, 2021). Internationalization is UNRAM's effort to realize its vision of becoming an Internationally Competitive Research-based Higher Education Institution by 2025. Internationalization of Universitas Mataram must be able to prioritize the following three things: a) Increasing the quality and diversity of programs involving the mobility of students, academic and administrative staff; b) increasing focus on internationalization of the curriculum and related learning outcomes; and c) gain global commitment to equal and ethical partnerships.

Journal of Civics and Moral Studies, 9 (1) 2024 Page 13 - 23
Implementation of the Independent Campus Learning Policy in Higher Education
Edy Herianto, Raden Roro Nanik Setyowati, Nurlaela

Implementing learning programs outside the study program continues to develop towards the internationalization of UNRAM. This activity can realize two essential things, namely, the implementation of the MBKM policy and the realization of UNRAM's vision and mission. The UNRAM MBKM Implementation Policy, regulated through Chancellor's Regulation Number 2 of 2020, has not touched the internationalization aspect. Therefore, a rector's policy that regulates Universitas Mataram's internationalization through MBKM implementation activities is needed.

To implement the MBKM policy, universities must collaborate with other universities (Sintiawati et al., 2022) and (Febrianto et al., 2023). This collaboration is helpful as a vehicle for exchanging experiences in dealing with possible problems that arise and, at the same time, finding solutions. As a new policy, MBKM will need to work on implementing it. Therefore, collaboration between universities is essential for mutual learning. So far, FKIP Universitas Mataram (FKIP UNRAM) has established strategic cooperation with FHIS Universitas Negeri Surabaya (FHIS UNESA) and FT Universitas Negeri Makassar (FT UNM). Each institution has implemented the MBKM policy in each faculty. This research aims to examine the picture of the implementation of the MBKM policy with a focus on the following problems:

What is the picture of implementing the MBKM policy at FKIP UNRAM, FISH UNESA, and FT UNM? How does implementing the MBKM policy affect achieving IKU in higher education? What are the supporting factors and challenges for all parties in higher education in implementing the MBKM policy? What recommendations can be submitted to universities regarding implementing the MBKM policy?

Method

This qualitative research uses an inductive approach (Thomas, 2006) and (Willis, 2008). This approach aims to generate meaning from the collected data based on learning and experience, which is difficult to extract through conventional research methods. The type used is phenomenology because the phenomena formulated in the research problem will be studied in depth and analyzed to find patterns of interrelationship between phenomena essential to solving the main problem (Barnawi & Darojat, 2017). In general, the phenomena referred to in this research describe the implementation of MBKM policies. They specifically focus on indications of MBKM implementation as stated in the number of students from tertiary institutions (PT) in various MBKM BKPs, supporting factors, challenges, policies implemented in PT, the impact obtained by students, and the effect on PT (Miles & Huberman, 1992) and (Wilson, 2014).

Results and Discussion

To follow up on the MBKM policy, which is in line with the Minister of Education and Culture's Regulation Number 53 of 2023 concerning Quality Assurance in Higher Education, especially article 16, the UNRAM has prepared a Guidebook on the Forms of MBKM Learning Activities and the UNRAM Student Creativity Program.

There are nine learning activities (BKP), which are a vehicle for students to gain three semesters of learning experience outside the study program/PT, including First, **Student Exchange**, with learning outcomes: Students can develop attitudes of nationhood, nationalism,

Journal of Civics and Moral Studies, 9 (1) 2024 Page 13 - 23
Implementation of the Independent Campus Learning Policy in Higher Education
Edy Herianto, Raden Roro Nanik Setyowati, Nurlaela

