

Implementation of the "Merdeka Belajar Kampus Merdeka" concept: public perception of the Raden Fatah

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Abstract: Government policies during the COVID-19 pandemic impact all systems, including the education sector. The government has tried to ensure that the education and learning process continues without reducing the existing education system. The article discusses the public perception at the Raden Fatah State Islamic University, Palembang, regarding implementing the concept of "Merdeka Belajar Kampus Merdeka," or what is known as MBKM. The research method used is qualitative research with a descriptive approach. The data collection methods used in this research are interviews, observation, and documentation. Data analysis techniques include data reduction, presentation, and verification. The validity of the data is checked through triangulation, which includes triangulation of time, sources, and methods. The results obtained from this research indicate that, in general, the public at UIN Raden Fatah still has different perceptions regarding implementing the MBKM program, namely positive and negative perceptions. The public's positive perception of campus is based on the existence of clear regulations, the consistency of campus leadership in conducting outreach, and the leadership's serious efforts in preparing supporting facilities and infrastructure. The negative perception or attitude of doubt regarding the implementation of this concept is caused by several things, namely facilities, and infrastructure that do not support it optimally, student independence in learning independently, relatively many lecturers who do not understand the concept of MBKM and partners collaborating on MBKM activities.

Keywords: MBKM concept, public perception, UIN Raden Fatah-Palembang

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INTRODUCTION

The Covid-19 outbreak has had a serious and massive impact on human life in almost all corners of the world and almost all areas of life. Remuzzi & Remuzzi (2020) stated that the outbreak had affected more than 100 countries in weeks. Meanwhile, Setiati & Azwar (2020) stated that the 2019 coronavirus disease (COVID-19) pandemic is an ongoing problem in more than 200 countries worldwide. WHO also stated that COVID-19 is a deadly epidemic (Kannan et al., 2020; Zhu et al., 2022). Even though the pandemic has passed, its impact is still felt, especially in education.

In education, the COVID-19 pandemic has "forced" the government, teachers/lecturers, and students to carry out online learning activities via the internet network. Even though there are many teachers and lecturers as well as students who can take part in the learning process, the majority of the educational public in Indonesia is not or is not ready, so the learning process is disrupted. Syah (2020) and Jocelyne (2022) stated that disruption of the direct teaching and learning process between teachers and students and the cessation of learning assessments had an impact on students' psychology, causing a

decline in the quality of learning and student competence. Nurkholis (2020), Azlan et al. (2020), and Baticulon et al. (2020) also stated that COVID-19 has had a psychological impact, namely students having to postpone the learning process, students experiencing trauma, which makes them lose motivation to study.

Besides the psychological impact, implementing learning during COVID-19 using digital platforms also experienced problems. Obstacles in implementing learning during COVID-19 in Indonesia are caused by many factors, including inadequate internet network availability, hardware (cellphones, laptops/computers) which are still very limited, the ability of human resources to access media/materials and learning resources which are still limited, low and so on. These various obstacles were also conveyed by Prawanti & Sumarni (2020), who said that the implementation of learning in Indonesia is still less than optimal due to students and their parents' lack of knowledge about information technology. In more detail, Hutami (2021) explains that the obstacles experienced by students, teachers, and parents are limited media, lack of mastery of technology, additional internet quota costs, and additional work for parents in assisting children's learning, communication, and socialization between students. , teachers and parents are reduced, and the duration of teachers' work becomes unlimited. Sholichin et al. (2020) also strengthened previous research that the lack of internet quota and unstable internet networks are the main obstacles to online learning in Indonesia. These various obstacles have a big impact on the quality and output of learning, as well as evidence of the unpreparedness of the Indonesian public in implementing digital-based learning using the Internet.

