

## Strategic Adaptation of Students and Lecturers to Face an Independent Campus

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**ABSTRACT:** *This study aims to evaluate the readiness of lecturers and students in the Islamic Education Management (IEM) Study Program at UIN Antasari Banjarmasin in facing the Independent Campus policy in the era of the Industrial Revolution 4.0. Using a mixed method, this research involved 83 informants, consisting of 70 students and 13 lecturers. Data were collected through in-depth interviews, surveys, observations, and documentation. The data analysis process involved data reduction and verification techniques to ensure the accuracy of the findings. The results showed that highlighting the readiness of lecturers and students physically and in terms of knowledge. Innovation and improvisation through 1) Adjusting the curriculum by adopting the MBKM curriculum and making gradual changes to the learning system for the IEM program; 2) Establishing cooperation with partner schools and IEM study programs at other campuses in Indonesia; 3) Increasing the capacity of IEM lecturers to respond to technological advancements and integrate them into lectures through seminars, workshops, research, and mentoring; 4) Conducting more innovative and creative IEM program activities, both academic and non-academic, in collaboration with the IEM Department Student Association (DSA). Although several efforts have been made, there are still significant obstacles. These include inadequate facilities, budget constraints, and low motivation and innovation among lecturers and students. This research concludes that further support from the university, as well as improvements to infrastructure and resources, are essential to support the successful implementation of the Merdeka Campus policy and improve graduates' readiness to face the Industrial Revolution 4.0.*

Penelitian ini bertujuan untuk mengevaluasi kesiapan dosen dan mahasiswa Program Studi Manajemen Pendidikan Islam (MPI) UIN Antasari Banjarmasin dalam menghadapi kebijakan Kampus Merdeka di era Revolusi Industri 4.0. Dengan menggunakan metode campuran, penelitian ini

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melibatkan 83 informan, yang terdiri dari 70 mahasiswa dan 13 dosen. Data dikumpulkan melalui wawancara mendalam, survei, observasi, dan dokumentasi. Proses analisis data melibatkan teknik reduksi data dan verifikasi untuk memastikan keakuratan temuan. Hasil penelitian menunjukkan bahwa menonjolkan kesiapan dosen dan mahasiswa secara fisik dan dari segi pengetahuan. Inovasi dan improvisasi melalui 1) Penyesuaian kurikulum dengan mengadopsi kurikulum MBKM dan melakukan perubahan bertahap pada sistem pembelajaran program MPI; 2) Menjalinkan kerjasama dengan sekolah mitra dan program studi MPI di kampus lain di Indonesia; 3) Peningkatan kapasitas dosen MPI dalam merespon kemajuan teknologi dan mengintegrasikannya ke dalam perkuliahan melalui seminar, lokakarya, penelitian, dan pendampingan; 4) Melaksanakan kegiatan program MPI yang lebih inovatif dan kreatif, baik akademik maupun non-akademik, bekerja sama dengan Himpunan Mahasiswa Jurusan (HMJ) MPI. Meskipun berbagai upaya telah dilakukan, masih terdapat kendala yang signifikan. Kendala tersebut antara lain kurangnya fasilitas, keterbatasan anggaran, serta rendahnya motivasi dan inovasi dosen dan mahasiswa. Penelitian ini menyimpulkan bahwa dukungan lebih lanjut dari universitas, serta peningkatan infrastruktur dan sumber daya, sangat penting untuk mendukung keberhasilan implementasi kebijakan Kampus Merdeka dan meningkatkan kesiapan lulusan dalam menghadapi Revolusi Industri 4.0.

**Keywords:** *Independent Campus, Islamic Education Management, Industrial Revolution 4.0, Student and Lecturer Readiness.*

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## I. INTRODUCTION

In the era of the Fourth Industrial Revolution, the demands for improving the quality of human resources and higher education institutions are increasing. Universities must adapt to digital transformation and prioritise the development of technological competencies, which have now become essential beyond traditional academic skills (Nur & Iqbal, 2024; Ramadhan et al., 2024). Higher education institutions in Indonesia need to undergo significant changes in teaching methods, curriculum design, and human resource management to meet the demands of an increasingly competitive industry (Foster et al., 2023). Additionally, the mismatch between graduates' skills and industry needs underscores the urgency for the education system to adapt in alignment with the ever-evolving job market dynamics (Octavianus et al., 2021).

