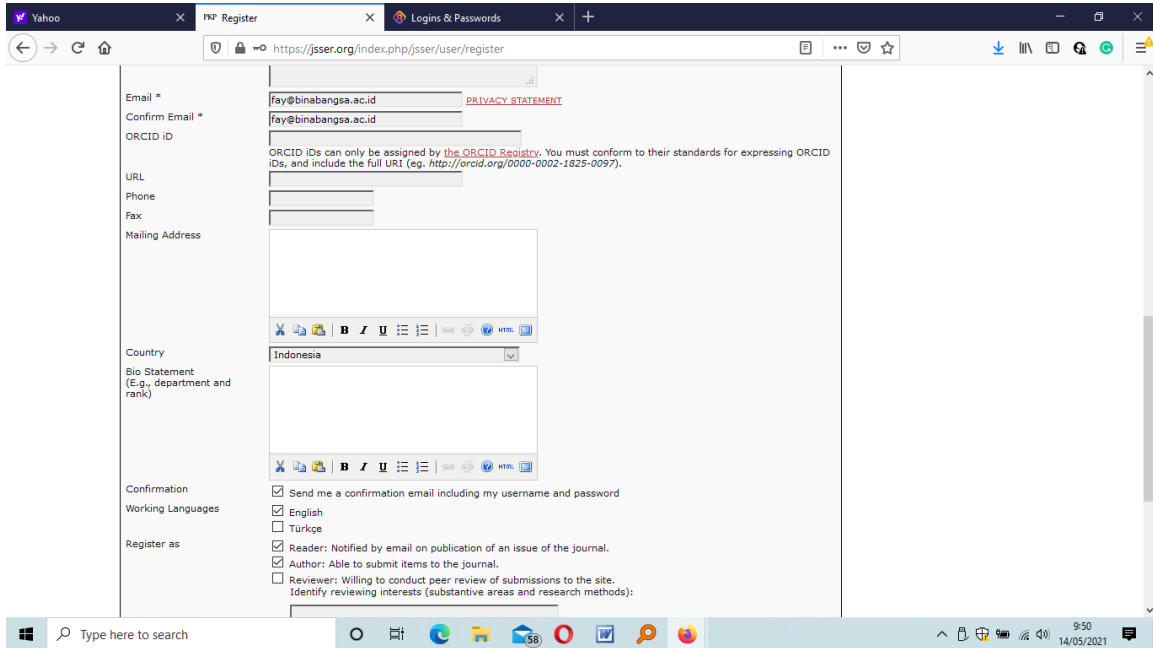
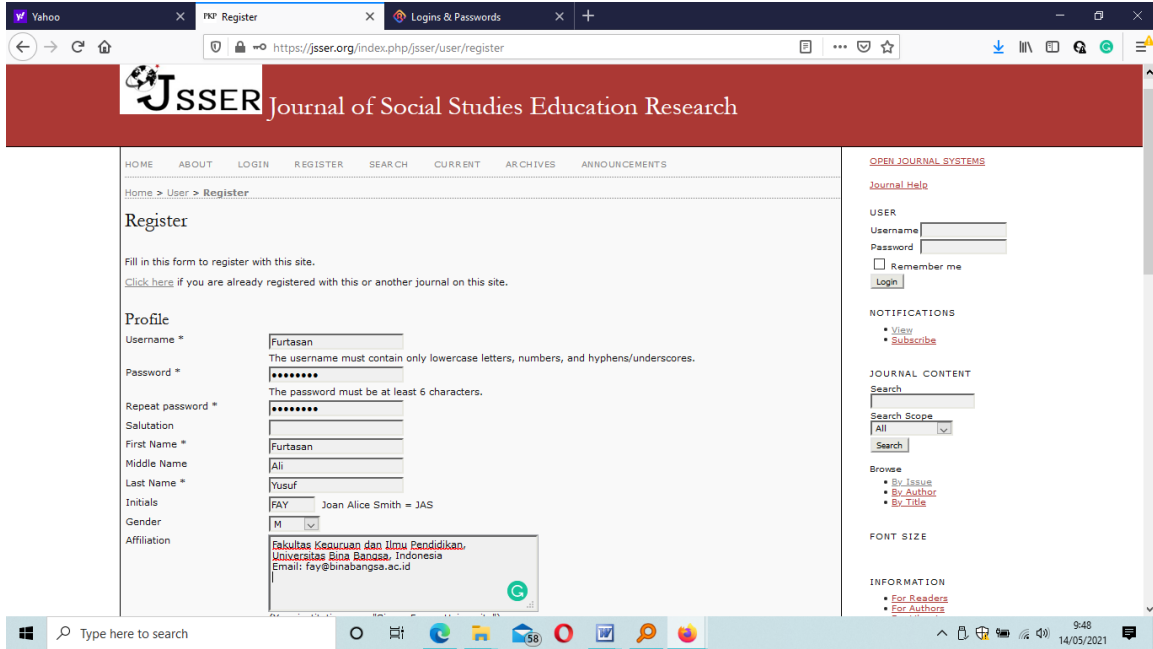


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**Revision required****-improve the contents and parts that lack of accuracy****-editing from a native expert is required****The Independent Campus Program for Higher Education in Indonesia: The Roles of the Readiness of Institutions, Lecturers, and Students and Government Support**

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**Abstract**

This study aims to analyze the relationship between the *Kampus Merdeka* (Independent Campus) Program and the readiness of stakeholders in Indonesia's universities. It also seeks to establish whether the readiness of universities, lecturers, students, and government support has a positive influence on implementing this program. This research employed a quantitative approach, which is suitable when trying to assess whether an implemented educational program is appropriate. The analysis was further supported by relevant prior research. It was necessary to learn whether internal and external factors support an implementation. This research was conducted among private universities in Region IV (West Java and Banten Provinces) of the Higher Education Service Institutions (~~LLDIKTI~~) of Indonesia, with there being a sample of 111 private lecturers. Based on the data analysis, the readiness of universities, lecturers, and students and government support were found to have a positive effect on the implementation of the Independent Campus Program. The effect revealed by the  $R^2$  value was 10.4 percent. Among the four independent variables, the strongest influence was exerted by government support, with an  $R^2$  of 7.7 percent, followed by lecturer readiness with 4.7 percent, student readiness with 4.7 percent, and campus readiness with 3.6 percent. All four of the independent variables therefore had a strong influence on the implementation of the Independent Campus Program. This implies that an implementation of the program must accord with the readiness of universities, lecturers, and students. Strong support from the government is also very important, however, if the implementation of the Independent Campus Program is to achieve its goal of enhancing the capacity and quality of higher education in Indonesia.

