



# Assessing Indonesian University Preparedness for the Implementation of the Independent Learning – Independent Campus (MBKM) Program: A Case Study of FISIP Lampung University, Indonesia

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**Abstract.** This research aims to evaluate the readiness of FISIP Unila staff in implementing the MBKM Program and identify any problems with the program implementation. It uses a cross-sectional survey with quantitative data collection and stratified random sampling methods. The sample included 124 teaching and education staff surveyed via questionnaires where the data was analyzed descriptively and inferentially. It was found that FISIP Unila is ready to implement the MBKM program, as indicated by high scores in the staff's change efficacy, management support, personal valence, and organizational valence. The participants' interest in actively participating in the MBKM program is promising. It aligns with their strong belief in their abilities, reliance on dedicated faculty, and view of the program as challenging but positive. The participants' cohesive viewpoint shows a strong belief in their capabilities and sets a foundation for effective change initiatives where self-efficacy is a key motivator in change. This is further reinforced by the confidence in the faculty and leadership, creating a sense of psychological security and unity within the organization. We can say that not only academic but also administrative personnel have a more positive view rather than a burden on MBKM.

**Keywords:** Freedom of Learning Activities, Independent Campus, Readiness for Change.

## 1 Introduction

Starting from early 2020, the Ministry of Education, Culture, Research, and Technology launched the Independent Learning - Independent Campus (MBKM) policy. The MBKM policy provides undergraduate and applied undergraduate students with a three-semester study experience outside their campus [1] [2].

Implementing the MBKM policy enables college students to have a self-directed and adaptable learning experience within higher education institutions. In addition, it facilitates the design and execution of forward-thinking learning procedures as a result of doing activities fostering the attainment of students' maximum learning outcomes across various domains such as attitudes, knowledge, and skills [2], [3]. The main purpose of this policy is to boost strong connections and congruity between academic institutions and the business and industrial sectors. Moreover, it endeavors to equip students with the necessary skills and competencies to transition effectively into the professional realm upon graduation. Additionally, the MBKM activities aim to equip graduates with both soft skills and hard skills, especially

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with the necessary capabilities and relevance to cater to the evolving demands of the contemporary era [4]. Furthermore, the alumni of the MBKM activities will possess exceptional qualities and distinctive personalities as a result of more exposure on real-work life, thereby contributing to the nation's advancement.

When discussing the MBKM initiative, it is noteworthy that Indonesian universities, being the principal entities responsible for imparting higher education, have developed their programs to implement and administer higher education effectively [1] [5]. The University of Lampung (Unila) is a higher education institution actively adjusting its educational and administrative practices to align with advancements in entrusted higher education programming [6].

Unila, being the inaugural state university in the Lampung Province, endeavors to synchronize its internal institutional endeavors across various domains with the external circumstances, as a means to contribute towards fulfilling the aspirations of the nation, as founded on Pancasila. This commitment is encapsulated in the university's tagline of "Synergize and Innovate for the Nation" The principle of this tagline is earnestly enforced through regulatory measures across diverse domains. The Strategic Plan of Unila encompasses diligent endeavors that are aligned with the national strategic policy directions. Among these initiatives is the formulation of the MBKM policy, as outlined in Chancellor's Regulation No. 21/2020. The Unila promptly acknowledged and addressed the Independent Campus program by coordinating the actions of its various departments and faculties.

The FISIP is a constituent unit in Unila that actively adapt to all changes in Unila's educational and organizational notions, serving as a testament to its commitment to evolution and relevance since its establishment in 1985. Over the years, FISIP Unila has consistently adapted to the ever-changing dynamics of society and the progressive era. Institutionally, the FISIP Unila has witnessed considerable growth and development as it strives to establish itself as a highly competitive academic entity at both national and regional levels. This has been accomplished through the effective implementation of the MBKM program in diverse facets [7]. FISIP acknowledges that lecturers, educational institutions, and collaborative partners play pivotal roles as strategic components in fostering student support and facilitation. These three strategic components have made different endeavors to facilitate the enhancement of graduate quality. Continued endeavors are required for the purpose of enhancing the proximity and relevance of these three components. The ultimate outcome is unequivocally projected to be the continued rise in the student population, owing to the diverse range of academic opportunities provided and the visible aspiration of FISIP to foster the development of accomplished and competitive graduates.