One of the innovations in Indonesian higher education is the introduction of Campus Merdeka by the Minister of Education, Nadiem Makarim. This policy offers a new paradigm in the education world by granting students greater autonomy to determine their own learning paths. It includes flexibility to study outside their main field of study, changes in the accreditation system, and the development of curricula that are more responsive to the needs of the job market (Vernanda et al., 2024). Through this approach, Kampus Merdeka aims to create a dynamic and inclusive academic environment, producing graduates who are ready to compete (Anggini et al., 2024).

However, despite the expectation that universities should be pioneers in facilitating these changes, the reality shows that there are still many challenges to overcome. Many

academics are not yet fully prepared to face the demands of technology and innovation required in the era of the Fourth Industrial Revolution. Lecturers are often not optimal in motivating students to innovate and use technology in learning, while students themselves are often less motivated to develop skills outside of formal coursework (Jamaludin et al., 2020; Rosly et al., 2024; Zulhawati & Ariani, 2023).

In this context, the Islamic Education Management (IEM) Study Program at UIN Antasari Banjarmasin faces a unique challenge. As a study program that became independent after separating from the Islamic Education Department in 2017, IEM has yet to have a fully structured and directed program, while it must quickly adapt to the demands of the Fourth Industrial Revolution. This includes the digitalisation of educational management systems, which requires educational personnel to master advanced technology (Siregar, 2023).

Several previous studies have examined the implementation of *Kampus Merdeka* as an innovation in higher education in Indonesia, which gives students greater autonomy in determining their learning paths and encourages a curriculum that is responsive to the needs of the job market (Yusriadi et al., 2024). The readiness of lecturers and students remains a significant challenge in implementing the Merdeka Curriculum. Research by Azah et al. (2024); Siregar (2023) shows that lecturers do not yet fully understand and implement the Merdeka Curriculum, especially in terms of technology-based learning innovation and the development of creative teaching modules. Meanwhile, factors influencing lecturers' readiness, including understanding policies, emotional, mental, and behavioural readiness, and pressure due to rapid changes. Meanwhile, Astuti & Ismail (2025) note that students tend to be passive and less motivated to actively seek learning experiences outside of lectures, despite positive responses to the flexibility of the curriculum.

The novelty of this research lies in its in-depth evaluation of the readiness of lecturers and students in the IEM Study Program to face the implementation of the Kampus Merdeka concept amidst the challenges of the Fourth Industrial Revolution. This research not only captures the state of readiness but also analyses inhibiting factors that may not have been detected in previous studies, particularly in the context of a newly developed study program like IEM at UIN Antasari Banjarmasin. Through this approach, the research provides significant contributions in identifying specific needs and development strategies required to prepare students and lecturers to be more adaptive to the changing times.

This article is designed to evaluate the readiness of lecturers and students in the IEM Study Program at UIN Antasari Banjarmasin in implementing the Kampus Merdeka policy and to identify obstacles that may hinder its implementation. The results of this research are expected to serve as a reference for program managers in designing programs and curricula that are more responsive to the demands of the Fourth Industrial Revolution, as well as to provide strategic guidance for broader higher education policies in Indonesia.

## II. METHOD

This study employs a mixed-method approach to evaluate the readiness of lecturers and students in facing the *Merdeka Belajar–Kampus Merdeka (MBKM)* policy within the Islamic Education Management (IEM) Study Program at UIN Antasari Banjarmasin.

This approach was chosen because it allows for a deep and comprehensive understanding of the phenomenon by exploring the lived experiences, perceptions, and challenges faced by the respondents. The descriptive qualitative method enables the researcher to explore in greater detail the physical, intellectual, and innovative readiness of both students and lecturers.

A total of 83 respondents participated in this study, consisting of 70 students and 13 lecturers. The sample was selected using purposive sampling, based on the following criteria: 1) Active IEM students, selected because they are the direct targets of the MBKM policy. 2) Permanent lecturers in the IEM study program, chosen due to their role as implementers and facilitators of the MBKM policy. 3) The selection also included program leaders, who were interviewed to provide internal policy perspectives.