**Key words:** *Campus Policy, Education Readiness, Lecturers, Students, Government Support*

**Introduction**

The *Kampus Merdeka* (Independent Campus) Program was launched by Indonesia's Ministry of Education and Culture (*Mendikbud*) at the end of 2020. This program aims to develop higher education as laid out in Ministry of Education and Culture Regulation No. 22 of 2020 for its 2020–2024 Strategic Plan. The program objectives were set according to the eight key performance indicators (KPIs) that were stipulated in the ministry's Decree No. 754/P/2020.

The implementation of the Independent Campus Program is expected to enhance the capacity and quality of education within higher education institutions. The higher education sector in

Indonesia is very diverse, so the implementation has been designed by the government to be conducted in phases under a tiered system. Based on statistical data from the Director General of Higher Education, the Ministry of Education and Culture supervises 3,169 tertiary education institutions, both public and private. Of these, 1,033 provide vocational education, while 2,136 are academic higher education institutions, such as universities (Directorate General of Higher Education, 2020).

A review of the literature suggests there is a relationship between the readiness of higher education institutions, lecturers, and students, as well as government support, and the implementation of the Independent Campus Program in Indonesia, but previous studies have not analyzed in depth the effect of the three abovementioned aspects of readiness and how they can together drive the achievements of this program's objectives. In addition, most studies focus on the Independent Campus Program within the scope of just one university, so their findings have limited generalizability.

The literature reveals how this program has received several responses from students and institutions (Qorib & Harfiani, 2021). Most tertiary institutions, especially those in remote areas and outside the capital city, have not accelerated their adoption of the program, and the unique conditions in each institution present obstacles to implementing the program. Such obstacles include students not having a good understanding of the program (Wahyuni & Anshori, 2021). Readiness for curriculum digitization also faces challenges, because not all campuses have adequate cooperation networks and internet connectivity (Karmini, Suda, Agung, & Suasti, 2020). In addition, new problems have emerged due to the ongoing COVID-19 pandemic requiring online teaching and social distancing measures, especially in the large cities where most universities are found (Qorib & Harfiani, 2021). Creating an appropriate state-based reference framework for higher education is therefore necessary (Peristiwo, 2020; Dube & Tsotetsi, 2019). The Independent Campus Program needs students to be ready, and it focuses on action learning, concept mapping, and value clarification based on information and communication technology (Ige, 2019). This transformation of educational policy must also accord with theory and practice in the field during the periods of transition, stabilization, and growth potential (Tarman & Chigisheva, 2019). It is therefore essential to understand how the readiness of students and lecturers and government support influences students' achievements, so the education sciences can continue to advance and enable equitable outcomes for graduates.

Based on this background, this research sought to investigate how the readiness of higher education institutions, lecturers, and students and government support influence the implementation of the Independent Campus Program in Indonesia. This study is especially critical given that this government program was recently launched at the end of 2020. As a relatively new program in the education sector, it still requires studies to help prepare universities for implementing this program in the best possible way through the Independent Campus Competition Program (PK-KM).

### **Research Questions**

Based on an analysis of the background to the problem, this study posed five relevant research questions:

1. How does an institution's readiness influence the successful implementation of the Independent Campus Program?
2. How does the readiness of lecturers influence the successful implementation of the Independent Campus Program?

3. How does the readiness of students influence the successful implementation of the Independent Campus Program?
4. How does government support influence the successful implementation of the Independent Campus Program?
5. How does the combination of all the above-mentioned factors influence the successful implementation of the Independent Campus Program?

### Hypothesis

Based on a formulation of the problem through a review of the literature, the following research hypotheses were proposed:

- H1: Campus readiness ( $X_1$ ) has a positive influence on the successful implementation of the Independent Campus Program (Y).
- H2: Lecturer readiness ( $X_2$ ) has a positive influence on the successful implementation of the Independent Campus Program (Y).
- H3: Student readiness ( $X_3$ ) has a positive influence on the successful implementation of the Independent Campus Program (Y).
- H4: Government support ( $X_4$ ) has a positive influence on the successful implementation of the Independent Campus Program (Y).
- H5: The combination of the readiness of campuses ( $X_1$ ), lecturers ( $X_2$ ), and students ( $X_3$ ) and government support ( $X_4$ ) has a positive influence on the successful implementation of the Independent Campus Program (Y).

### Literature Review

#### 1. Freedom of Learning and Independent Campuses

Freedom of learning is understood as granting educational institutions the freedom and autonomy to become independent from the bureaucratic system. *Merdeka Belajar–Kampus Merdeka* (MB-KM or Freedom of Learning–Independent Campus) is a policy that aims to encourage students to master various disciplines, so they will perform competitively when entering the world of work (Dewobroto, 2020). The Independent Campus Competition Program (*Program Kompetesi-Kampus Merdeka* or PK-KM), meanwhile, is an open-competition program that continues the concept of freedom of learning from the so-called Institutional Support System (ISS). The PK-KM takes place over three years, with proposals being submitted each year. The objective of the Independent Campus Program is to generate capable graduates that are physically and mentally healthy, intelligent, adaptable, creative, innovative, skilled, productive, and representative of the values of Pancasila (Directorate General of Higher Education, 2020).

One of the key instruments for implementing this program is the application of the eight key performance indicators (KPIs) stipulated in the Decree of the Ministry of Education and Culture No. 754/P/2020. These inform quality assurance for the implementation of eight forms of experiential learning for developing students' knowledge and skills, namely through internships and fieldwork practices, teaching assistant roles in educational units, research, humanitarian projects, entrepreneurial activities, independent studies or projects, themes based on real work, and student exchanges from home and abroad (Directorate General of Higher Education, 2020). The hierarchy of universities used by the PK-KM in 2021 is divided into three tiers, as shown in Table 1.