The successful implementation of MBKM within FISIP necessitates a comprehensive preparedness for transformative endeavors, encompassing the active involvement of all teaching and education staff components. Based on the aforementioned conditions, it is imperative to assess the preparedness of the teaching and educational faculty at the FISIP Unila prior to the full implementation of the MBKM program.

The research is a quantitative study using a cross-sectional survey design that involves FISIP Unila's lecturers and academic staffs. From totaling 181 individuals, there were only 41 of them who met the requirement as respondents, that is being actively engaged in the provision of services related to the MBKM program. This engagement encompasses a range of duties and roles, from administrative tasks to educational delivery, which includes teaching, leading workshops, and coordinating student exchange programs. Additionally, it covers the provision of support services pertinent to the MBKM program, such as career guidance, academic consultation, and logistical assistance for various program activities. The study used stratified random sampling for sample selection. According to Rashid et al [8], this sampling technique is commonly used in populations with a hierarchical structure. The technique is used when there is a diverse population with employees of different educational backgrounds [9], resulting in a stratified employee population.

This study explores the indicators of preparedness for change by Weiner et al [10] as follows. First, change-efficacy that refers to the cognitive perception that a particular change is feasible and can indeed be successfully implemented. Second, management Support which posits that the leaders within an organization display unwavering dedication towards the implementation of change. Third, organizational valence, a concept that denotes the perception that a proposed alteration or transformation will yield positive outcomes for the organization. Last, personal Valence which refers to an individual's perception that a change will bring about personal benefits. The research team formulated 40 questions aiming to quantify the readiness of change on participants' toward MBKM program. A Likert-type scale with five points was utilized to assess participant responses, ranging from complete agreement (1) to complete disagreement (5). The total readiness score exhibited a potential range of 37 to 185. Higher scores were found to be indicative of a heightened level of preparedness and a greater adverse impact on the participants' attitudes toward MBKM. The survey demonstrated favorable internal consistency by yielding an overall Cronbach alpha coefficient of 0.92 for the measurement of readiness scale.

## 2 Results

This study encompassed the participation of a cohort comprising 37 individuals, the majority of whom were female, constituting 54% of the total sample size. Furthermore, approximately 70% of participants fell within the age group of 25 to 35 years. The sample population encompassed individuals with various educational backgrounds ranging from high school to doctoral level, as presented in Table 1.

According to the tabulated data below, the evaluation of the Change Efficacy dimension items by 37 participants revealed a predominance of responses indicating strong agreement. The dimension in question refers to the respondent's belief in their ability to implement changes related to MBKM. The questionnaire item with the highest score, 163 (88.11%), is categorized as strongly agreeing with this belief. This score was obtained for questionnaire item number 5. This indicates that a significant proportion of the participants in this investigation possess a sense of assurance in their individual competencies, particularly in facilitating the integration

of the MBKM program at FISIP Unila. The current investigation reveals that the questionnaire item possessing the minimum score corresponds to questionnaire item number 7 within this particular dimension. It pertains to the respondent's conviction regarding their ability to proficiently execute a majority of the MBKM tasks. The score recorded for this item amounts to 148 (80%). Despite their placement in the category of "strongly agree," this interpretation suggests the presence of respondents who harbor doubts about their ability to effectively fulfill their responsibilities in supporting MBKM activities.

The findings demonstrate a significantly favorable sentiment expressed by the participants with regard to the MBKM program. The positivity mentioned above is distinguished by a higher level of self-confidence in their capabilities to do the given tasks efficiently. Self-confidence plays an important role in to face changes successfully within the context of an organization [11] [12].