This study utilised two types of questionnaires, namely: Lecturer Questionnaire: Designed to evaluate intellectual readiness, physical condition, motivation, and technological skills. Student Questionnaire: Aimed at measuring technological knowledge, learning motivation, physical readiness, and adaptability to instructional innovations. The instruments used were closed-ended questionnaires employing a Likert scale (ranging from 1 to 5), from "strongly disagree" to "strongly agree." The items assessed include: Intellectual readiness and technological skills, Physical readiness, Motivation and innovation.

**Table 1. Criteria readiness of students and lecturers facing an independent campus**

Category	Rating Level (%)
Very Capable	$80 < \text{Score} \leq 100$
Capable	$60 < \text{Score} \leq 80$
Capable Enough	$40 < \text{Score} \leq 60$
Incapable	$20 < \text{Score} \leq 40$
Very Incapable	$0 < \text{Score} \leq 20$

Qualitative data were obtained through in-depth interviews with lecturers, students, and program leaders of the IEM department. In addition, classroom observations and document analysis were conducted to enrich the data. The qualitative data were analysed through a process of data reduction, data display in descriptive narrative form, and data verification using source triangulation to ensure the accuracy and consistency of the research findings.

### III. RESULT AND DISCUSSION

#### The Readiness of IEM Students to Face an Independent Campus

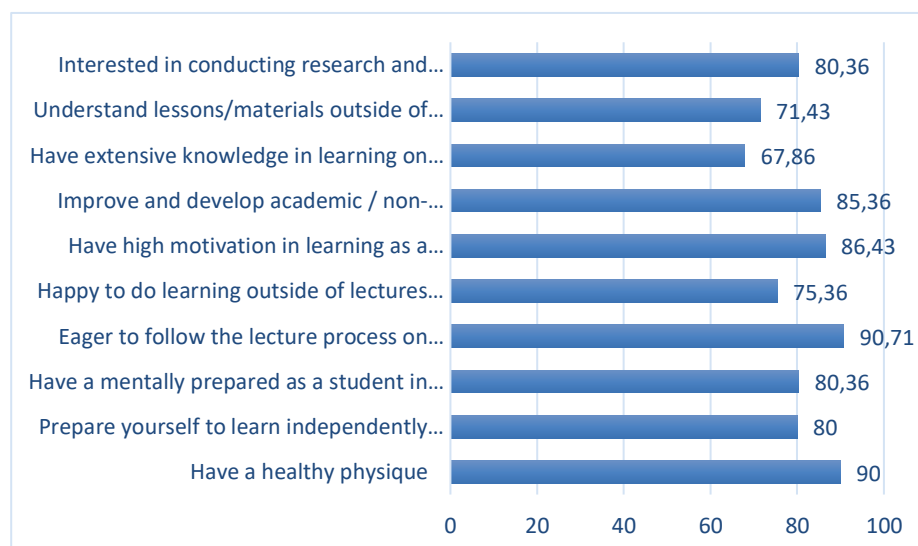
In the era of the Fourth Industrial Revolution, the readiness of students and lecturers in higher education institutions, such as IEM, is crucial to adapt to the challenges of an independent campus. Lecturers play a significant role in providing quality education by adapting to technological advancements (Erdi & Philip, 2022; Zulhawati & Ariani, 2023). An educator must possess competencies such as critical thinking, collaboration, communication, and creativity to navigate the Fourth Industrial Revolution in education effectively (Agung S. & Kumala, 2022; Ngafifurrohman, 2023). Additionally, utilising digital libraries as learning resources can enhance lecturers' and students' access to information, aiding their professional development in the digital era (Aliyyah et al., 2024). In implementing the Independent Campus model, students must cultivate

awareness, self-directed learning abilities, adaptability, and intrinsic motivation for personal development. Adequate preparation for the MBKM curriculum can yield maximum benefits, enabling both lecturers and students to explore interests, talents, and skills beyond the confines of prescribed study programs (Ika et al., 2024; Octavia, 2022).

Students' readiness to face an independent campus in the era of the industrial revolution 4.0 is known from the respondents' answers. From the mean analysis table of the results of the IEM UIN Antasari students' answers to the statement, the percentage of answers obtained is 80.79%.

