

Universities' Readiness in Designing Inter-University Shared Courses in Response to the Policy of Independent Learning - Independent Campus (ILIC)

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Abstract— The Ministry of Education and Culture of Indonesia launched the Policy of Independent Learning and Independent Campus (ILIC) through the Decree Number 3 of 2020. The emergence of this policy is a response to the issue of massively educated unemployment in the job market, both nationally and globally. The present study seeks to (1) describe the level of readiness of Indonesian universities in the island of Lombok in response to the ILIC policy related to the lecture exchange program among universities, (2) explore the hurdles faced by the local universities in preparing the exchange program and (3) investigate types of technical assistance needed by those universities to implement ILIC Policy effectively. This study employed a qualitative study approach with a multiple-case research design. as the basis for collecting, analyzing, and comparing data from various universities in Lombok Island. The selection of research participants was based on a purposive sampling technique. The main objective of employing this technique is to gather samples that are reasonably supposed to be representatives of the population. Results of the study show not all universities investigated were not ready to implement the ILIC policy due to lack of online learning facilities. For this reason, a big number of private campuses were found difficult to run inter-university exchange lectures. The study concludes there are two urgent needs that must be met by those campuses to run the ILIC policy successfully, i.e. (1) the provision of massive online learning facilities on campus and (2) collaboration among universities in carrying out non-lecture activities, such as practicum/ apprenticeship

Keywords—Independence Learning Independence Campus (ILIC), Inter-University Courses

1. BACKGROUND OF THE STUDY

A so-called Policy of Independent Learning – Independent Campus (ILIC) was launched by the Ministry of Education and Culture through the Decree Number 3 of 2020. The emergence of this policy is closely related to the global issue of massively educated unemployment in the job market, both nationally and globally. Universities all over the world are challenged to change their learning paradigm to deal with the problem of highly educated unemployment (Lăzăröiu, 2015). They are required to adjust to the career changes and work patterns that students will face in the future (Thompson & Cook, 2019). For that reason, campuses are urged to prepare university graduates to be responsive to the ever-changing career demands. To answer these global challenges, according to Evans, (2015), transdisciplinary collaboration is considered the most appropriate approach to prepare graduates for the work opportunities in the future.

Conceptually, there are four main points of the ILIC policy set forth by the Indonesian Minister of Education, namely: (1) autonomy of establishing new study programs for highly

accredited universities, (2) debureaucratization of higher education accreditation system, (3) ease of change of university status, from public service agency into legal corporation (4) provision of three semesters for students to study beyond their majors. In this relation, Sarnoto et al., (2022) reported that the ILIC policy left unresolved problems pertaining to the social justice. In the implementation of ILIC policy, the disparity in quality between participating higher education institutions is quite striking. Some big universities have the ability and opportunity to implement the concept of ILIC optimally without difficulties whereas campuses with limited categories do not have similar opportunities. Because of this, not all educational institutions benefit from the implementation of the policy of independent learning-independent campuses.

Different from the above claim, a few academicians such as Arifin & Muslim (2022), Fitriasari et al., (2020), and Trinova et al. (2020) argue that the ILIC Policy point 4 above has a potential to have a substantial impact on the creation of student independent learning. This in turn will eventually prepare the university students to be responsive to the change. Thus, students will be prepared to adjust to the demands of the 21st century job markets. As such, universities will become the centers for learning innovation that devise students with entrepreneurial skills required by the job market. Students will therefore gain learning experiences beyond the perfunctory routines. For that reason, the profound change of learning introduced by the ILIC policy is seen as a breath of fresh air for universities to break away from the stagnation of the common practice of old learning paradigm.

However, to introduce a learning paradigm shift like ILIC in Indonesian universities is not an easy task to do. A number of challenges that may hinder the implementation of ILIC Policy are identified. Zainullah & Jacky (2017) report that Indonesian university lecturers tend to act as the authority of learning in the classroom interaction. Oftentimes they provide learning experiences that are irrelevant to the students' needs. The rigid and structured way of learning often make students feel frustrated because they just follow the classroom instructions without having freedom to choose what best for them to learn. For that reason, the academic culture in Indonesian campuses nowadays need enhancement to improve the quality of students' engagement. It was therefore suggested that lecturers had to consider their students' particular demands. When students had more freedom to choose what to study for their future careers, they tended to approach their learning endeavor more seriously. This will eventually increase their enthusiasm and motivation for learning. At this point it can be inferred when students can identify the demands of new learning, they can work independently to create a new learning situation that is more adaptive to their needs. The implication is that the ILIC policy provides a flexible learning space for universities to produce graduates who are independent, creative, and innovative.