**Table 1.** PK-KM League Funding and Amount of Funding

Higher Education Criteria	League 1	League 2	League 3
The number of active students in the 2019/2020 academic year	>18,000 (a) Minimum IDR - (b) Maximum IDR 10 million/ active student (c) Companion funds 10%	5,001–18,000 (a) Minimum IDR 1 billion (b) Maximum IDR 8 million/ active student (c) Matching funds 7.5%	1,000 – 5,000 (a) Minimum IDR 500 million (b) Maximum IDR 5 million/ active student Matching funds 5%
Program Scope	(a) Undergraduate study program (b) Postgraduate study program (c) New programs in potential fields (d) Maximum 5 study programs (e) Program ISS	(a) Undergraduate study program (b) Maximum 3 study programs (c) Program ISS	(a) Undergraduate study program (b) Maximum 2 study programs (c) Program ISS

Source: (Directorate General of Higher Education, 2020)

A brief description of the development goals for each PK-KM league is given below:

- (a) Each university, whether public or private, can only propose one measure based on the eight KPIs.
- (b) Tertiary institutions that fall into the PK-KM's League 1 are expected to accelerate their transformation of higher education to become globally competitive. The proposal can involve five study programs, including undergraduate and postgraduate (both master's and doctoral) programs. It can also propose programs at the institutional level for managing an independent campus or ISS. The proposed budget ceiling must accord with the proposed program's scope and the number of active students, with a maximum limit per program of IDR 10 million for every active student. New study programs that have not yet been developed within the necessary potential scientific disciplines should be based on the projected number of students, with it being four times the number of new students each year. The proposed program is expected to achieve the stipulated KPIs within a maximum of three years.
- (c) Universities that fall into the PK-KM's League 2 are expected to become more relevant and improve their quality. They are encouraged to innovate by implementing the Independent Campus Program. Proposals should include a maximum of three study programs at the undergraduate level and courses at the institutional level that are suitable for the ISS system. The budget ceiling is set according to the proposed programs' scope and the number of active students on each study program, with the minimum budget being IDR 1 billion and the maximum being set at IDR 8 million per active student. The proposed programs must achieve the desired KPIs within a maximum of three years.
- (d) Universities included in the PK-KM's League 3 are expected to improve their management and human resources and develop innovation in the field of learning. Proposals should involve two programs at the undergraduate level, but they can also propose a program at the institutional level that is suitable for the ISS system. The budget ceiling is set according to the

proposed programs' scope and the number of active students on each study program, with the minimum being IDR 500 million and the maximum being IDR 5 million per active student. The proposed programs' must achieve the designated KPIs within a maximum of three years (Directorate General of Higher Education, 2020)

The budgets within the PK-KM Leagues comprise eight categories, namely 1) curriculum support equipment; 2) experts; 3) staff development; 4) workshops, seminars, and partnership development; 5) learning innovation; 6) student assistance or incentives; 7) financing for other components with a maximum limit of 20%; and 8) internal management (Directorate General of Higher Education, 2020).

The objectives of the Independent Campus Program are to 1) improve the quality of teaching and learning, as well as the relevance of higher education; 2) improve the skills of lecturers and other staff in higher education; and 3) achieve high-quality management according to the ambitions of the Director General of Higher Education. The program promotes four policies. First, campuses gain the autonomy as legal entities to introduce new study programs with A and B accreditations (Wahyuni & Anshori, 2021). They can therefore develop new study programs on the condition that they collaborate with businesses, non-profit organizations, multilateral institutions, and/or public/private universities ranked in the top 100QS but not in health and education fields. Second, there is the higher education accreditation system, which is a systematic or automated process that must be carried out by universities every five years. Third, it makes it easier for institutions to transform from State Universities (SU) to Public Service Bodies (PSB) to Legal Entities (LE), something that was previously only available to tertiary institutions with an A accreditation. Fourth, it brings the right to study for three semesters outside the study program by modifying the Semester Credit System (SCS) from the notion of "learning hours" to "working hours." In the new system under the Independent Campus Program, students are entitled to take courses outside the study program for a maximum of two semesters or the equivalent of 40 credits (Bernie, 2020; Qorib & Harfiani, 2021). In the Independent Campus Program, learning takes place not just in the classroom but also through internship programs, student exchanges, entrepreneurship, research, independent study, and teaching activities in remote areas.

## **2. The Influence of Lecturer Readiness on the Successful Implementation of the Independent Campus Program**

Lecturer readiness is closely related to areas of competency (Yuniawan, Mulyono, & Setiowati, 2015). Lecturers who are mentally and physically prepared have the pedagogical skills, personal characteristics, and social and professional skills (Sagala, 2009) to develop appropriate learning plans and strategies and apply them with a good level of competency. Indeed, plans and strategies to achieve a successful implementation must be carefully considered and organized (Dina, 2018), so the readiness of lecturers plays an important role in effective higher education. Lecturer competence is also an important determinant of students' motivations to learn and consequently their academic achievements, so universities must ensure the competencies of their lecturers if they want to deliver successful teaching and learning programs. Without the readiness of lecturers, it will not be easy to achieve the desired goals (Prasetio, Sary, & Luturlean, 2017).

Designing an outcome-based education (OBE) curriculum and developing suitable information systems is needed to support the independent campus concept in Indonesia. The flexible learning offered by the Independent Campus Program encourages lecturers to be more agile in cultivating a culture that is innovative and unfettered but meets the community's needs

(Muhammad et al., 2020). Research has found that lecturers are affected by changes in financial support from higher education institutions, with loan-based maintenance assistance and the introduction of fees being thought to have encouraged consumerist attitudes. Changes in attitudes and behaviors due to financial policies have hurt the profession in areas like competencies, job satisfaction and retention rates, and recruitment (Rolfe, 2002).