The psychological impact and unpreparedness of the educational public in Indonesia in implementing online learning based on Internet networks has caused a decline in the quality of education in general. Aji (2020) stated that the COVID-19 pandemic has had a broad impact on the learning process in general in Indonesia. Safitri & Nugraheni (2020) also found that the implementation of online learning during the COVID-19 pandemic was not running optimally, so the learning process and results were also not optimal. Additionally, Cerelia et al. (2021) and Aldosari et al. (2022) also found that COVID-19 had an impact on the emergence of learning loss, namely a situation where students lose knowledge and skills due to certain conditions, resulting in a decrease in students' mastery of competencies. Another thing is that there is also an increase in the number of children dropping out of school (especially for low-income families) who cannot provide learning devices for their children who study online. Therefore, it can be understood that, in general, the quality of education in Indonesia is experiencing many challenges in the COVID-19 era and must be immediately restored.

To restore and improve the quality of education and improve the decline during the COVID-19 pandemic, the Indonesian government has designed a breakthrough in curriculum development, namely the Merdeka curriculum. Nugraha (2022) explained that the Merdeka curriculum was designed to restore education in Indonesia after the Covid-19 pandemic. According to him, the Merdeka curriculum requires the involvement of learning communities to share good practices involving teachers, students, and academics. Additionally, Ineu et al. (2022) also stated that the independent curriculum was implemented in Indonesia to produce students with noble character, independence, critical reasoning, creativity, cooperation, and a sense of diversity. Therefore, implementing the Merdeka Curriculum, which involves all stakeholders involved, can optimally improve learning recovery efforts after the COVID-19 pandemic and create a generation with noble character, independence, critical reasoning, creativity, mutual cooperation, and a sense of diversity.

In higher education, the Independent Curriculum carries the Merdeka Belajar Kampus Merdeka (MBKM) concept. According to Marjan (2022), MBKM carries the concept of "independent learning" with very flexible learning programs, so it is hoped that it will facilitate students to develop their potential according to their passion and talent. Meanwhile, according to Rahmat et al. (2022), implementing the MBKM concept makes each university more autonomous to create a more innovative learning culture that aligns with each university's needs. Thus, it can be understood that the MBKM concept encourages universities (as educational institutions), lecturers, and students (as educational subjects) to carry out learning that is oriented towards student freedom in having resources, media, and learning materials as well as freedom in choosing certain courses at other universities (outside the main campus) and still receive recognition from the parent campus. For lecturers, implementing the MBKM concept means that there is freedom for lecturers to choose teaching materials, learning resources, and media, as well as platforms used in learning (online and offline) to increase the effectiveness of learning according to the characteristics of the course.

Through implementing MBKM, the government hopes that lectures at universities can run more optimally and be oriented towards post-college student competencies. It means that through the implementation of MBKM, lecturers, and students have broader creativity to increase student competence. Apart from that, through the implementation of MBKM, the government also hopes that every student and lecturer will be able to build a better collaborative network with the business world or stakeholders who use educational services, thus enabling every student who has completed their education at a university to be directly absorbed into the world of work.

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Efforts to accelerate improving the quality of education initiated by the government through implementing the MBKM concept at universities in Indonesia have reaped pros and cons. According to Hadi (2020), the pros and cons of the MBKM program are caused by the existence of central government policies that align with or with the characteristics of education in the regions. Wirianata (2022) stated that the public's pros and cons regarding implementing the MBKM concept are differences in perceptions regarding the independent curriculum, independent learning, and independent campuses. Thus, the pros and cons of implementing the MBKM concept in higher education are caused by differences in views or public perceptions regarding the effectiveness and efficiency of the MBKM concept in answering existing problems. Several parties consider that this concept can answer existing problems, namely the decline in the quality of education in general, and improve the digital era education process. Other parties think that the MBKM concept cannot or cannot be implemented because conceptually, the program requires a lot of preparation in terms of supporting infrastructure, the quality of existing human resources, student independence, and so on. Those with a contrarian perception also argue that implementing MBKM can experience many obstacles because there is no socialization and training process for lecturers and students as the main subject of education in higher education.

The pros and cons of implementing the MBKM concept in the Independent Curriculum can directly or indirectly influence the success of the program as its main goal. Therefore, this research aims to see the extent of public perception regarding implementing the MBKM concept at the Raden Fatah State Islamic University (UIN) Palembang. Public perception information is important to know as a basis for thinking, behaving, and acting for leaders (policy makers) at UIN Raden Fatah Palembang. In this way, research provides information about the public's support for improving the quality of education on the campus so that campus leaders can plan and implement the MBKM concept more precisely and accurately. The public perception of UIN Raden Fatah Palembang measured in this research includes three main things, namely: (1) the concept of MBKM, (2) the implementation of MBKM on the UIN Raden Fatah Palembang Campus, and (3) factors that influence the success/failure of program implementation MBKM.