tolerance, and friendship across countries, regions, ethnicities, cultures, religions, and fields of science that strengthen national unity and unity. Students can develop additional competencies that support the profile of graduates in their original study program. The UNRAM can develop global quality learning for national and international students with a taste of the local NTB context. Second, **Internship** with learning outcomes: It increases students' scientific capacity, capability, and skills in developing lecture theories practically. Establish student professionalism and readiness to enter the world of work. They are shortening the waiting period for graduates to enter the world of business, industry, and work. Third, **Teaching Assistance/Teaching Campus**, with learning outcomes namely, students can develop abilities in the areas of Intra-Curricular, Co-Curricular (Strengthening Pancasila Student Profile Project), Extra-Curricular Educational Supervision, Wiyata Mandala Insight (School Culture). Fourth, **Research** with learning outcomes: Improving the quality of student research and providing experience in extensive research projects to strengthen the specific research talent pool (topic). Obtain research competency through direct guidance by researchers at research institutions/study centers. We are improving the ecosystem and quality of research in Indonesian laboratories and institutions by providing research resources and regenerating researchers early. Increase quality and recognized research output nationally and internationally (publications, prototypes, and other forms) nationally and globally. Fifth, **the Humanitarian Project, with learning outcomes: Students can uphold human values by carrying out duties based on religion, morals, and ethics, practicing social sensitivity,** and pioneering humanitarian activities. Sixth, **Entrepreneurship**, with learning outcomes: Students can make appropriate decisions when solving problems in their field of study. Students can develop leadership, soft skills, and character in innovating and making decisions to build their businesses. Students can apply their areas of expertise and utilize science and technology in their fields to solve problems. Students can adapt to the situations they face. Students have critical thinking skills in collaborating across fields of science to establish partnerships, master theoretical concepts related to Entrepreneurship such as forming Cost of Goods Production (HPP), Break Even Point (BEP), Business Feasibility Analysis, and preparing Financial Reports such as Profit and Loss Reports. Seventh, **Independent Project**, with learning outcomes: Able to apply logical, critical, systematic, and innovative thinking in science and technology development according to their expertise. When working independently, show a responsible attitude, hard work, discipline, skills, and cooperation. Develop the ability to design programs and products that are creative, innovative, and useful for development or solving problems. Apply research and development methods in systematic scientific study projects. Eighth, **Building Villages** with Learning Outcomes: Students help accelerate development in rural areas. Students have a sense of caring, empathy, and responsibility for the problems faced by diverse communities within the framework of national insight. Students can carry out integrated community empowerment programs. Students can initiate and develop collaborative networks with stakeholders in the community. Students are skilled at communicating and collaborating between scientific fields in society. Ninth, **Defending the State**, with learning outcomes: Students have the attitude and spirit of leadership, independence, solidarity, nationalism, and patriotism. Students have a personal, group, and national discipline within

Journal of Civics and Moral Studies, 9 (1) 2024 Page 13 - 23
Implementation of the Independent Campus Learning Policy in Higher Education
Edy Herianto, Raden Roro Nanik Setyowati, Nurlaela

the framework of nationalism to have character competitiveness in the international arena. Students develop a culture of being willing to sacrifice for their homeland and the nation to uphold the country as a homeland in the eyes of the world. Students have the behavior of maintaining the survival of the nation and state through positive activities in the social environment to maintain the identity and integrity of the country or state.

Each study program can choose the most appropriate BKP according to the CPL based on all existing BKPs. The Curriculum Development Team (TPK) in each study program can conduct an in-depth study of the program's characteristics as stated in the CPL. Based on the CPL, the study program can determine the right BKP choice for students.

Researchers used various data collection techniques and research instruments. Research data is obtained based on research problems. The research data obtained is presented sequentially as follows:

1) Overview of implementing the MBKM policy at FKIP UNRAM, FISH UNESA, and the FT UNM.

Based on data for 2023, each university appears to have variations in data. Of the nine existing forms of learning activities (BKP), there is active student involvement in all BKP.

Table 1. Description of MBKM Policy Implementation.

No.	Learning Activities	FKIP UNRAM	FISH UNESA	FT UNM
1	Student Exchange	150	175	165
2	Internship	25	75	60
3	Teaching Assistance/Teaching Campus	1.250	2.550	2.450
4	Research	26	70	67
5	Humanitarian Project	0	15	10
6	Entrepreneurship	55	45	40
7	Independent Project	0	12	4
8	Building Villages	75	90	86
9	Defending the State	0	0	0

Among the nine available types, Teaching Assistance/Teaching Campus is the BKP most popular with students. FISH UNESA students have the highest number of students, followed by FT UNM students and FKIP UNRAM students. The next BKP is Student Exchange, the second option many students are interested in. BKP Building Villages is the next most popular choice by students. Of all the existing BKPs, FHIS UNESA students occupy the most participants in the program, followed by FT UNM students and FKIP UNRAM students.