**Table 2. IEM Students' Level of Readiness to Face the Industrial Revolution 4.0**

Indicator	Total	Score Max	Mean Indicator
Have a healthy physique	252	280	90
Prepare yourself to learn independently outside of lectures	224	280	80
Have mentally prepared as a student to face the challenges of an independent campus	225	280	80,36
Eager to follow the lecture process on campus	254	280	90,71
Happy to do learning outside of lectures independently	211	280	75,36
Have a high motivation for learning as a student	242	280	86,43
Improve and develop academic/non-academic abilities through extra-campus activities	239	280	85,36
Have extensive knowledge in learning on/off campus	190	280	67,86
Understand lessons/materials outside of the MPI material	200	280	71,43
Interested in conducting research and discussions with MPI/non-MPI students or lecturers	225	280	80,36
MPI Students' Level of Readiness to Face the Industrial Revolution			80,79%



**Figure 1. Indicators of IEM students' readiness level in facing the Industrial Revolution 4.0**

Based on the assessment level table above, UIN Antasari Banjarmasin students get a score of 80.79% in the Very Capable category. Based on these results, it can be concluded that IEM students of UIN Antasari Banjarmasin are ready to face the era of Industrial Revolution 4.0.

Students stated that maintaining physical health is important to stay fit for lectures, both on and off campus. They also show high enthusiasm in undergoing the learning process because the Merdeka Campus system provides space for exploration and hands-on experience. In addition, their learning motivation has increased because they feel the need to prepare themselves for the challenges of the Industrial Revolution 4.0, which requires them to be adaptive, creative, and have 21st-century skills.

*"I feel that it is crucial to maintain physical health, especially now that there are many activities outside the classroom too. If my body is not fit, it is hard to focus on learning, especially in today's fast-paced era."* (Informant Student 1 and 12)

*"I personally like the Independent Campus system, because college is more dynamic. We can participate in off-campus programs, and that makes me more enthusiastic about coming to campus, learning directly from real experience."* (Informant Student 20)

*"My motivation to learn is getting higher because I realise that now the competition is getting tighter. We are required not only to be smart in theory, but also to have skills that match the needs of the world of work in the industrial era 4.0. So I try to keep upgrading myself."* (Informant Student 30)

In line with the opinion of Asim et al. (2022), improving indicators related to physical condition and knowledge, particularly in technology and educational management applications, is vital for jobs in the education sector. Contrary to the opinion of (Tesio et al., 2023), this may not accurately reflect knowledge conditions due to latent variables and deficiencies in measurement, impacting the assessment of outcomes in fields such as educational technology proficiency. It is essential for education personnel to have basic knowledge in utilising effective education management technology in schools and madrasahs (Hermawan, 2022; Prasetyo et al., 2023).

Based on the research results, the indicator "Having extensive knowledge in learning on and off campus" shows the lowest achievement with a percentage of 67.86%, which is below other indicators. This percentage indicates that most students have not fully developed a comprehensive understanding of various aspects of learning across space and context.

This phenomenon reflects students' limited exploration of alternative learning resources outside formal lecture materials. Students tend to focus on the material delivered in class without reaching interdisciplinary knowledge, digital literacy, or global insights that are a necessity in the era of Industrial Revolution 4.0.

The lack of integration of subjects such as artificial intelligence and data analysis into the curriculum limits students' adaptability to industry demands (Cahyaningrum et al., 2023; Ilori & Ajagunna, 2020). Educational institutions need to create more opportunities for experiential learning to complement theoretical knowledge