Apart from the advantages of the learning concepts offered by the ILIC policy, so far there has not been any sufficient research evidence pertaining to the virtue of implementing inter-university lectures. The inter-university lecture program is still embryonic; therefore, little is known about comprehensive analysis of the university readiness to realize ILIC policy. The problem of the availability of infrastructure, learning facilities and cooperation mechanisms as well as lectures across study programs, across faculties and across universities has not been much revealed. This is the thrust of the current study.

The literature study shows that over the past decades, research on learners' independent learning has stimulated changes in curriculum and learning models in number of countries (See Zhang, 2016). Herdlein & Zurner (2015) reported that when university students were given freedom to participate in lectures voluntarily to meet their needs and wants, the outcome showed positive results. Independent learning is a core concept of modern university education. The

concept of independent learning insinuates that students choose whatever subjects they want to learn. The goal is to foster an innovative spirit and ability to create works according to each individual's talents. Free learning conditions require the fulfillment of appropriate and balanced conditions, where students have their own sense of responsibility. They have the spirit to be free to actualize their own thoughts in order to create creative and innovative works.

Ellerman (2005) defines the concept of independent learning as a construct of learning creation that encourages learners to seek what they consider to be the best solutions to problems that they face in the future through the development of innovation and creation outside of the routine learning habits. This definition implies that the concept of independent learning is centered on the developing students' creative and innovative abilities in finding solutions for their future careers. This definition is in line with the theoretical concept of Transformative Learning (Mezirow, 2000), namely independent learning mean not only the desire and willingness to make changes but also actions to carry out transformation. Related to this definition, Garnett (2009) suggests that in implementing the policy of independent learning, lecturers should give students freedom to learn firsthand what is most beneficial for their capacity development. This description insinuates that the concept of independent learning demands fundamental changes both in the curriculum and method of undertaking the teaching and learning process.

The shift from conventional learning patterns to learning independence patterns must of course be preceded by a change in the mindset of the lecturers in designing activities. Lecturers should base their teaching activities on students' needs when they expect to accommodate a profound change of learning among their students. They no longer lead students to study through rote learning activities or spoon-feed them theoretical concepts that students did not need to learn. Through ILIC policy lecturers are expected to facilitate students to learn independently in their learning endeavor. Students are required to be able to explore and utilize learning resources according to their needs. Thus, they will be able to produce creative and innovative learning outcomes that reflect their individual characteristics.

Despite the positive empirical evidence regarding the application of independent learning concept, it may be difficult to introduce changes of practice that emphasize student learning independence as a new culture in higher education. The mindset of an established lecturer with a centralized learning model can be a serious obstacle to the success of ILIC. Lecturers may respond differently and/or reject the change in the learning paradigm. Likewise, students may be confronted with the same situation as they never experience such a new learning practice before. In this case, Hargreaves (2005) found that the factors of age, learning experience, years of service, and career paths can increase or decrease the enthusiasm of lecturers to change.

With reference to the literature study above, this research uses constructivism theoretical insight from Vygotsky & Cole's (1978) work as its theoretical basis. According to Constructivism Theory, a person's understanding of reality is strongly influenced by the values they hold. The important postulates of Constructivism Theory can be succinctly summarized as follows: (1) the knowledge construction process is strongly influenced by experience both at the individual level and at the social level; (2) the meaning of knowledge is built from various perspectives (collaborative), and (3) learning motivation arises because of realistic expectations. Based on these postulates, the researchers were looking for evidence related to the readiness of higher education institutions in responding to the learning independence policy.

2. METHOD

The present research was conducted on the island of Lombok on the grounds that on this island there were a number of state-own universities and private universities. In line with the ILIC policy, it is assumed that every university has prepared for the implementation of the inter-university lecture program among study programs and among universities. To investigate this phenomenon, the researchers employed a qualitative approach to uncover and explain the issues that became the focus of this research study. To better understand the complexity of the problems faced by the lecturers, education staff and students of the universities involved in the study, a multiple case study research design was employed. The design was used to describe the complexity of the currently investigated phenomenon. The research was expected to be able to explain more deeply the factual problems faced by the students and lecturers in the implementation of ILIC as a new learning policy.