One's belief in successfully adapting and thriving in new situations supports one's eagerness to face any changes with a proactive mindset. In addition, their self-assurance reflects that they are already prepared to face the difficulties that they might have during the MBKM program. This shows that the participants see themselves as proficient agents of transformation, adequately prepared to adjust to the continually evolving educational environment. This preparedness results from a combination of self-efficacy and a conviction that MBKM can offer to their scholarly endeavors. This proposition also indicates a willingness to acquire brand-new abilities and embrace different approaches to the process of learning [13].

**Table 1.** The Features of Sample Population Based on Socio-Demographic Indicator, Change Efficacy Dimension

<b>Features</b>	<b>n</b>	<b>%</b>
<b>Age, mean (SD) years Sex</b>	25-35 yo	70
Male	20	54
Female	17	46
<b>Education</b>		
Senior High	6	16
Bachelor	8	22
Master	21	57
Doctoral	2	5
<b>Length of employment</b>		
< 5 years	21	57
5 - 10 years	9	24
11 - 15 years	1	3
> 15 years	6	16
<b>Experience in Organizational Change</b>		
Never	12	32
Once	7	19
Twice	4	11
Thrice	3	8

**Table 2.** Recapitulation of Change Efficacy Dimension

Statement	Total value	Percentage
Respondents' Confidence in Achieving MBKM Goals	161	87.03
Respondents' Confidence Can Complete MBKM Tasks	155	83.78
Respondents' Confidence in Obtaining Important Results in Supporting MBKM	161	87.03
Respondents' Confidence Can Be Maximally Successful in Carrying Out Each MBKM Target Set	157	84.86
<b>Respondents' Confidence in Having the Skills to Implement MBKM Changes</b>	<b>163</b>	<b>88.11</b>
Respondents' Confidence Can Work Effectively on Many Different MBKM Tasks	158	85.41
<b>Respondents' confidence that they can carry out most of the MBKM tasks very well</b>	<b>148</b>	<b>80.00</b>
Respondents' Confidence Can Handle Challenges That May Arise in implementing MBKM	155	83.78
Changes Respondents' Confidence in Tracking Their Own Progress in Implementing MBKM Changes	153	82.70
Confidence in being able to coordinate tasks so that the implementation of MBKM can run smoothly	159	85.95

### *Management Support Dimension*

Based on the presented table 3, the assessment of the dimension concerning Management Support revealed that a majority of respondents expressed a strong agreement with the stated propositions. The most elevated score among the questionnaire items is attained by questionnaire item in question number 1, pertaining to this particular dimension. Specifically, it highlights the respondents' conviction regarding the faculty's dedication towards executing modifications, yielding a score of 170, equivalent to 91.89%. This falls within the assessment category of "strongly agree". The findings of this study indicate that a significant proportion of participants harbor a sense of assurance regarding the unwavering backing of the faculty's leadership and management towards the transformative shifts emerging from the integration of the MBKM program within FISIP Unila. In the study, it is observed that the questionnaire item exhibiting the lowest score is identified as questionnaire item number 10 within this specific dimension. This particular item pertains to the respondent's perception regarding the provision of opportunities by the faculty for sharing ideas pertaining to the MBKM program. The score received by this item reflects approximately 81.62% with a total of 151 points. Despite their classification as strongly agree, this signifies the existence of participants who feel they have not been afforded the chance to offer input or suggestions concerning the execution and progression of the Unila FISIP MBKM initiative.

**Table 3.** Recapitulation of Management Support Dimension

Statement	Total Value	Percentage
<b>Respondents' Belief That Faculty Are Committed to Implementing Change</b>	<b>170</b>	<b>91.89</b>
Faculty Respondents' Beliefs Are Motivated to Implement Change	164	88.65
Faculty Respondents' Beliefs in Want to Implement Change	168	90.81
Respondents' Confidence Believes That the Faculty is Consistent in Implementing Change	164	88.65
Respondents' Belief Faculty Can Support People as They Adapt to Change	160	86.49
Faculty Respondents' Confidence Can Make Them Motivated in Carrying out the MBKM Program	157	84.86
Respondents' Belief that Faculty Have the Required Resources to Implement the MBKM Program	158	85.41
Faculty Respondents' Trust Can Bring Faculty to Run the MBKM Program as Desired	156	84.32
Respondents' Confidence in the Faculty Policies Currently Enacted Are Sufficient in Supporting the Achievement of the MBKM Program	152	82.16
<b>Respondents Trust that Faculty Provides Opportunities to Provide Ideas Regarding the MBKM Program</b>	<b>151</b>	<b>81.62</b>