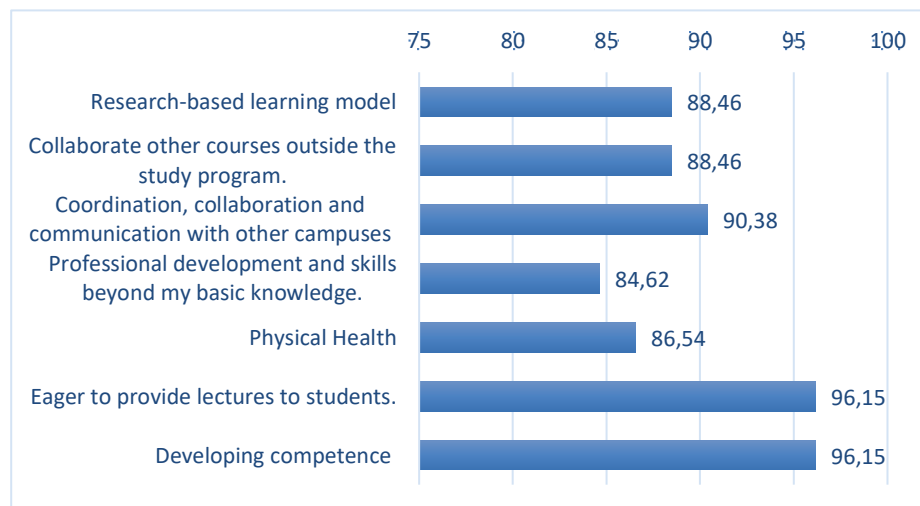
(Mampuono et al., 2022; Robandi et al., 2019). On the other hand, off-campus learning activities that should open new insights have not been optimally utilised.

### The Readiness of the IEM Lecture to Face Independent Campus

Based on the mean analysis of the answers of UIN Antasari lecturers to the statement above, the percentage of answers obtained is 89.29% in the Very Capable category. Based on these results, it can be concluded that UIN Antasari Banjarmasin lecturers are ready to face the Industrial Revolution 4.0 era.

**Table 3. IEM lecturers' level of readiness to face the Industrial Revolution 4.0**

Indicator	Total	Score Max	Mean Indicator
Developing competence	50	52	96,15
Eager to provide lectures to students.	50	52	96,15
Physical Health	45	52	86,54
Professional development and skills beyond my basic knowledge.	44	52	84,62
Coordination, collaboration and communication with other campuses	47	52	90,38
Collaborate with other courses outside the study program.	46	52	88,46
Research-based learning model	46	52	88,46
MPI Students' Level of Readiness to Face the Industrial Revolution			90,10%



**Figure 2. Indicators of IEM lecturers' readiness level in facing the Industrial Revolution 4.0**

Based on the questionnaire responses from lecturers in the Islamic Education Management (IEM) study program, two indicators emerged as the most dominant: competency development and eagerness to deliver lectures to students. These findings reflect both the strategic orientation of IEM lecturers toward continuous professional growth and their intrinsic motivation in performing their academic roles. The second highest indicator, eagerness to deliver lectures, demonstrates that IEM lecturers are intrinsically motivated and find meaning in teaching. This enthusiasm likely stems from

a sense of responsibility to shape the character and competence of future Islamic education administrators. It may also be driven by a deep sense of *ukhuwah* (brotherhood) and *amanah* (moral accountability) in nurturing students who are expected to become agents of transformation in Islamic educational institutions.

The high score on the competency development indicator suggests that IEM lecturers possess a strong commitment to improving their pedagogical, managerial, and research capabilities. This aligns with the current trends in higher education, where lecturers are not only expected to master subject matter but also to engage in lifelong learning, curriculum innovation, and technological integration.

This finding resonates with the view of Farla et al. (2024), who emphasised that educators must be "adaptive professionals" capable of navigating changing educational environments through continual self-improvement. In the IEM context, such commitment is also closely tied to the goal of producing future Islamic education leaders who are both intellectually competent and ethically grounded. High enthusiasm in teaching is often correlated with better learning outcomes, student engagement, and academic climate (Öngel & Tabancalı, 2022; Zhang, 2014). Lecturers who are passionate in their delivery tend to employ more interactive strategies, provide timely feedback, and build meaningful rapport with their students. Within the IEM framework, this eagerness is not merely pedagogical but also ideological, as it is often rooted in the mission of Islamic da'wah and educational leadership.

Based on questionnaires distributed to IEM lecturers, indicators that need attention and improvement are physical readiness and intellectual readiness, in terms of cognitive and psychomotor aspects. Similarly, there are still many lecturers who lack adequate physical readiness. It is noted that the physical readiness indicator has the lowest score compared to other indicators. Therefore, the implementation of Merdeka Campus is often entrusted to younger lecturers who have strong physical fitness and keep up with the times.