The procedures and stages of the activities carried out in this study were initiated by collecting initial data from study program lecturers who were actively involved in designing the implementation of ILIC in selected state-owned universities and the private ones on the island of Lombok. Next, the researcher conducted in-depth interviews with the two categories of informants above. The researcher also conducted a study of documents related to the planning for the implementation of ILIC, especially inter-university lectures.

Besides lecturers, students were also interviewed to reveal their perceptions and responses to the ILIC policy implemented on their campuses. For in-depth interviews, the activity lasted approximately 45 minutes with the permission of the participants. Standard interview guidelines and research ethics explanation sheets were provided to participants prior to the interview. In the guide, the research team stated explicitly the guarantee of participant confidentiality. All of their identities and answers are kept confidential and will never be publicly disclosed without their permission. The next stage is the study of documents related to online learning. The documents collected are in the form of websites, cooperation letters/emails, lists of student names from partner universities, hard-copy books and other relevant documents.

The data collected is categorized and coded. After that, the data was interpreted by the researchers. Thus, from this process the information needed to understand the phenomenon under study is obtained. The data obtained from the interviews were transcribed before being analyzed. Because qualitative data are in the form of words, phrases and sentences, The data obtained from various sources be grouped according to emerging themes. Data relevant to the purpose of this study were grouped into sub-themes until they were completely saturated.

3. FINDINGS AND DISCUSSIONS

a. Findings

The results of this study are focused on revealing the readiness of universities in Lombok to adapt to the demands of new experiences, overcome challenges and build commitment to face changes in learning modes between universities. The research findings are presented in 3 parts. The first part presents the readiness of universities on the island of Lombok in responding to the ILIC policy. The second part describes the problems and obstacles in the preparation of lectures between study programs and between universities. The third section describes the

various types of technical assistance needed to promote the effective implementation of ILIC on campus.

Pertaining to the universities' readiness to adapt to the demands of new experiences, the research findings are presented in 3 parts. The first part presents the universities' responses to the ILIC policy. The second part describes the problems and obstacles in the preparation of inter-university collaborative learning among universities. The third part describes the various types of technical assistance needed to promote the effective implementation of inter-university collaborative learning.

The group of students interviewed reported that they received a fairly high level of support from the campus and the government regarding online learning modes but they were not so sure about the sustainability of the assistance for them. According to them, in general, the campus shows readiness to implement ILIC but their needs were not properly addressed. MU1 explained, *"the campus provides free Wi-fi networks for students, but it is only on campus....The problem is we are not allowed to be present on campus during pandemic time. ...* In the same vein, three participants explained that on their campuses there were Wi-fi facilities only for lecturers. They added that there was no computer facilities available on campuses. Thus, students had to bring their own laptops or used mobile gadgets for learning. In this regard, MU5 explained, *"There is absolutely no computer facility for students in my university... we have to bring our own laptops. Some of my friends who don't have laptops used mobile gadgets."* This finding implies that not all campuses were not well-equipped with the learning facilities that supported the implementation of ILIC policy. This finding necessitates that the provision of online learning facilities on campus to ease the implementation of inter-universities lectures.

From the group of lecturers who were interviewed, the researchers obtained a similar description of situation as informed by students aforementioned. All participants said that the central government and their respective campuses gave a fairly high level of support for online learning. They thought that in general their campuses were passionate to participate in the implementation of ILIC but the current infrastructure and the available campus facilities were still limited. DU5, for example, explained, *"Wi-Fi on campus has been provided, unlimited, (but) the provision of laptops/computers is still limited. For those of us who hold positions, for example in the rectorate or faculty, this equipment is provided. But for other lecturers or students, they usually are required to use their own personal gadgets."* Similarly, DU4 said, *"Well, Wi-Fi is definitely available on campus... for 24-hours but on campus computers are not adequately available for all students."* Similar comments were also made by other participants. This finding indicates that there is a common perception between students and lecturers regarding the need to improve the current learning infrastructure.