### **3. The Influence of Student Readiness on the Successful implementation of the Independent Campus Program**

A study by Wahyuni and Anshori (2021) at Medan State University revealed that students realize the importance of learning discourse on Merdeka's campus, although some students do not agree with this program. The study found that this occurs due to low student literacy and a lack of engagement from stakeholders. Students also believe that the program will make it more difficult for them to graduate as planned. Other research found that universities seek to produce graduates who can adapt to industrial needs, so the skills of graduates in Indonesia need to be developed by adopting the concept of an independent campus in an educational goals program (EGP), learning outcomes (LO) programs, and student apprenticeship programs (Lestari, Kusumanto, Hasri, & Akmaluhadi, 2020).

The findings of Amril and Hardiani (2021) revealed that students have a strong interest in becoming entrepreneurs. In this case, an implementation of the Independent Campus Program can influence these students' entrepreneurial intentions, with it hopefully optimizing the entrepreneurship-learning process in order to equip students for future entrepreneurial endeavors. The digitalization of Indonesian universities' academic systems can also support entrepreneurs' creativity based on local wisdom (Karmini, Suda, Agung, & Suasti, 2020). According to Munadi, Alwiyah, and Umar (2021), to support students' readiness during a program's evaluation, their emotional maturity needs to be considered and developed through extracurricular and co-curricular activities and guidance counseling, so they will learn to think scientifically. The development of emotional maturity reflects in areas like teamwork, leadership, and sportsmanship (Munadi et al., 2021).

### **4. The Influence of Government Support on the Successful Implementation of the Independent Campus Program**

The government, as the state's administrator, plays an important role in the success of educational programs. Without government support, the development of a high-quality education system is impossible, with programs failing due to massive amounts of funding not being targeted (Astawa, 2017). One study found that government support also encourages students to enroll in higher education programs (Chatterjee, Bhattacharjee, Tsai, & Agrawal, 2021).

Government support therefore inevitably influences the success of educational programs, and several cases have shown that limited government support is often a factor hindering the successful implementation of educational programs (Wimala, Akmalah, Irawati, & Sururi, 2016). The government should therefore support lecturers in understanding how to implement the Independent Campus Program. Various government-funded training also helps to improve the teaching quality of lecturers. Government support is further expressed by guiding institutions through the Independent Campus Competition of the Directorate General of Higher Education. This can be useful for universities that wish to submit a program proposal and accelerate the development of competitive universities (Directorate General of Higher Education, 2020).

## Methods

### Research Design

This study applies a quantitative research design because it is deductive and detailed in nature, and it seeks to establish the relationship between four independent variables and one dependent variable. According to Neuman (2003), quantitative research must be conducted systematically to ensure a valid analysis. This study's analysis was conducted using data that was collected through a questionnaire.

### Population and Sample

The population for this study comprised all the 24,099 lecturers at private universities in the Higher Education Service Institutions (LLDIKTI) Region IV (West Java and Banten Provinces). From this, a sample of 111 private lecturers was selected using random sampling, where every member in the population has an equal probability of being chosen (Apuke, 2017). The respondents comprised 61 female lecturers and 50 male lecturers, and they were all 30–55 years of age with at least two years of teaching experience within tertiary education institutions.

-add a table to show the characteristics of your sample (DONE)

**Table 1.**

The characteristics of samples

Univerity	Gender		Total
	Male	Female	
Bina Bangsa University	13	16	29
Serang Raya University	10	14	24
Banten Jaya University	7	10	17
Pamulang University	8	9	17
Tangerang Muhammadiyah University	12	12	24
Total	50	61	111

### Data-Collection Tools

**Mention how your questionnaire is answered? Likert scale or else. Who devise it? How do you score the items**

The research instrument comprised a set of research indicators, which were analyzed based on theories and findings from previous related studies. The range of alternative answers to the instrument uses a Likert scale which includes strongly agree (score 4), agree (score 3), disagree (score 2) and strongly disagree (score 1). In this case the researcher does not use alternative answers to doubt, because the nature of doubt is an ambiguous attitude that actually does not favor either positive or negative attitudes.

The questionnaire comprised 21 items with there being three dimensions for each of the studied variables.

**Table 2.**

*Research instrument*

Variable	Dimension	Items	Total
Campus readiness	Leadership understanding	2	5

	Campus support	2	
	Engagement from the entire community	1	
Lecturer readiness	Lecturer understanding	2	5
	Readiness to guide students	2	
	Lecturer competence	1	
Student readiness	Student understanding	2	5
	Readiness to attend courses outside of campus	2	
	Readiness for community service	1	
Government Support	Socialization policy	1	3
	Supporting funds	1	
	Guidebook	1	
Successful implementation of the Independent Campus Program	Campus performance	1	3
	Competitiveness	1	
	Campus sustainability	1	
Total		21	21

Source: Theoretical review

The results of the validity and reliability tests confirmed that all the items were valid, because the Cronbach's Alpha was greater than 0.60 for all the five variables, as can be seen in Table 2 below.

**Table 3.**

*Results of the reliability test*

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
Campus readiness	0.800	5
Lecturer readiness	0.811	5
Student readiness	0.798	5
Government support	0.879	3
Successful implementation	0.756	3

Source: Results of the analysis of SPSS 26.0

## Data Collection

You did not explain that you used observation, interview and document as your research instruments. Why do you present the tools in this section? Please clarify or you may delete them. **(DONE)**

The primary data of this research is data that comes from the results of the questionnaire distribution survey. This study's questionnaire was developed based on previous research studies and relevant theories. It was implemented in Google Forms and then sent to the respondents to gather the desired data. The formulation of operational definitions, instrument grids, and indicators was determined in detail. At present, the Indonesian government has mandated social distancing measures that excluded direct observation, so observation was conducted remotely to evaluate the readiness of campuses in several universities. Observations were guided based on the dimensions of each variable of interest.

Secondary data were obtained from documentation in the form of the guidebook for the Independent Campus Competition, which is provided by the Directorate General of Higher Education.