Students from these three universities generally choose Teaching Assistance/Teaching Campus as the most popular BKP. Based on the results of interviews with students, it was obtained from their consideration that as prospective educators/teachers, Teaching Assistance/Teaching Campus was considered the most appropriate vehicle for training prospective educators. Student Exchange is the next option, according to students, based on their considerations in choosing a vehicle for gaining learning experience at other universities outside their current university. The next consideration regarding the BKP for Village Development is based on understanding the expansion of the role of the actual work education

Journal of Civics and Moral Studies, 9 (1) 2024 Page 13 - 23
Implementation of the Independent Campus Learning Policy in Higher Education
Edy Herianto, Raden Roro Nanik Setyowati, Nurlaela

program (KKN). By building villages, they can increase the comprehensive role of the current KKN program in each university.

2) **The impact of implementing the MBKM policy on IKU Achievement in Higher Education.**

The implementation of the MBKM policy has had a positive impact on students. This impact is visible in the university's KPI results. An overview of the data on the effects in question is contained in the following table:

Table 2. Impact of MBKM Policy Implementation

No	Universities	Impacts				The IKU of Universities (%)
		Increased Self-Confidence	Real Off-Campus Experience	Competencies Outside the Study Program	Learning Outcomes	
1	FKIP UNRAM	67	75	25	80	20.44
2	FISH UNESA	80	85	50	102	35.12
3	FT UNM	77	77	34	70	32.94

The implementation of the MBKM policy has an impact on students. In this research, the impact of implementation is focused on four indicators: increased self-confidence, real experience outside the campus, competence outside the study program, learning outcomes, and IKU achievement for higher education (Strickland & Morrow, 1991) (Mota & Scott, 2014), and (Ma, 2022). Based on the data in Table 2 above, each indicator can be described as follows: Increased self-confidence, where 67 students at FKIP UNRAM felt an increase in self-confidence, 80 from FISH UNESA, and 77 from FT UNM. Real experience outside campus: 85 FISH UNESA students thought they had gained experience outside campus, followed by 77 FT UNM students and 75 FKIP UNRAM students. Competencies outside the study program: 50 FISH UNESA students claim to have obtained dui competencies outside their study program, 34 students from FT UNM, and 25 students from FKIP UNRAM. Learning outcomes: 102 FISH UNESA students admitted that they received increased learning outcomes, 70 from FT UNM students and 80 from FKIP UNRAM students. Achievement of IKU universities and student participation in MBKM activities contributed 20.44% to IKU2 achievement at FKIP UNRAM, 35.12% at FISH UNESA, and 32.94% at FT UNM.

The data above shows that FISH UNESA ranks first in student participation among various indicators measuring MBKM implementation's impact on students and universities. From all these indicators, it can also be seen that implementing MBKM has positively influenced increasing self-confidence, real experience outside the campus, competence outside the study program, learning outcomes, and IKU achievements in higher education.

3) **Supporting factors and challenges for all parties in higher education in implementing the MBKM policy.**

Journal of Civics and Moral Studies, 9 (1) 2024 Page 13 - 23
Implementation of the Independent Campus Learning Policy in Higher Education
Edy Herianto, Raden Roro Nanik Setyowati, Nurlaela

Various supporting factors and challenges were found in implementing the MBKM policy. Each university has varied data. An overview of the factors in question is contained in the following table:

Table 3. Supporting Factors and Challenges for Implementing MBKM Policy.

No.	Supporting Factors	Challenges
1	Availability of regulations that support policies.	Lecturers' understanding is varied.
2	MBKM policy support is centralized at the university level and can be accessed by various related parties.	Variations in student responses to MBKM policies.
3	Strategic arrangements for MBKM policy implementers.	There are still lecturers who disagree with MBKM policies.
4	Synergistic cooperation between various parties as implementers of MBKM policies.	Even though the socialization of MBKM policies has used the help of various social media platforms, some students still do not understand the context of MBKM policies.
5	Intensive communication between study program managers, lecturers, and students.	Limited stakeholders can hinder the distribution of student participation according to their BKP choices.
6	Establishment of an implementation unit that specifically handles MBKM activities.	
7	Adequate financial support from institutions to support the implementation of MBKM policies.	
8	It increased understanding and awareness of MBK management at university, faculty, and study program levels.	
9	Collaboration between universities can encourage and help achieve IKU.	
10	Support from stakeholders as strategic partners in implementing MBKM policies.	