METHOD

The approach used in the research was qualitative with descriptive phenomenological methods. This approach is used taking into account the opinion of Fadli (2021) that qualitative research has a descriptive nature and tends to use an inductive approach analysis so that processes and meaning based on the subject's perspective are prioritized. The data collection methods used in this research are interviews, observation, and documentation. Interviews were conducted with university leaders, lecturers, education staff/staff, and students. Respondents or subjects in this research were taken using a proportional random sampling technique. Amin et al. (2023) explain that proportionate Stratified Random Sampling can be used if the population has members/elements that are not homogeneous and proportionally stratified. Therefore, sampling in research considers this, considering the number of respondents is of different strata. UIN Raden Fatah Palembang has faculties with a larger number of lecturers, staff, and students, obtaining a higher proportion of subjects compared to faculties with a relatively small number of lecturers, staff, and students. As for respondents in the leadership category, as a whole, those interviewed were the rector, deputy rector, dean, deputy dean, and unit leaders. Observations in the research were carried out directly during the lecture process to ensure whether lecturers and students carried out lectures according to the MBKM concept.

This research focuses on measuring or understanding the public perception of UIN Raden Fatah Palembang regarding the implementation of the MBKM concept. This perception is measured in three main things, namely: (1) the MBKM concept, namely knowing the extent of the respondent's knowledge of the MBKM concept in the Merdeka curriculum, both in the context of regulations and substance; (2) the implementation of MBKM on the UIN Raden Fatah Palembang Campus, namely knowing the extent respondents' beliefs regarding the program implementation process as well as the reasons or arguments underlying these beliefs, (3) factors that influence the success/failure of implementing the MBKM program, including the supporting capacity of campus natural resources and human resources. Referring to this focus, the instrument used in the research is a list of interview questions developed from the three main indicators. Apart from that, this research also uses special data notes to record data from observations and documentation (outside of interviews).

The data analysis technique in this research refers to the opinion of Rijali (2019) that analyzing data in qualitative research can be done when collecting data, including data reduction, followed by data presentation and data verification. Furthermore, Rijali (2019) explains that data reduction is an effort to summarize the data and sort the data into certain conceptual units, certain categories, and certain themes. Thus, in this research, data analysis was carried out from the data collection process. The validity of the data is checked through triangulation, which in research includes triangulation of sources and methods.

Source triangulation is carried out by interviewing different respondents on the same topic. The source triangulation used in this research is comparing interview data with observation and documentation data.

For data analysis purposes, each respondent is given a code. Code "R" is for the rector, code "WR" is for the deputy chancellor, code D is for the dean, and code WD is for the deputy dean. Next is the DS code for Lecturers, AS for Academic Staff, and S code for Students. The numbers 1, 2, 3, and so on are added to each respondent code if an equal number of respondents were interviewed. For example, code WR1 means the first deputy rector, and WR2 and so on means the second deputy rector. The S1 code is for the first student; the S2 code is for the second student, and so on. With this technique, there are no similar codes for different respondents. Apart from that, providing this code also makes the data triangulation process easier.

RESULTS AND DISCUSSION

1. General Insights of the UIN Raden Fatah Public on the MBKM Concept

From a Higher Education perspective, the Merdeka Curriculum carries the MBKM concept, namely Freedom to Learn on an Independent Campus. According to Marjan (2022), MBKM consists of two essential concepts, namely "Freedom to Learn" and "Free Campus". According to Dela (2020), freedom to learn is an idea that frees teachers and students to determine the style of learning. Meanwhile, Faiz (2020) explains that "freedom to learn" means that lecturers/teachers must provide opportunities for students to develop their potential to stand alone without experiencing pressure and obstacles. In this way, lecturers, teachers, and parents are tasked with directing students' potential to be explored and directed towards negative things. In other words, freedom to learn means freedom to think, behave, and act in terms of teaching and learning.