~~Observation, closed interviews, and document studies were applied as techniques to collect primary and secondary data. Primary data were collected through interviews and questionnaires, with the former being conducted online with several leaders at private universities.~~

### Data Analysis

Your design is correlation. You should be consistent to apply statistical tools appropriate to your design.

1. Linearity test
2. homogeneity test
3. Descriptive statistics
4. Hypothesis testing

~~With quantitative research designs, the research pattern is linear and standard. Data analysis generally follows four stages, namely the editing, coding, and tabulation of data followed by a discussion of the research results in order to draw conclusions and identify their implications (Moleong, 2013).~~ For the first stage, the researcher evaluated the consistency and suitability of the collected data according to defined criteria, and this stage is needed in order to test the research hypotheses. In the second stage, the obtained data was coded and transferred to a computer for processing with the SPSS 26.0 application. At this stage, the researcher carefully ensured that the processed data was accurate to avoid data-cleaning errors from arising. In the third stage, the results of the data analysis were entered into a table in order to interpret them. In the fourth stage, the results were discussed, with theoretical studies being used to support the findings.

**Commented [H1]:** Wrong. Not proper with your design that pose hypothesis to test your data

### Results and Discussion

-Add results of classic assumption results, linearity test, homogeneity test, descriptive statistics then hypothesis testing

#### Classic Assumption & Descriptive Statistics

Before testing the hypothesis, a classic assumption test is carried out which includes the normality test, linearity test and the homogeneity test. After that, a descriptive test was carried out for each variable.

**Table 4.**

Normality Test

		X <sub>1</sub>	X <sub>2</sub>	X <sub>3</sub>	X <sub>4</sub>	TotalY
N		111	111	111		130
Normal Parameters <sup>a,b</sup>	Mean	26.0692	74.6538	10.9231	26.0321	22.4538
	Std. Deviation	3.55726	8.71487	2.52619	3.52351	3.15764
Most Extreme Differences	Absolute	.090	.077	.116	.074	.120
	Positive	.082	.077	.096	.073	.087
	Negative	-.090	-.066	-.116	-.114	-.120
Kolmogorov-Smirnov Z		1.021	.873	1.318	.834	1.318
Asymp. Sig. (2-tailed)		.248	.431	.062	.054	.058

- a. Test distribution is Normal.  
b. Calculated from data.

From the calculation results, it is found that the significance figures for the variables X1, S2, X3, X4, and Y are all normally distributed with the Kolmogorov Smirnov Z coefficient of X1 = 1,021; X2 = 0,873; X3 =1,318; X4 = 0,834 and Y = 1,318, with the overall significance greater than 0.05. In other words, the level of normality of the sample was not significantly different from the normality of the population.

**Table 5.**  
Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Total	Based on Mean	0,628	4	128	0,434
	Based on Median	0,657	4	128	0,554
	Based on Median and with adjusted d.f.	0,659	4	62,32	0,572
	Based on trimmed mean	<b>0,658</b>	4	128	0,476

Based on the results of the calculation of the test of homogeneity of variances above, it can be seen that Cronbach Alpha is 0.658 with a significance so that it can be concluded that the data is homogeneous. Therefore, the assumption of variance homogeneity is not a problem if the researcher wants to continue testing for the next stage.

**Table 6.**  
Linearity Test

Linearity test	F	Sign	Conclusions
X <sub>1</sub> --Y	43,440	0,000	Linear
X <sub>2</sub> —Y	12,328	0,000	Linear
X <sub>3</sub> —Y	4,315	0,000	Linear
X <sub>4</sub> --Y	16,543	0,000	Linear

The test criterion is to use the significance coefficient by comparing the significance value of the F coefficient with the selected alpha, which is 5% (0.05) on the condition that if the significance value is above 0.05 then it is not linear. Based on the results of the analysis, it is known that the coefficient of F (X1-Y) = 43,440 with a significance of 0,000 <0.05; F (X2-Y) = 12.328 with a significance of 0.000 <0.05; F (X3-Y) = 4,315 with a significance of 0.000 <0.05; F (X4-Y) = 16,543 with a significance of 0.000 <0.05; then the whole linearity test is Linear. This means that every increase in the variable the readiness of campuses (X<sub>1</sub>), lecturers (X<sub>2</sub>), and students (X<sub>3</sub>) and government support (X<sub>4</sub>) is always followed by an increase in the variable the successful implementation of the Independent Campus Program (Y).

**Table 7.**  
Descriptive analysis

Descriptive	X1	X2	X3	X4	Y
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Valid	111	111	111	111	111
Missing	0	0	0	0	0
Mean	26.0692	74.6538	26.8167	22.4538	22.8838
Std. Error of Mean	.31199	.76434	.19088	.27694	.27984
Median	26.0000	74.5000	27.0000	23.0000	23.0000
Mode	26.00	73.00 <sup>a</sup>	27.00	22.00 <sup>a</sup>	23.00 <sup>a</sup>
Std. Deviation	3.55726	8.71487	1.47857	3.15764	3.15764
Variance	12.654	75.949	2.186	9.971	9.971
Skewness	-.402	-.293	.026	-.591	-.354
Std. Error of Skewness	.212	.212	.309	.212	.212
Kurtosis	1.334	1.294	.841	1.372	1.324
Std. Error of Kurtosis	.422	.422	.608	.422	.422
Range	22.00	52.00	5.00	19.00	19.00
Minimum	13.00	45.00	28.00	11.00	11.00
Maximum	35.00	97.00	20.00	30.00	30.00
Sum	3389.00	9705.00	2209.00	2919.00	2919.00

Based on these data, it can be seen that the readiness of campuses (X1) has a mean of 26.06, a median of 26.00 and a mode of 26, with a skewness coefficient of 1.334 greater than 0.5, so the shape of the distribution is very little squint to the right. While the kurtosis value of 0.841 is greater than 0.263, so the distribution has a horizontal peak of platikurtik.

Data on the readiness of lecturers (X2) has a mean of 74.6, a median of 74.00 and a mode of 73, with a skewness coefficient of -0.293 less than 0.5, so the shape of the distribution is very little squint to the left. While the kurtosis value of 1.294 is greater than 0.263, so the distribution has a platikurtic peak.