In relation to the campus' readiness to implement ILIC, almost all informants explained that currently the ongoing program only revolves around online lectures between universities, while other programs such as internships/work practices, teaching practicum, inter-university research, and entrepreneurial activities were not done yet. In general, the informants, both lecturers and students, explained that the information about ILIC was not well disseminated so that they did not fully understand what the policy was all about. When asked if they understood the standard operating procedures for conducting inter-university lectures, they stated that they did not know. From the document study, there were 3 university officials who could show the socialization documents while the rest could not. The documents shown were in the form of an invitation letter for ILIC socialization only while other documents, such as assessment

standards between universities, examples of lesson plans, student activity plans and syllabi were not available.

Of all the informants interviewed, only four people said that their campus already had an adequate Learning Management System (LMS) for inter-university lectures. One of the participants, MU1, from a state university said that the Learning Management System on campus was ready to accommodate inter-university lectures." *At our university there are already students from other campuses, such as from Kalimantan, Sumatra, West Java and East Java.*" MU3 said the same thing, students from private universities. He said, "*Our campus has received 19 people from 8 campuses in Indonesia...they study online. Some come from the fields of economics, law, communication and agriculture. I also participate in ILIC at the Indonesian Christian Univ.*" All comments from these participants indicate that one of the ILIC programs, namely inter-university lectures, was currently run at a number of public and private universities in the island of Lombok.

In the same vein, MU4 student from a private university, expressed his conviction, "*Our system is integrated...here we have e-learning. Our campus is ready to accept students from other universities.*" However, so far there had been no enrollment from other universities yet. Different from his colleagues, MU6 said that his university was not ready to carry out inter-campus lecture programs because the LMS device was very slow in responding. "*ILIC has already been done among study program within our university, but not with other universities. We've never done it yet.*" All of the participants' explanations imply that there is a convergence response from participants of the study: some universities already have systems that are ready to operate optimally but others are not fully ready because they are still constrained by LMS equipment. All of these participants' responses indicate that their campuses show readiness to carry out inter-university lecture programs but not all of them can realize it properly because they were still constrained by the problems and commitments of each individual lecturer. This was supported by one of the lecturers, "*Our campus is ready to support ILIC through online learning, but there are lecturers who don't want to be involved. Most lecturers like this only want to study offline*" He further explained that the age factor also affected the lecturer's commitment to accept the presence of students from other universities. "*Usually, senior lecturers feel nervous to use e-learning device. They have difficulty in operating the existing LMS.*" It was further explained that there were a number of courses that were hard to run through online. For example, in the medical faculty, lecturers had difficulty accepting inbound students who took courses that involved real practicum because such courses could not be taught through simulation alone. "*If the ILIC has a practicum like at the Faculty of Medicine, the lecturer has difficulty to lead students to do practicum from distance. They must be physically present at the practicum site*"

Informants from the student group commented that they wanted to participate in ILIC but they found that funding was their sole obstacle. MU1 said he objected to participating in ILIC activities as he thought that he had to pay extra costs. "*Well, we do not participate in the inter-university lecture because we don't get financial assistance from the campus.*" In line with this, MU5 complained, "*at least, in my opinion, campuses should consider the financial condition of students... campuses should understand the financial situation of students and their parents*" MU6 said similarly, "*the problem is financial. Are the campuses or students ready to bear the cost consequences when applying ILIC? There is no actual (budget) from the study program.*" All the quotations above imply that the participants of this study did not understand the concept of inter-university collaboration under the ILIC. Therefore, there are concerns that other costs will incriminate them.

From the group of lecturers, comments or responses related to the problems and obstacles given were quite varied. DU3 revealed, *“One of the problems is finance matter. If we do partnerships with other campuses, we need funds... well, what about student fees, the costs of assistant lecturers, how to pay for the destination campus/company or partner school, and so on. One of the problems for us is the budget.”* Similarly, DU2 expressed his hope, *“Hopefully this ILIC will not add to the cost burden for our students. If we charge students additional fees to study at other campuses, it will be very difficult for them.”* The DU4 complains of the same thing. *“We are planning to cooperate with other universities. But the problem is financial...that's all.”* DU expressed his concern, *“We hope that there will be a fee dispensation from the destination university. Most of our students are from the weak economy class. Even here, the tuition fee can be paid in installments”* All of these expressions imply that lecturers had the same misperception as that of students' concerning ILIC financing.