The second concept of MBKM is an "independent campus." An independent campus is an effort to throw off the shackles to move more easily. The Merdeka Belajar Kampus Merdeka policy aims to encourage students to master various fields of science with their areas of expertise so that they are ready to compete in the global world (Ulu et al., 2023). Conceptually, Nurhayani (2020) explains that an independent campus means giving each student the freedom for three semesters to seek learning experiences outside their major, including outside their campus. Student activities to implement the independent campus concept are very diverse; Setiawan (2023) mentioned various activities to support the implementation of the independent campus concept, namely: (a) thematic of KKN, (b) innovative work/independent studies, (c) entrepreneurship, (d) humanitarian projects, (e) research/research, (f) in educational units there are teaching assistance activities, (g) work practices/internships, and (h) student exchanges.

Furthermore, to what extent does the UIN Raden Fatah public understand or interpret the concept of "freedom to learn" for students? The following are excerpts from interviews with respondents, as in Table 1.

Table 1. UIN Raden Fatah Public Understanding of the MBKM Concept

Respondent Code	Respondent's Answer
WR 1	Conceptually, freedom of learning is an idea that frees lecturers and students to determine the course of learning, so students are free to determine their brand of learning patterns, methods, and materials.
WD1	In my opinion, "freedom to learn" means that lecturers must provide opportunities for students to develop their potential to stand independently without experiencing pressure and obstacles. Lecturers provide ample opportunities for students to achieve their dreams.
AS	For me, "freedom to learn" means that students must be given ample opportunities to choose their aspirations and develop their potential to stand on their own without experiencing pressure and obstacles.
S1	An independent campus means giving students the freedom to seek learning experiences outside their major, including outside their campus. For this reason, the campus provides extensive facilities and opportunities for students.
S4	In my opinion, the Independent Campus Learning Policy program, which is a government program, must be able to encourage students to master various fields of science with their areas of expertise so that they are ready to compete in the global world.
S7	For me, "freedom to learn" means that we as students must have ample opportunities to choose courses, places to study, and lecturers who teach courses to develop our potential to stand independently without experiencing pressure and obstacles.
S12	As students, freedom to study means that we are given space and freedom or independence in thinking, behaving, and acting without pressure from any party.

Several other quotes obtained and collected in this research are similar or in line with the quotes above from officials, academic staff, and students. Therefore, in general, the UIN Raden Fatah Palembang public knows and understands the MBKM concept. Analysis of interview quotes shows that, in general, their opinions or arguments are in line with the MBKM concept proposed by experts, for example, Dela (2020), who explains that freedom to learn is an idea that frees teachers and students in determining the style of learning. A similar concept of freedom to learn was also conveyed by Faiz (2020), who said that "freedom to learn" means that lecturers must provide opportunities for students to develop their potential to stand alone without experiencing pressure and obstacles.

2. Perception of the implementation of MBKM at the UIN Raden Fatah Palembang Campus

The second part of this research is to determine the extent of respondent's beliefs about the program implementation process and the reasons or arguments underlying these beliefs. The research results of Mudrikah et al. (2022) show that the success of MBKM implementation is greatly influenced by the readiness of human resources, in this case, lecturers and students. Regarding implementing the MBKM concept, several universities face univeBhakti (2022). The obstacles to the MBKM program vary depending on the form of learning activities implemented by universities, study programs, lecturers, and students. (Yulisma, 2023) in his research stated that to implement a proper MBKM program, facilities and infrastructure must support it. Therefore, Yulisma suggested that the campus provide supporting facilities and infrastructure before implementing MBKM. Mudrikah (2022) also recommends that before implementing MBKM, massive and systematic socialization needs to be carried out. Ramadhan (2022) explained that in order for the implementation of MBKM to run well, an MBKM task force is needed to improve consistent communication, increase funds/financing for students participating in MBKM, and improve management or standard operational procedures to support MBKM at universities.

Next, to find out what the public perception is about the implementation of MBKM at the UIN Raden Fatah Palembang Campus? Below is presented data from interviews with respondents.