“Intellectually, we are ready to participate in the *Merdeka Belajar–Kampus Merdeka* program, but physical conditions sometimes pose an obstacle. Busy schedules, trips to partner locations, and the need to keep up with technological developments require considerable stamina. So, much of the work is left to young lecturers” (Informan Lecture 3 and 4).

Physical readiness and intellectual readiness in facing the Independent Campus in the 4.0 era are crucial aspects for both students and lecturers. Research has shown that physical characteristics such as brain size, height, and weight can influence performance (Das & Ghosh, 2020). Lecturer readiness for inclusive interaction highlights the importance of inclusive competence over physical readiness in creating an inclusive learning environment (Astuti & Ismail, 2025; Kugai et al., 2023). Furthermore, an individual's intellectual potential, including that of lecturers, is closely related to cognitive abilities, with a strong correlation found between academic achievement and general and implicit intellectual abilities, demonstrating a close relationship between consistently used and latent intellectual abilities (Kuvatov et al., 2023). Therefore, addressing physical and intellectual readiness through targeted training and development programs can enhance overall educator performance and effectiveness in educational settings.

Regarding the readiness of students and lecturers in facing the Independent Campus, some lecturers are still not prepared in terms of knowledge and skills. Some lecturers

still lack knowledge outside their basic field of expertise, especially if the Independent Campus is implemented, which requires them to master and collaborate between IEM's core knowledge and other fields outside IEM. They find it difficult if this is imposed as a necessity. They prefer to leave it to younger lecturers who are more capable and creative in integrating IEM knowledge with other disciplines outside IEM. Moreover, some lecturers still lack proficiency in technology, both in usage and in integrating technology into lectures.

### **Innovation and Improvisation of IEM Students and Lecturers in Facing the Independent Campus in the Era of the Fourth Industrial Revolution**

The IEM program at UIN Antasari Banjarmasin has taken the following actions as solutions to prepare IEM students and lecturers for the Kampus Merdeka in the era of the Fourth Industrial Revolution: 1) Adjusting the curriculum by adopting the MBKM Curriculum and making gradual changes to the learning system for the IEM program; 2) Establishing cooperation with partner schools and IEM study programs at other campuses in Indonesia; 3) Increasing the capacity of IEM lecturers to respond to technological advancements and integrate them into lectures through seminars, workshops, research, and mentoring; 4) Conducting more innovative and creative IEM program activities, both academic and non-academic, in collaboration with the IEM Department Student Association (DSA).

*“The management of UIN Antasari Banjarmasin IEM Study Program innovates by adjusting the curriculum by adopting the MBKM curriculum guidelines from the University and making changes to the flexible learning system. We also collaborate with schools/madrasas and IEM study programs on other campuses to improve the quality of graduates who are skilled and ready to work, including developing digital application operational capabilities according to the needs of partner schools/madrasas.”* (Informan Lecture 1 and 2).

*“This program collaborates with the IEM Department Student Association (DSA) to design work programs that support the development of student talents and skills through 'soft skills' and 'hard skills' training, especially in online learning, which allows activities to be carried out flexibly and efficiently in terms of costs.”* (Informan Student 1 and 2).

*“The DSA IEM work program for this period is directed by the study program to focus on virtual activities that develop student skills and competencies, both academic in nature, such as seminars and workshops, and non-academic, such as public speaking training and social activities. DSA always coordinates with the program to improve the quality of students through student programs.”* (Informant Students 3,4, and 5).

The IEM program at UIN Antasari Banjarmasin is taking significant steps to adopt the Independent Campus concept, including adopting the MBKM curriculum and gradually changing the IEM learning system. These changes are expected to provide flexibility for students to pursue their interests and enhance their skills in response to the Fourth Industrial Revolution's challenges. Additionally, cooperation with partner schools and IEM study programs at other campuses aims to improve the quality of graduates and their readiness to face the job market. Establishing strong partnerships between universities and educational institutions is crucial for achieving better outcomes (Nurwidodo et al., 2018). These strategies include building and maintaining

relationships to respond to student demands and providing individual support to students who have work culture experiences in educational institutions (Stachowski, 2012).