Data on the readiness of students (X3) has a mean of 26.8, a median of 27.00 and a mode of 27, with a skewness coefficient of 0.026 less than 0.5, so the shape of the distribution is very little squint to the right. While the kurtosis value 0.841 is greater than 0.263, so the distribution has a platikurtic peak.

Data on government support (X4) has a mean of 22.45, a median of 23.00 and a mode of 22, with a skewness coefficient of -0.591 greater than 0.5, so the shape of the distribution is slightly squint to the left. While the kurtosis value is 1.372, kurtosis is greater than 0.263, so the distribution has a platikurtic peak.

Data on the Independent Campus Program (Y) has a mean of 22.88, a median of 23.00 and a mode of 23, with a skewness coefficient of -0.354 smaller than 0.5, so the shape of the distribution is very little squint to the left. While the kurtosis value is 1.324, kurtosis is greater than 0.263, so the distribution has a platikurtic peak.

## Hypothesis Testing

### 1. RQ1: The Influence of Campus Readiness on the Successful Implementation of the Independent Campus Program

Analyzing the data for the first hypothesis yielded the results shown in Table 3.

**Table 3.**  
*Output for H<sub>1</sub>*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.190	0.036	0.027	2.81133

Source: Results of the SPSS 26.0 analysis



Table 3 reveals that campus readiness influences the successful implementation of the Independent Campus Program with an R-value of 0.19 and  $R^2$  of 0.036 (3.6 percent) with a t-statistic of 2.364 and a significance of 0.000, indicating that private universities understand the importance of preparing as soon as possible for the Independent Campus Program. Indeed, there is no reason not to prepare to adopt these government policies, and universities currently have a positive attitude toward implementing the Independent Campus Program. However, the adoption of the right technology must also reflect the vision of the Independent Campus Program.

The Independent Campus Program affects several fundamental elements in higher education. Although the program's arrangements are clear for companies that offer apprenticeships for students, institutions must also ensure that apprenticeship programs are not misused by industry to obtain cheap labor. The responsibility for adapting such programs is shared by universities and the non-educational parties (e.g., companies) where students do internships in order to avoid interns being exploited.

The Chancellor of the Bina Bangsa University expressed his support for the Independent Campus Program, saying that his university strives to support the program fully. However, it is challenging to implement this program due to the COVID-19 pandemic. The use of remote learning systems presents an obstacle to maximizing the benefits of the program given the lack of face-to-face contact. The implementation of the Independent Campus Program has therefore needed to be adapted, especially in terms of the curriculum, students, lecturers, and information systems. Higher education institutions typically build a curriculum-formulation team and launch a Basic Curriculum Framework (BCF). This serves as a guideline for developing curricula for all study programs to accelerate the implementation of the Independent Campus Program as much as possible. A research team is also tasked with conducting studies for various policies, necessary resources and competencies, teaching-learning flexibility, synergy with partners in developing competencies, and the use of technology for learning and dissemination.

During implementation, the Independent Campus Program encountered various obstacles that needed to be overcome to achieve independence and excellence for higher education in Indonesia. In future, higher education institutions will also design multidisciplinary cross-disciplinary curricula that enable students to learn additional knowledge. In addition, several universities host remote-based courses and overseas internship programs or student exchanges that can replace final assignments. Students are therefore given final assignments in the form of a thesis, scientific research, or internship program, assuming they understand the terms and conditions and have taken all the compulsory courses during the study period. Thus, students can learn in a more flexible manner without being limited by time or distance.

Institutions understand that they must adjust in order to give more flexibility to students in learning. Some of them, such as the Bogor Agricultural Institute (BAI), have even implemented a major-minor curriculum, so students can take supporting study programs. There are also student-exchange schemes and summer classes. BAI has also developed a new curriculum for literacy in three areas, namely data literacy, technology literacy, and human literacy. A further project was developed with the capstone method to make students more accustomed to collaborating across disciplines (Bernie, 2020). This ability has been validated by integrating curricular education and student activities in order to strengthen the character and competitiveness of students.

These findings reveal that most tertiary institutions support the Independent Campus Program and gradually improve their implementations. Previous studies have found that campus support is an inseparable part of successful higher education (Baker, 2013; Hinck & Brandell, 2000), because

private tertiary institutions need lecturers and other educational staff who are professional and qualified. It then becomes relatively easy to adapt to the Independent Campus Program. Several universities have not fully implemented the Independent Campus Program, but they have started to draft proposals for the Independent Campus Competition. When implementing the Independent Campus Program, private universities can still be constrained by campus readiness, however, especially in terms of educational facilities.

Universities take the view that this program can increase the flexibility of students to study across disciplines, so students can combine courses to better suit their needs rather than take a prescribed combination. Learning must therefore be tailored to the interests, talents, and needs of the students. The Independent Campus Program helps bring students closer to the social reality, so they can learn to build social relationships and solve various social problems.

Through study programs, higher education institutions are obliged to prepare students to become productive graduates who can contribute to the economic development of Indonesia. Institutions therefore strive to adapt by following the progression of science and technology. Moreover, the budget ceiling for program proposals is quite large, even if it is for three years, so the Independent Campus Competition can be used to optimize the potential of institutions to develop graduates for the global economy.

## 2. RQ 2: The Influence of Lecturer Readiness on the Successful Implementation of the Independent Campus Program

Data analysis for the second hypothesis yielded the results shown in Table 4 below.

**Table 4.**

*Output for H<sub>2</sub>*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
2	0.218	0.047	0.039	2.79477

Source: Results of the SPSS 26.0 analysis

These results reveal that lecturer readiness influences a successful implementation of the Independent Campus Program, as expressed by an R of 0.218 and an R<sup>2</sup> of 0.047 (4.7%) with a t-statistic of 2.317 and a significance of 0.000. This indicates that lecturers' perceptions reveal the existence of a significant relationship, and this can be understood as a positive response from lecturers to the program's success. Indeed, most respondents understood that lecturer readiness was needed to support the successful implementation of the Independent Campus Program. Lecturers also play a big role in developing new study programs, and this presents great opportunities for lecturers of private universities. Lecturer readiness is also reflected in their performance during their *Tri Dharma Perguruan Tinggi* (the three basic goals of higher education) activities, which can be measured in terms of both quantity and quality. To ensure lecturers' readiness, it is essential to build soft skills and an organizational culture, as well as offer compensation (Polnaya, Nirwanto, & Triatmanto, 2018). Indeed, prior studies have found that soft skills, organizational culture, and compensation positively influence lecturer performance.