Based on the findings, it can be implied that the respondents' trust in the faculty's dedication and loyalty holds significant importance within the framework of implementing the MBKM program. This statement reflects the perception that the authorities in leadership and management possess sincere commitment towards effectively implementing this educational endeavor [14], [15]. This trust not only signifies the faculty's integrity but also plays a fundamental role in fostering a conducive environment for effecting transformation [16]. When individuals possess trust in the dedication and reliability of their academic leaders, it engenders a perception of assurance and firmness. This statement provides assurance to individuals that the introduced modifications have undergone thorough contemplation and are intended to improve the educational encounter. According to Low et al [17], the trust level on the faculty's commitment will likely serve as a main source of motivation for individuals to actively participate in the recently implemented program. Moreover, this mutual relationship creates a constructive reinforcement cycle. As the respondents are sure of the faculty dedication, they will reciprocate by expressing their high commitment and supporting the MBKM program. To facilitate smooth organizational change, a foundation of mutual trust and cooperation must be established to create a conducive collaboration environment and diminish possible resistance.

Basically, when the participants have a positive view of the dedication of the academic staff, they give their best to succeed the MBKM program. Organizational change necessitates cultivating a profound sense of confidence, security, and mutual cooperation, as these qualities play an indispensable role in effectively navigating the intricate dynamics and intricacies associated with such transformations. The establishment of trust serves as the foundational element for fostering an efficacious and cooperative alliance between students and faculty, thus, positively impacting the

accomplishments of the MBKM initiative within FISIP Unila.

### *Personal valence Dimension*

According to the data presented in the table 4, a substantial proportion of participants expressed a high level of agreement, as evidenced by the prevalence of their responses falling under the category of "strongly agree." The questionnaire item with the highest score belongs to the third dimension, specifically pertaining to the respondent's perception regarding the implementation of the MBKM program as a novel challenge. This item received a score of 164, accounting for 88.65% of the total and is classified under the strongly agree assessment category. This finding suggests that a considerable proportion of participants in the present study perceived the implementation of the MBKM program at FISIP Unila as an innovative endeavor that yielded personal advantages. In the study, it was observed that questionnaire item number 10 pertaining to the dimension of respondents' beliefs about the facilitation of work through the implementation of the MBKM program, received the lowest score. The obtained result of 132 points, which corresponds to a percentage of 71.35%, Despite being classified in the agree category, it can be inferred that some respondents hold the belief that the implementation of MBKM does not effectively simplify the tasks they are performing.

**Table 4.** Recapitulation of Answers to Personal valence Dimension

Statement	Total value	Percentage
Respondent's Statement About Being Excited After the MBKM Program	152	82.16
Respondent's statement regarding the implementation of the MBKM program will provide benefits in the future	154	83.24
<b>Respondents' Statements Regarding the Implementation of the MBKM Program Becoming a New Challenge</b>	<b>164</b>	<b>88.65</b>
Respondent's statement about not being reluctant to be involved in various MBKM program activities because implementing the MBKM program is useful	154	83.24
Respondent's Statement About Willingness to Work Harder to Achieve Success in the MBKM Program Because It Will Influence Success	152	82.16
<b>Respondent's Statement Regarding the Implementation of the MBKM Program to Ease Work</b>	<b>132</b>	<b>71.35</b>
Respondent's statement regarding successful implementation of the MBKM program, the faculty will assess the performance positively	154	83.24
Respondent's Statement About Implementation of the MBKM Program Will Provide New Career Opportunities	150	81.08
Respondent's statement about being happier with this situation than before the implementation of the MBKM program	140	75.68
Respondents' statements regarding experience will increase with the MBKM program	165	89.19