Even though the implementation of MBKM has positively impacted each university, it faces many challenges. Each university has varied challenges (Oksari et al., 2022) and (Fauziah & Kuntari, 2023). Overall, the challenges universities face are in the form of the varied understanding of lecturers, variations in student responses to MBKM policies, and lecturers still need to agree with MBKM policies. Even though the socialization of MBKM policies has used the help of various social media platforms, some students still need to understand the context of MBKM policies. Some limited stakeholders can hinder the distribution of student participation according to their BKP choices.

What is encouraging is that there are factors that support the success of implementing MBKM in higher education. Each university also has various supporting factors compared to other universities (Sudirtha et al., 2021) and (Wesna et al., 2021). However, several similarities

Journal of Civics and Moral Studies, 9 (1) 2024 Page 13 - 23
Implementation of the Independent Campus Learning Policy in Higher Education
Edy Herianto, Raden Roro Nanik Setyowati, Nurlaela

are the key to the successful implementation of MBKM in these universities. At least four things are the key to successful implementation of MBKM: availability of regulations, system support that supports program implementation, a technical implementation team for the MBKM program, and a continuous evaluation system.

4) Recommendations that can be submitted to universities are related to implementing the MBKM policy.

Based on the data findings, there appears to be a positive dimension to implementing the MBKM policy. Although there are still challenges, which are essential factors for each university in developing MBKM, in general, the implementation of MBKM positively impacts students. To maintain positive achievements in implementing the MBKM policy and simultaneously overcome existing challenges, it is necessary to submit recommendations to various policy-determining parties.

Some of the essential recommendations in question include: MBKM managers in higher education need to be creative in ensuring that the implementation of MBKM policies is in line with current progress. Universities need to make efforts to design variations in implementing MBKM according to the characteristics of each study program in higher education. The availability of regulations that align with the demands of current developments is an essential key in implementing MBKM policies. Therefore, efforts to adapt MBKM policies are an indispensable part. Continuous efforts to adapt policy implementation to the demands of stakeholder interests are essential considerations for successfully implementing MBKM policies. Early student involvement in implementing MBKM policies is an essential factor that universities need to consider. Through early involvement, study program managers and students understand the targets for implementing MBKM policies and, at the same time, map the suitability of MBKM policies to students' real needs.

Conclusion

Based on the research data discussion results, it can be concluded that there is a picture of student participation in the MBKM policy. Each tertiary institution has strengths in implementing MBKM, according to the characteristics of each study program from the tertiary institution as this study area. Students from each university said they directly or indirectly impacted their participation in the MBKM program. Internally, they feel there has been an increase in self-confidence due to the opportunity to obtain additional competencies outside the core competencies of each study program. Increasing self-confidence has a further impact on achieving learning outcomes.

During the implementation of the MBKM policy, there were supporting factors and challenges for higher education institutions. At least there are supporting factors in the form of the availability of regulations that support policies, support for an MBKM system that is centralized at the university level and can be accessed by various related parties, and strategic arrangements for implementing MBKM policies. On the other hand, several challenges could hinder the implementation of MBKM policies, including varied understanding of lecturers, variations in student responses to MBKM policies, and lecturers still needing to agree with MBKM policies.

Recommendations

Journal of Civics and Moral Studies, 9 (1) 2024 Page 13 - 23
Implementation of the Independent Campus Learning Policy in Higher Education
Edy Herianto, Raden Roro Nanik Setyowati, Nurlaela

Even though there are challenges, most of the results of MBKM implementation show a positive impact on increasing student competency and, at the same time, learning outcomes. To maintain this positive impact, MBKM managers in higher education need to be creative in ensuring that the implementation of MBKM policies is in line with the progress of the times. In addition, the need for early student involvement in implementing MBKM policies is an essential factor that universities must consider. Through early involvement, study program managers and students understand the targets for implementing MBKM policies and, at the same time, map the suitability of MBKM policies to students' real needs.

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Edy Herianto, Raden Roro Nanik Setyowati, Nurlaela

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Journal of Civics and Moral Studies, 9 (1) 2024 Page 13 - 23
Implementation of the Independent Campus Learning Policy in Higher Education
Edy Herianto, Raden Roro Nanik Setyowati, Nurlaela

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