Table 2. Public Perception of UIN Raden Fatah towards MBKM Implementation

Respondent Code	Respondent's Answer
WR 1	As a leader, the success of implementing MBKM is greatly influenced by the readiness of human resources, in this case, lecturers and students, including academic staff. Therefore, they must be able to adapt quickly and prepare themselves well so that the MBM program can be implemented on this campus.
WD 3	As deputy dean 3, the implementation of MBKM is greatly influenced by many factors, one of which is the readiness of human resources, in this case, lecturers and students. Many lecturers, students, and academic staff members are not ready to implement this MBKM program.
WD4	The BMKM program is a state program. In terms of regulations, it is also clear, namely, in the form of Ministry of Education and Culture regulation Number 3 of 2020 concerning National Higher Education Standards, especially in Articles 15 and 18 concerning Learning Process Standards, as well as local regulations in the form of Decree of the Chancellor of Raden Fatah State Islamic University Number: 3995 of 2021 concerning Guidelines for Determining Campus Learning. Therefore, I am confident that this campus will be able to implement this program well.
DS2	As a lecturer, I know that there is an MBKM program from the government, and every campus must implement it immediately and in a planned manner. However, for the implementation of MBKM to run well, an MBKM task force is needed to build communication, provide financing, and so on. Regarding that matter, I do not know much.
DS5	Indeed, the MBKM program aims to strengthen the quality of education after COVID-19. Conceptually, the program is very good. However, I do not know to what extent the program has been implemented on this campus.
DS17	As a lecturer, I have participated in the socialization of the MBKM program; the concept is good, the aims are good, and the implementation stages are also clear, but is this campus ready to implement it? Many factors must be considered, from human resources, facilities, and infrastructure to financing. Therefore, special policies are needed on this campus so that MBKM can be implemented well.

SA3	The MBKM program requires independence for lecturers, students, and academic staff. Even though many people already know and understand the concept of MBKM, I am doubtful about their seriousness in implementing the program independently.
SA6	As an academic staff member, MBKM activities are very dependent on lecturers and students, as well as funding and facilities. All the factors I mentioned above do not fully support the good implementation of the MBKM program on this campus.
S2	As a student, I know about the MBKM program, but I do not know exactly what contribution I will make to the program's success as a student.
S8	I know about the MBKM program, but I do not know whether this program has been implemented on this campus. There have been no significant changes since the MBKM program was implemented; it is still the same as usual.
S14	I'm not sure whether the MBKM program has been implemented on this campus; various student activities are running as usual (before the MBKM program)
S20	I know little about the MBKM program; I only got information from the mass media. Has this program been implemented on campus? I do not understand.

Referring to Table 2 above, it can be understood that, generally, the public at UIN Raden Fatah Palembang doubts the implementation of the MBKM program on their campus. Officials in the campus environment believe in the success of the program's implementation, while on the other hand, academic staff and students still have doubts. Several factors that underlie these doubts include: 1) there has not been a massive socialization of the MBKM program on campus; 2) the readiness of human resources, especially lecturers and students, is still relatively weak; 3) supporting facilities, including funding, are still lacking, 4) movement towards the development of program implementation has not yet been implemented visible and 5) there is no MBKM team that is seriously tasked with overseeing the program. Thus, there needs to be a real effort so that various existing problems can be overcome in order to implement the MBKM program on the UIN Raden Fatah Palembang campus.

3. Factors that influence the success/failure of implementing the MBKM program

The next interview focused on public opinion at UIN Raden Fatah Palembang regarding the factors influencing the success or failure of implementing the MBKM program on campus. This interview aims to determine various factors that influence the success or failure of implementing the MBKM program on campus from the perspective of each respondent. This information is very important to provide input to campus policymakers so they can design plans according to strengths, weaknesses, and obstacles that may occur.