Enhancing the qualifications and competencies of active lecturers will support an implementation of the Independent Campus Program, indicating that lecturers' readiness refers to them meeting the necessary quality standards for teaching and learning. Previous studies have proposed five stages of preparation, namely increasing knowledge, persuading, making decisions, implementing, and confirming. Lecturers as educators achieve the socialization for freedom of learning (Kusumo, Ardhanariswari, Perdana, & Indah, 2020).

Facilitating learning and developing lecturers in the three basic goals of higher education is stipulated in Ministry of Education and Culture Regulation No. 3 of 2020. However, lecturer socialization can also help prepare lecturers to implement the Independent Campus Program, because it can help bridge the gaps between lecturers and students in various program activities. The literature posits that a positive relationship between lecturers and students leads to a more conducive campus environment, especially in institutions with considerable sociocultural diversity (Chepchieng, Mbugua, & Kariuki, 2006). In turn, this can further support the implementation of the Independent Campus Program. Indeed, a healthy relationship between lecturers and students typically improves students' academic, personal, and social outcomes. Lecturer competence also has a positive effect on students' learning motivation (Lumbantobing, 2020). In addition, the readiness of lecturers should also help students to adopt new learning programs, especially for activities beyond the campus.

### 3. RQ 3: The Influence of Student Readiness on the Successful Implementation of the Independent Campus Program

Data analysis for the third hypothesis yielded the results shown in Table 5 below.

**Table 5.**  
*Output for H<sub>3</sub>*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
3	0.216	0.047	0.038	2.79574

Source: Results of the SPSS 26.0 analysis

Table 5 implies that student readiness positively influences the implementation of the Independent Campus Program, as expressed by an R of 0.216 and an R<sup>2</sup> of 0.047 (4.7%) with a t-statistic of 2.300 and a significance of 0.000. This indicates that the respondents considered that student readiness was important to a successful implementation of the Independent Campus Program. As explained earlier, the primary objective of this policy is to create competitively skilled graduates. Student readiness means that students are physically and mentally healthy, intelligent, adaptable, creative, innovative, skilled, and productive, and they should have characters that agree with the values of Pancasila. However, the reality in the field is that not all students are so well prepared, so they need support from lecturers and colleges to physically and mentally prepare themselves. Previous research suggests that lecturers are important influencers of students' academic achievement (Prasetio, Sary, & Laturlean, 2017).

A key instrument for supporting student readiness is the application of the eight Main Performance Indicators (MPIs) stipulated in Ministry of Education and Culture Decree No. 754/P/2020. These cover procedures and quality assurance for implementing eight forms of experiential learning to develop students' knowledge and skills, such as through internships or fieldwork practices, teaching-assistance roles in educational units, research studies, humanitarian work, entrepreneurial activity, independent studies or projects, real-work themes, and student exchanges, both domestic and international (Directorate General of Higher Education, 2020). In addition, universities must improve their quality by implementing a technology-based learning system.

### 4. RQ 4: The Influence of Government Support on the Successful Implementation of the Independent Campus Program

Data analysis for the fourth hypothesis yielded the results shown in Table 6 below.

**Table 6.***Output H4*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
4	0.277	0.077	0.068	2.75151

Source: Results of the SPSS 26.0 analysis

These results reveal that government support has a positive and significant influence on the successful implementation of the Independent Campus Program, as expressed by an R of 0.277 and an  $R^2$  of 0.077 (7.7%), with a t-statistic of 2.993 and a significance of 0.003. The effect of government support is the greatest among all the independent variables, therefore stressing the importance of government support to the success of an implementation. As the provider of educational programs, the government plays a key role in their successful adoption, so without government support, these educational programs cannot be realized (Temon Astawa, 2017). Prior research posits that government support can increase students' intention to engage in higher education programs (Chatterjee, Bhattacharjee, Tsai, & Agrawal, 2021).

The allocation of government funds to support higher education in adopting the Independent Campus Program is the most obvious form of support at this time. Government funding for higher education will reach IDR 2.9 trillion in 2020 and increase by a further 70 percent in 2021 to IDR 4.95 trillion. There are three main approaches to encouraging freedom of learning: 1) by providing incentives for state universities (SU) based on their achievements in the Main Performance Indicators (MPIs); 2) by providing suitable funding for cooperation with partners in other SUs and private universities (PU); and 3) by encouraging the implementation of the Independent Campus Program through a competition. The government also provides bonus funding for state universities that successfully improve their performance in the MPIs (Nasrun, 2020). Previously, tertiary institutions only received basic allocation funds and discretionary funds specifically aimed at disadvantaged tertiary institutions. In addition, local governments can determine the teaching needs of students in their regions, such as the desired subject competencies. Ultimately, though, government support from the Ministry of Education and Culture (*Kemendikbud*) provides the flexibility for universities to educate the nation's people in a way that will produce graduates who are relevant to society. The Independent Campus Program provides students with great opportunities like internships at companies, which can provide work experience that will further support their abilities after graduation and help them overcome various socioeconomic problems in future life.

#### **5. RQ 4: The Influence of Campus, Lecturer, and Student Readiness, as well as Government Support, on the Successful Implementation of the Independent Campus Program**

Data analysis for the final hypothesis yielded the results shown in Table 7 below.