Additionally, developing networks between universities and partner schools is crucial for successful implementation, as it enhances the Lesson Study for Learning Community (LSLC) program by creating strong partnerships connected through networks (Nurwidodo et al., 2018). Furthermore, the importance of partnerships in educational settings is highlighted, emphasising the need for cooperation, mutual needs, mutual respect, and maintaining networks to ensure successful collaboration and problem-solving (Ainscow et al., 2006). Overall, these collaborative efforts aim to enhance the educational experience for students and improve the effectiveness of educational programs through shared resources and expertise (Stachowski, 2012).

Furthermore, increasing the capacity of IEM lecturers to respond to technological advancements is essential for integrating technology into lectures effectively. Providing training in educational technology and research methods will enhance their ability to deliver quality education in the digital era (Aliyyah et al., 2024). Seminars, workshops, and mentoring programs for practice/research play a crucial role in addressing the challenges of Education 4.0. These educational initiatives, as highlighted in various research papers (Sholeh, 2021; Sisodia & Agarwal, 2020; Wach & Furmańczyk, 2024), focus on equipping lecturers with the necessary skills and strategies to prepare students for the demands of the 21st century. By providing training on character education, approaches, mentoring techniques, and scientific communication skills, these programs aim to enhance teachers' competencies and student outcomes. Additionally, the implementation of personalised education through tutoring has been identified as an effective method for meeting the requirements of the 4.0 economy, fostering authentic relationships between teachers and learners to develop future competencies and a conducive learning culture (Wach & Furmańczyk, 2024). Furthermore, reverse mentoring has been proposed as a valuable strategy to empower learning and foster cross-generational connections in the context of Industry 4.0, leveraging the diverse experiences and skills of different generations of the workforce (Sisodia & Agarwal, 2020).

In addition to academic activities, non-academic activities are also vital for student development. Collaborating with the IEM Department Student Association (DSA), the program organises various activities such as seminars, workshops, public speaking training, and social activities to enhance students' soft and hard skills. These activities provide valuable opportunities for students to develop their competencies, both academic and non-academic, flexibly and cost-effectively. Co-curricular activities significantly improve cognitive abilities and managerial skills, which are crucial for career readiness. Extracurricular organisations foster a supportive environment that increases student motivation and achievement in non-academic areas. The IEM program's innovative approach to student development reflects the changing demands of the educational landscape in the era of the Fourth Industrial Revolution. The program is committed to ensuring that students and faculty are well prepared to face the challenges of Merdeka Campus and the rapidly evolving world of education.

The IEM program's efforts to prepare students and lecturers for the Independent Campus are in line with the broader goals of the Fourth Industrial Revolution, which emphasise the importance of flexibility, adaptability, and continuous learning. By implementing the MBKM curriculum, fostering partnerships, increasing lecturer capacity, and

promoting student development, the IEM program at UIN Antasari Banjarmasin is taking proactive steps to ensure that its students and lecturers are equipped with the necessary skills and knowledge to succeed in the era of the Fourth Industrial Revolution.

### **Inhibiting Factors for the IEM Program in Facing the Independent Campus in the Era of the Fourth Industrial Revolution**

In preparing for the Independent Campus in the current era of the Fourth Industrial Revolution, several factors hinder students and lecturers from being ready for this policy, including: 1) Inadequate facilities and infrastructure; 2) Requiring a substantial budget; 3) Lack of motivational drivers and innovation, resulting in low enthusiasm for embracing the concept of the Independent Campus.

*“The IEM program and lecturers face two main obstacles in implementing the Independent Campus policy: first, inadequate facilities and infrastructure; second, budget constraints for procuring facilities and conducting activities that support the readiness of students and lecturers. Although there has been no official instruction from faculty or rectorate leadership regarding the implementation of this policy, the IEM program independently studies and examines the Independent Campus policy to be prepared if it is implemented.”* (Informan Lecture 1).