Empirically, the MBKM program has been implemented at various universities in Indonesia, for example, the University of Indonesia. Developers (2021) stated that the key to the success of universities in implementing this policy is the existence of an adaptive curriculum and collaboration between study programs and other parties that can support the success of the student learning process. According to Ramadhani's research (2020), it is influenced by the readiness of lecturers and students, internships, or other technical activities. It means that the readiness of lecturers, students, and the implementation of technical activities supporting MBKM can influence the success or failure of program implementation. According to the UIN Raden Fatah Palembang public, the success of implementing the MBKM program can be influenced by several factors. Some of these factors are mentioned by the respondents in Table 3 below:

Table 3. Factors that influence the success/failure of implementing the MBKM program

Respondent Code	Respondent's Answer
WR 1	As I have previously stated, as a leader, the success of implementing MBKM is greatly influenced by the readiness of human resources, in this case, lecturers and students, including academic staff. Therefore, they must be able to adapt quickly and prepare themselves well so that the MBM program can be implemented on this campus.
WD 2	As deputy dean 2, the implementation of MBKM is greatly influenced by many factors, including the administration and financial system. Administration and finance are very important to support the MBKM program. Without funds, MBKM activities cannot run well.
WD5	One of the important factors influencing the success/failure of MBKM implementation is regulations and consistency. The clearer the regulations and the more consistent their implementation, the higher the chance of success of the MBKM program.

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DS2	As a lecturer, I know that there is an MBKM program from the government, and every campus must implement it immediately and in a planned manner. However, for the implementation of MBKM to run well, an MBKM task force is needed to build communication, provide financing, and so on. Regarding that matter, I do not know much.
SA9	As an academic staff member, MBKM activities are very dependent on lecturers and students, as well as funding and facilities. So, all the factors I mentioned do not fully support the good implementation of the MBKM program on this campus.
S2	As a student, the MBKM program is oriented towards student interests. Therefore, the main factor that must be involved in the success of the MBKM program is students.
S8	There has been no significant change since the MBKM program was implemented; it is still the same as usual. Due to the lack of massive support from students, many students still do not understand the program, so student contributions to support the program are still weak.
S14	I do not know whether the MBKM program has been implemented on this campus; various student activities are running as usual (before the MBKM program). Many fellow students also still do not know how the concept of implementing the MBKM program on this campus is.

Referring to Table 3 above, in general, the implementation of the MBKM program on the UIN Raden Fatah campus is very diverse. According to the public, UIN Raden Fatah Palembang, factors that influence the successful implementation of the MBKM program include readiness and alertness of human resources (leaders, lecturers, academic staff, and students), administrative and financial systems, supporting facilities and infrastructure, systematic program planning, clarity of regulations and consistent implementation of regulations, and more massive and structured socialization. Thus, in efforts to implement the MBKM program, the leadership as policymakers should consider these various factors carefully. By considering these factors, policymaking can potentially increase the success of implementing the MBKM program at UIN Radne Fatah Palembang.

DISCUSSION

General Insights of the Public of UIN Raden Fatah Palembang towards the MBKM Concept

Knowledge of the concept of a program is a crucial part of the program's success. People who master the concept of a program can overcome obstacles in implementing the program compared to those who do not. Several studies have proven that people who master concepts are relatively more successful than those who do not. Some of this research, among others, was conducted by Wulandari (2022), who stated that students with good concepts are more successful in solving problems in the learning context. For this reason, Widyawati (2021) also states that people with good concept mastery tend to be more productive.

As the data (Table 1) shows, in general, the Fatah Palembang public knows and understands the MBKM concepts, which means that in implementing the MBKM program on campus, the main basic capital is human resources who know and understand the MBKM concept. Thus, implementing the MBKM program on campus can be carried out systematically with a high potential for success.

Public perception of UIN Raden Fatah Pelambang

The data in Table 1 above shows that the public at UIN Raden Fatah generally has positive perceptions and high hopes for the successful implementation of the MBKM concept. The positive perception by some of the public on campus is based on the following: the existence of clear regulations, including regulations from the Central government in the form of Ministry of Education and Culture regulation Number 3 of 2020 concerning National Higher Education Standards, especially Article 15 and 18 concerning Learning Process Standards, as well as local regulations in the form of the Decree of the Chancellor of the Raden Fatah State Islamic University Number: 3995 of 2021 concerning Guidelines for Determining Campus Learning. Apart from that, positive perceptions are also influenced by the real efforts of campus leaders to consistently socialize the implementation of the concept in the form of seminars, workshops, and other publications.