**Table 7.***Results for H5*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
5	0.322	0.104	0.070	2.74925

Source: Results of the SPSS 26.0 analysis

**Table 8.***Regression Analysis*

Model	Sum of Squares	df	Mean Square	F	Sig.
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	Regression	91.861	4	22.965	3.038	.021 <sup>b</sup>
1	Residual	793.630	105	7.558		
	Total	885.491	109			

Source: Results of the SPSS 26.0 analysis

The results in Tables 7 and 8 show that there is a combined influence of campus, lecturer, and student readiness and government support on the successful implementation of the Independent Campus Program with an F-value of 3.038 and a significance of 0.021 (<0.05). In addition, the combination also yielded an R of 0.322 and an R<sup>2</sup> of 0.104 (10.4%) with a t-value of 1.979 and a significance of 0.000, indicating that the success of an implementation is more likely when all four dimensions support each other. Indeed, the combined effect is much greater when compared to the effect of each independent variable alone. These findings prove that the Independent Campus Program can encourage collaborative practices to improve the quality of higher education. Previous studies have stated that many factors may inhibit the success of a tertiary education program, such as misperceptions and unpreparedness among managers, students, and lecturers and a lack of government support (Yuniawan et al., 2015). In this study, the stakeholders' perceptions about, and readiness for, the Independent Campus Program were reported to be positive, but in future, private universities should form a special division to manage the implementation of the Independent Campus Program.

The government policy behind the Independent Campus Program aims to produce graduates who meet the needs of today's global industry. Unfortunately, the government has not addressed inequalities in the quality of higher education. The most obvious example of inequality is the gap in ranking scores between different institutions, and it is essential to remedy this to provide the best possible foundation for the Independent Campus Program. Steps were therefore taken to 1) accelerate the skills development of lecturers; 2) update teaching methods; and 3) build educational facilities and infrastructure (Nasrun, 2020).

Campus, lecturer, and student readiness, as well as government support, for the Independent Campus Program is closely related to performance in the eight MPis, because institutions, lecturers, students, and the government work together to achieve the program's goals and transform higher education in Indonesia. First, student readiness is expected to result in graduates who go on to take up good jobs that pay more than the minimum wage. Second, campus readiness provides opportunities for students to gain off-campus experience through internships, village projects, teaching, research, entrepreneurship, and higher-level studies. Third, lecturer readiness provides opportunities for lecturers to also seek new experiences beyond their institutions, such as in industry or other institutions. It also provides opportunities for lecturers to develop their teaching practices and make them more relevant to the industrial context. Lecturer readiness can also support the research and community work of lecturers, which can benefit the community and attract international recognition. Fourth, campus readiness also creates opportunities to collaborate with excellent partners, whether it be in the form of curricula, internships, or graduate exchange. Campus readiness can also support collaborative and participatory classrooms through project-based evaluations and case studies, as well as encourage the establishment of study programs with international accreditation or certification.

There are seven considerable challenges to the Independent Campus Program, however: 1) not being able to secure the commitment of lecturers, thus hampering the introduction of new study programs in tertiary institutions; 2) curriculum-adjustment constraints due to the teaching period reducing from 8 semesters to 5 semesters; 3) constraints on lecturer performance and load management; 4) constraints in fulfilling the two-semester study obligation of a total of 20 Semester

Credit Systems (SCS)/semester or 40 credits/year; 5) socialization constraints in the form of not securing the participation of all stakeholders in the program's implementation; 6) unclear student funding in the program's implementation, such as whether it will be funded by students independently or by the institution or government; and 7) recognition of achievement in developing the competencies, competitiveness, and readiness of students (Agung, 2020).

Based on the discussion of the results, it is clear that the readiness of campuses, lecturers, and students and government support must all be present to support the transformation of education through the Independent Campus Program, so the quality of higher education in Indonesia can be recognized globally. Without support from all the stakeholders, it will not be easy to achieve the program's objectives. It is certainly worth fighting for commitment from these four important elements to support the implementation of the Independent Campus Program. In future, the participation of national companies should also be secured to develop better community management.

**-show your gaps and present your novelty here**

The results of this study have novelty compared to the results of previous studies such as the factors that influence the success of the Independent Campus Program (Y) which have never been studied by others, especially the readiness of campuses (X1), the readiness of lecturers (X2), the readiness of students (X3), government support (X4). Previous studies have focused more on curriculum maturity, cooperation, budgets, and stakeholder assistance. The next novelty is that this research was conducted with private university lecturers in Indonesia as respondents. Other studies are more on state universities, the majority of which are already established in terms of resources and income.

### **Conclusion and Implications**

The data analysis revealed that the readiness of higher education institutions, lecturers, and students and government support all have a positive and significant effect on the successful implementation of the Independent Campus Program, with a combined effect of 10.4%. The strongest influence (7.7%) was found for government support, followed by lecturer readiness (4.7%), student readiness (4.7%), and campus readiness (3.6%). The four independent variables therefore exert a strong influence on an implementation of the Independent Campus Program. Thus, based on the perceptions of private higher education lecturers, the readiness of the campus, lecturers, and students and government support are needed to ensure the success of the Independent Campus Program.

The expected implication of this study is that the Independent Campus Program must be accompanied by first preparing universities, lecturers, and students for the program and providing government support to achieve its goals, namely to improve the capacity and quality of higher education in Indonesia. Further research is needed, however, to delve deeper into the technical model for the Independent Campus Program. Future research could also build upon this study by investigating the readiness of all universities in Indonesia, both private and public.

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**-update with 2021 journals**  
**-use APA 7<sup>th</sup> style (DONE)**

**-check whether you have included 2 papers from OpenEd journals or not (RED COLOUR)**

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## [JSSER] Editor Decision

Inbox



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**[via](mailto:via_sxb1plvcpn1452588.prod.sxb1.secureserver.net) sxb1plvcpn1452588.prod.sxb1.secureserver.net**

4:02 PM (3  
hours ago)

to Furtasan

Furtasan Ali Yusuf:

We have reached a decision regarding your submission to Journal of Social Studies Education Research, "The Independent Campus Program for Higher Education in Indonesia: The Roles of the Readiness of Institutions, Lecturers, and Students and Government Support".

Our decision is to: "accept submission."

Thank you for taking the time to revise the manuscript and address the required revisions. Please expect to get further instructions to follow in the near future for the publication procedure.

Best regards,

Bulent Tarman, Ph.D  
Editor-in-Chief, JSSER

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