In relation to the issue of obstacles, the participants from the student group thought that the emergence of obstacles to the implementation of ILIC came from the lecturers. MU1 argued, *“Obstacles may come from lecturers who cannot use the online system. How can we make a cooperation with other universities, if the lecturers are technologically illiterate?”* The same statement was also conveyed by MU3, *“perhaps the obstacles are the senior lecturers... and the lack of technology. The young lecturers have no problem with internet technology. They can teach virtually. This is in contrast with the senior lecturers., How can students from other universities learn maximally if the lecturer communicates only via WhatsApp?”* MU5 said that he also faced the same problem at his campus. He explained that many senior lecturers did not have good knowledge of using LMS platform for learning.

The participants from the lecturers group hoped that their campuses could collaborate with other universities to carry out internship practicums. Thus, said DU6, inter-university ILIC *“can provide students with the widest possible learning opportunities at the destination campus.”* Regarding this collaboration, DU3 expressed expectation, *“We hope that we can get added values from inter-university cooperation.”* Similarly, DU4 hoped that ILIC could facilitate mutually beneficial cooperation. *“In carrying out the ILIC Cooperation, there should be a mutual benefit from both sides, Therefore, there must be an MoU among participating universities so that it is clear our roles and responsibilities”* DU3 further said that his university has initiated cooperation with universities in Java, but it ran only a guest lecturer program. All participants of the study considered that ILIC gave them motivation to expand more cooperation with other universities in the future. They believe that ILIC would be able to help bridge the gap between the developing and advanced universities.

As regard document studies, the document checklist at Universitas 02 show that the circulars for the implementation of online lectures and the discourse of offline lectures were shown. The LMS provided by the campus can also be accessed. At University 04 the form of cooperation mentioned is not accompanied by documentary evidence so that it is difficult to verify the truth of the information provided by both lecturers and students. Observations made at university 01, researchers noted evidence that the campus had implemented the ILIC program by showing the names and numbers of students, campus origins and courses attended. In addition, the LMS used for online lectures can also be accessed. Circular documentation of the implementation of online lectures can also be shown by participants. The results of observations at university 03 were also the same as that of university 01. LMS used by lectures can be accessed. Evidence of students doing ILIC online could also be sighted. For cooperation between universities, participants also showed written evidence of their collaborating partners and their fields. The results of observations at Universitas 06 show that the LMS mentioned by

the participants could be accessed by the researchers but they could not show documents related to ILIC policy. Participants also mentioned cooperation with universities abroad and universities outside Lombok, but participants could not show the documents for the collaboration. The LMS mentioned can be accessed. Meanwhile, there was no documentation for the online lecture circular. The results of observations at the University of 05 showed that the ILIC between study programs had been implemented. However, when asked to show the document, the participants could not show the evidence.

The results of interviews with participants from student groups indicate that an urgent need on their campus is the availability of fast internet network infrastructure and computer rooms that can be accessed by students for inter-university lectures. MU6 explained, *"If we really have inter-university lectures through ILIC on our campus, what we need is computer support. Many students who don't have laptops...on average (they) use cellphones. We need facilities such as computer rooms and a stable network on campus so that we can support online lectures between universities."* MU2 also expressed the same opinion, *"...given a room filled with computers for students who need it.. so (they) can study there"* Description similarly conveyed by other participants. They said that their university needed the help of internet infrastructure and a strong network so that the ILIC program activities could run well. *"So we need to fix the system first before the inter-university lecture program is implemented. If, for example, we study with a slow network, then how will students from other universities feel?"* said MU5.

Another type of assistance deemed urgent by the participants was to develop cooperation between universities or other institutions as mandated by the ILIC policy. DU2 suggested *"There should be more practical knowledge and skills obtained from university-to-university cooperation, not just a bunch of theories.* In the same vein, DU3 emphasizes the importance of relationships with other job-providing institutions. *"From this collaboration, students can have jobs later. This kind of relationship makes it easier for them to find jobs later."* DU5 said that the bureaucracy of inter-institutional relations should be simplified to make it easier for students to access programs at ILIC. All the views, comments and suggestions of the participants above indicate that the implementation of the ILIC program in a number of campuses was still constrained by the pattern of relations and campus bureaucracy.

b. Discussions

Regarding the readiness of universities to respond to the ILIC policy, the study reveals that not all universities are ready to implement the ILIC policy, especially in terms of lectures among study programs and among universities. There are a number of reasons that explain this unpreparedness. First, not all campuses are able to provide learning facilities that are in line with the ILIC policy. To ensure the smooth running of lectures among study programs and among universities, it is necessary to improve online learning facilities on campus. The results of interviews with stakeholders at 8 universities indicate that there are the same views between students and lecturers in seeing the readiness of their colleges. Currently in several private universities there is a need to make improvements in the existing learning infrastructure so that the implementation of the ILIC program can run smoothly.