The positive public perception of UIN Raden Fatah Palembang in implementing the MBKM program is the main capital and is fundamental. A positive perception is a form of confidence or acceptance of a person or the public towards a plan. Muthia (2018) explains that a perceiver interprets an object that he sees to influence his characteristics, which arise from attitudes, motives or interests,

experiences held or seen from the past, and a person's hopes. Therefore, people with positive perceptions also have good attitudes, interests, and hopes for something. Thus, the positive public perception of UIN Raden Fatah Palembang regarding implementing the MBKM program can be used as basic and main capital to support the program.

One of the reasons for the positive public perception of UIN Raden Fatah Palembang is the existence of clear regulations. These regulations are in the form of regulations from the Central government, in this case, the Ministry of Education and Culture regulation Number 3 of 2020, concerning National Higher Education Standards and campus policies in the form of Chancellor's Decrees. In constitutional law, the clarity of these regulations is an important factor regarding the legality of a program. These regulations indicate that implementing the MBKM program is legally legal, so all activities in the context of implementing the program are protected by law. Thus, these clear regulations have triggered a positive public perception of the MBKM program at UIN Raden Fatah Palembang.

The positive public perception of UIN Raden Fatah Palembang is not yet fully distributed among campus residents. Referring to the data (Table 2), it is known that some of the UIN Raden Fatah Palembang public still have doubts about the success of implementing the MBKM program on campus. Several factors that underlie these doubts include: 1) there has not been a massive socialization of the MBKM program on campus; 2) the readiness of human resources, especially lecturers and students, is still relatively weak; 3) supporting facilities, including funding, are still lacking, 4) movement towards the development of program implementation has not yet been implemented Visible and 5) there is no MBKM team that is seriously tasked with overseeing the program. Thus, there needs to be a real effort so that various existing problems can be overcome in order to implement the MBKM program on the UIN Raden Fatah Palembang campus.

Apart from that, the positive public perception of UIN Raden Fatah Palembang is also influenced by the real efforts of campus leaders to consistently socialize the implementation of this concept in the form of seminars, workshops, and other publications. Even though many academic staff and students admit that there are still many who do not know the process of implementing the MBKM program at the UIN Raden Fatah Palembang campus, there is clear evidence that the leadership has consistently socialized the implementation of this concept in various forms of activities. The leadership's efforts have convinced the public that implementing the MBKM program can be carried out well on campus, even though the socialization process has not run optimally. For this reason, to optimize the MBKM program's socialization process, leaders must optimally involve all campus residents. Several studies have proven that optimal citizen/community involvement can make the program being implemented a success (Gusmadi, 2018; Alifa et al., 2023; Himawati et al., 2020).

Supporting Factors for the Success of the MBKM Program at UIN Raden Fatah Palembang

Referring to Table 3 above, in general, the implementation of the MBKM program on the UIN Raden Fatah campus is very diverse. According to the public, UIN Raden Fatah Palembang, factors that influence the successful implementation of the MBKM program include readiness and responsiveness of human resources (leaders, lecturers, academic staff, and students), administrative and financial systems, supporting facilities and infrastructure, systematic program planning, clarity of regulations and consistent implementation of regulations, and more massive and structured socialization. Thus, in efforts to implement the MBKM program, the leadership as policymakers should consider these various factors carefully. By considering these factors, policymaking can potentially increase the success of implementing the MBKM program at UIN Radne Fatah Palembang.

Apart from the lack of optimal socialization of the MBKM program by the UIN Raden Fatah Palembang public leadership, most campus residents already know about the program, either directly or indirectly. Apart from that, based on the interview results (Table 1), most campus residents understand the concept of MBKM and know that the program is part of State policy in the education sector. This situation shows that, in general, at least the campus public has basic knowledge or information about the program. Of course, initial knowledge and basic information about the program can be used as food for thought for leaders in implementing the MBKM program. Leaders must encourage the optimization of socialization of the MBKM program more systematically and continuously so that human resources in the campus environment have the readiness and awareness to contribute to the program's implementation.