Limited resources and infrastructure present significant challenges for implementing new policies in educational settings, affecting the success of initiatives such as the application of educational technology in schools (Alamin et al., 2022). Studies emphasise the crucial role of adequate infrastructure in achieving positive outcomes (Barokah & Amalia, 2024; Joseph & Ndeskoi, 2024; Wanyonyi et al., 2023). Effective management of facilities and resources, including detailed planning, stakeholder collaboration, and adherence to regulatory guidelines, is essential to optimise educational assets and enhance learning quality (Istakri et al., 2024). However, obstacles such as budget constraints, limited funds, and insufficient government support hinder schools' ability to provide conducive learning environments and impede policy implementation (Fernández et al., 2025). To overcome these challenges, seeking grants, approaching external funding sources, and implementing innovative solutions are recommended to address infrastructure limitations and improve educational practices (Owuondo, 2023).

The concept of an Independent Campus faces challenges such as insufficient funding and resources, which hinder program implementation and affect lecturers' readiness. This situation is similar to the challenges faced by students due to financial constraints. Lecturer readiness can be influenced by various factors, including motivations such as job security, satisfaction, competence, and financial considerations (Nisa et al., 2023). To increase lecturer motivation and readiness for new policies, an inclusive approach is needed, recognising and addressing the financial constraints faced by educational institutions and lecturers. When developing and implementing new programs, it is crucial to consider financial aspects and seek ways to provide financial support and incentives to motivate lecturers and ensure their active involvement in policy implementation.

*“Another obstacle to implementing the Independent Campus is the lack of motivational drivers and innovation, resulting in low enthusiasm for embracing the concept. Many lecturers prefer to avoid the responsibility of the Independent Campus, particularly senior lecturers who are not as technologically proficient*

*and leave it to younger, more capable lecturers. Consequently, the burden often falls on young lecturers to innovate and take responsibility for implementing the Independent Campus policy.” (Informan Lecture 1 and 2).*

This creates its own challenge for the IEM program manager, who must manage and monitor the performance of young lecturers so that they are not overwhelmed by excessive responsibility, especially when the policy is implemented. IEM lecturers are also concerned about the adequacy of student awareness, motivation, and readiness to embrace the Independent Campus policy.

The primary reason lecturers are reluctant to implement the Independent Campus is that the IEM program does not currently offer the required subjects for students to pursue their majors, and is not prepared to implement them. This contrasts with findings that show a strong commitment to innovation and reforming traditional higher education institutions to address current challenges and ensure inclusivity in the implementation of flexible study programs. Many lecturers remain resistant to these innovations, clinging to the established traditional educational methods that they have used for years (Wang et al., 2011). Lecturers' resistance to implementing the Independent Campus can be attributed to their attachment to traditional educational methods, despite the challenges of the Fourth Industrial Revolution era. Recognising and addressing these factors is essential to fostering a conducive environment for adopting innovative practices that align with current trends and the Independent Campus vision (Aliyyah et al., 2024).

This study has several limitations. First, the research used a mixed-methods approach with data collected solely through questionnaires. This may limit the depth of insight into the subjective experiences and contextual challenges lecturers and students face in implementing the Independent Campus policy. Second, the sample was restricted to IEM lecturers and students within a single faculty at UIN Antasari Banjarmasin, which may affect the generalizability of the findings to other study programs or institutions with different academic environments and support systems. Third, the study focused primarily on perceived readiness rather than actual implementation outcomes; thus, further research using longitudinal or mixed-method approaches is recommended to assess the long-term effectiveness of MBKM implementation in both pedagogical practice and student development.

#### **IV. CONCLUSION**

Based on the results of this study, it can be concluded that the readiness of Islamic Education Management (IEM) lecturers at UIN Antasari Banjarmasin to support the implementation of the Independent Campus (MBKM) policy is high. The highest-rated indicators are the lecturers' commitment to continuous competency development and their enthusiasm for delivering lectures, reflecting strong pedagogical engagement and professional motivation. In addition to lecturer readiness, this study also reveals that IEM students generally respond positively to the Independent Campus initiative. However, their level of understanding and participation still varies. While students are motivated to engage in off-campus learning and independent activities, there is still a need for better socialisation, mentoring, and academic guidance to strengthen their conceptual and practical readiness. Therefore, the success of MBKM implementation requires a dual strategy: empowering lecturers through structured support and professional development and preparing students through targeted orientation, skill-

building programs, and ongoing academic facilitation to foster an independent and active learning culture.

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