The second reason, from a number of programs mentioned in the ILIC policy, only online lectures among universities can be carried out at several universities while other programs such as internships/work practices, teaching assistance. Inter-university research, entrepreneurial activities, etc. are not implemented yet. According to informants, both lecturers and students, other programs mentioned in ILIC policy are not widely known by the campus audience even

though ILIC policy has been disseminated for some times. The lack of dissemination of information about ILIC is estimated to affect the understanding of campus audiences. From the document study, only four lecturers from state-own and private universities were able to show the socialization documents while the rest could not. The documents shown are in the form of an invitation letter for ILIC socialization while other documents, such as assessment standards between universities, examples of curriculum, lesson plans, syllabus, etc. cannot be shown. The results of observations at each campus indicate that inter-university lectures are ongoing in a number of public and private universities on the island of Lombok.

The third reason, not all universities studied have a system that is ready to operate optimally. There are two private and two state-own universities that have a stable LMS but some of them are not fully ready because their LMS equipment is constrained by limited network and bandwidth. In addition, other problems appeared due to lack of mastering technology and the lack of commitment among lecturers.

With regard to the identification of problems and obstacles in the preparation of lectures between study programs and between research universities, there are two main issues that arise from the data analysis. The first issue is related to the lack of detailed information about ILIC so that there are various interpretations from participants. Not all participants, both students and lecturers, understand the concept of collaboration between universities under ILIC. As a result, there has been a lot of concern and speculation about the burdensome costs of the ILIC program. This finding indicates that not all stakeholders on campus fully understand the ILIC policy.

The second issue is related to the bureaucracy of ILIC implementation. Participants believe that ILIC can expand their collaboration in the field of learning, improve the quality of output and can help bridge the gap between knowledge on campus and practice in the field. However, there were concerns from the participants that the implementation of ILIC would be complicated due to the complicated bureaucracy in their campuses. The issue is expected to affect the interest and motivation of students to participate in ILIC programs.

The results of data analysis raise two types of basic needs for inter-university lectures, namely (1) the availability of fast internet network infrastructure and computer rooms that can be accessed by students for inter-university lectures, (2) realization of the debureaucratization of cooperation between universities or other institutions as soon as possible. This debureaucratization will facilitate student access to existing programs at ILIC.

The research findings above confirm the postulates in the theoretical framework used in the literature study (Vygotsky & Cole, 1978). The various stakeholders' understanding of ILIC shows that what is planned at the policy-making level may be partially understood, even incorrectly, at the implementation level due to the construction of different understandings. The results of this study also reveal that the campus response to the ILIC policy may not be in line with the ILIC design. Therefore, to be effective, the implementation of the ILIC policy requires a change in the mindset of the stakeholders (Hargreaves, 2005).

4. CONCLUSION

Results of the study show that the readiness of universities on the island of Lombok to accept policies varies widely among universities studied. A number of private and state universities have implemented one of the ILIC policies, namely lectures between universities while the rest is still limited to lectures between study programs within the university itself. This study concludes that ILIC has not been implemented in a number of campuses on the island of

Lombok due to the lack of infrastructure and the university's commitment to implement policies immediately.

There are three main problems related to the unpreparedness of the campus to implement ILIC. The first problem is pertaining to the unavailability of facilities and learning media on campus that can be used by students to attend inter-campus lectures. Second, the lack of understanding of students and lecturers on the concept of collaboration between universities under ILIC has raised concerns about additional costs. Third, not all lecturers are ready to accept the inter-university lecture model. Among senior lecturers, there are still individuals who are technologically illiterate.

In general, there are two urgent needs that must be met by the campus if it wants to make the ILIC policy a success, namely, (1) the fulfillment of massive online learning facilities on campus and (2) the development of collaborations with other universities in carrying out non-lecture activities, such as practicum/ apprenticeship.

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