Optimizing the socialization process for the MBKM program more systematically and continuously encourages human resources in the campus environment to have the knowledge, readiness, and awareness to contribute to the program's implementation. Through these socialization activities, there is also the potential to improve the skills, attitudes, and behavior of human resources staff in the campus environment. Several studies have proven that knowledge, readiness, and awareness can increase HR productivity in the work environment. Febriana and Nurdiansyah (2021) stated that increasing HR productivity can be increased through learning activities. Other research results state that knowledge, skills, abilities, attitudes, and behavior influence productivity (Widiastuti, 2012). Alias (2018) also found

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that knowledge, work attitudes, and work experience positively affect productivity.

Other factors that influence the successful implementation of the MBKM program, according to the UIN Raden Fatah public, are the administrative and financial systems, supporting facilities and infrastructure, and program planning (Table 3). In this way, campus leaders also continue to encourage the readiness of support for other facilities and infrastructure, including internet networks and laboratories, and building collaborative partners with other parties. Preparing and perfecting various supporting facilities is necessary to achieve the program's objectives. Facilities and infrastructure have an important role in the process of achieving goals. Siahaan et al. (2023) stated that one important factor in the success of an education program is the provision of facilities and infrastructure to support the program. In line with this explanation, Novita et al. (2017) also stated that good facilities and infrastructure are the spearhead of the success of educational institutions, including Islamic educational institutions. Thus, the fulfillment of facilities and infrastructure is also part of the answer to the doubts of some of the public at UIN Raden Fatah Palembang.

Referring to the data (Table 2), it was still found that some UIN Raden Fatah Palembang campus residents still had negative perceptions or attitudes of doubt regarding the success of implementing the MBKM concept. One of the factors causing the public's doubts about UIN Raden Fatah is the lack of sufficient cooperation partners. Conceptually, implementing the MBKM program requires collaborative partners, both on a large scale (in the form of industry or official government institutions) and on a small scale in the form of micro-businesses and private institutions. Collaboration partners aim to provide a variety of choices for students and lecturers to carry out various MBKM program activities, both in the form of mentoring, training, research, and workforce distribution. Therefore, collaborative partners are one of the basic needs to support the success of the MBKM program on the UIN Raden Fatah Palembang campus.

Regarding cooperation partners, some of the public at UIN Raden Fatah Palembang still doubt their existence in terms of number and capacity. To answer this problem, leaders must proactively involve all elements on campus to build massive collaboration with related parties according to their fields and capacities. The formation of collaborative partners has an impact not only on the successful development of the MBKM program but also on the benefit of the campus in the future. Various studies show that partnerships have a positive impact on both parties collaborating. Herdy et al. (2018) explain that partnership is known as cooperation or collaboration between various parties, individually and in groups; partnership is a formal collaboration between individuals, groups, or organizations to achieve a task or goal. Thus, collaboration between partners provides great opportunities for achieving common goals, especially the MBKM program.

CONCLUSION

Based on the research results and discussion described above, at the end of this research, the public at UIN Raden Fatah still has positive perceptions and high hopes for implementing the MBKM concept. The positive perception by some of the public on campus is based on the following: the existence of clear regulations, including regulations from the Central government in the form of Ministry of Education and Culture regulation Number 3 of 2020 concerning National Higher Education Standards, especially Articles 15 and 18 regarding Learning Process Standards, as well as local regulations in the form of Decree of the Chancellor of Raden Fatah State Islamic University Number: 3995 of 2021 concerning Guidelines for Determining Campus Learning. Apart from that, positive perceptions are also influenced by the real efforts of campus leaders to consistently socialize the implementation of the concept in the form of seminars, workshops, and other publications. Campus leaders continue to encourage readiness to support other facilities and infrastructure, including internet networks and laboratories, and build collaborative partners with other parties. However, some still have negative perceptions or doubts about the success of implementing this concept. Several factors causing the public's doubt at UIN Raden Fatah are facilities and infrastructure that do not support optimally, student independence in learning independently, relatively many lecturers who do not understand the concept of MBKM, and partners collaborating on MBKM activities.

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