The perception of the MBKM program as a beneficial challenge by the respondents demonstrates a mindset characterized by forward-thinking and a focus on personal and intellectual growth. The introduction of MBKM is perceived not as an intimidating hurdle, but rather as a chance for individual and scholarly advancement. This perspective holds notable significance, as it indicates a propensity to embrace and effectively leverage change for maximum advantage [18], [19]. The adoption of a novel program such as MBKM as a significant endeavor indicates a genuine readiness to transcend the boundaries of one's conventional comfort zone. This statement highlights the recognition that growth frequently emerges as a result of actively engaging with novel experiences and intricate situations. The adoption of this mindset is crucial in response to the dynamic requirements of higher education and in readiness for the continuously fluctuating professional environment [20]. Moreover, perceiving MBKM as a constructive undertaking reflects an intrinsic conviction in the program's academic expedition. The findings indicate that the participants demonstrate an awareness of the favorable effects that the MBKM system can exert on their educational attainment, enhancement of competencies, and holistic scholastic progression. The aforementioned optimistic perspective plays a vital role in fostering proactive involvement and enduring commitment towards the program.

### ***Organizational valence Dimension***

According to the tabulated data, as shown in Table 5., encompassing 10 question items pertaining to the Organizational valence dimension, it was observed that most respondents overwhelmingly expressed a sentiment of strong agreement. The questionnaire item with the greatest value is found in question number 8 within this dimension. Specifically, it pertains to the Respondent's Statement about the Faculty's capacity to acquire new knowledge relevant to the implementation of the MBKM Program, achieving a score of 164 (88.65%) This results places it within the category of very high assessment. In conformity with prevailing scholastic discourse, I concur with the expressed sentiment. This finding indicates that a significant proportion of participants in this investigation expressed the belief that the adoption of the MBKM initiative at FISIP Unila had effectively facilitated the enhancement of the academic community's capacity for maximizing their individual capabilities. Simultaneously, the questionnaire item exhibiting the least favorable rating is determined to be questionnaire item number 10 within this dimension, specifically pertaining to the participants' perception regarding the extent to which the implementation of the MBKM program will facilitate the faculty's tasks. The test yielded a numerical result of 144, corresponding to a percentage score of 77.84% Notwithstanding their continued alignment with the agree category, this interpretation suggests the persistence of respondents who maintain that the integration of MBKM fails to enhance the faculty's task facilitation.



**Table 5.** Recapitulation of Answers to Organizational valence Dimension

Statement	Total value	Percentage
Respondent's Statement About Faculties Benefiting from the Implementation of the MBKM Program	156	84.32
<b>Respondents' Statements About the Changes Brought by the MBKM Program Will Make Faculty Work Easier</b>	<b>144</b>	<b>77.84</b>
Respondent's Statement About the Faculty Will Add Valuable Assets After Implementing the MBKM Program	156	84.32
Respondent's statement regarding the implementation of the MBKM program will make it easier for the faculty to achieve its vision and mission	161	87.03
Respondent's statement regarding the implementation of the MBKM program will develop the potential of faculty human resources as much as possible	160	86.49
Respondent's statement regarding the implementation of the MBKM program will increase efficiency in the faculty as a whole	154	83.24
Respondents' Statements About Faculties Will Be More Ready to Meet Stakeholders After Carrying Out the MBKM Program	156	84.32
<b>Respondent's statement about the faculty being able to learn new things related to the implementation of the MBKM program</b>	<b>164</b>	<b>88.65</b>
Respondent's Statement About the MBKM Program Preparing Faculty for Change for the Better	162	87.57
Respondent's statement regarding the implementation of the MBKM program to help faculties develop the potential of their academic community	161	87.03

The concurring views expressed by the survey participants regarding the positive impact of the MBKM program on faculty members in fostering the growth and advancement of their academic community serves as a notable indicator of the perceived merit and worth of the program. This conviction emphasizes a collective acknowledgment of the program's positive impact on the academic environment at the FISIP Unila. The aforementioned consensus implies that the participants perceive the MBKM program as a catalyst for facilitating progress and advancement within the scholarly community. They interpret it as a means of harnessing the complete capabilities of both students and faculty members [21]. The aforementioned viewpoint is pivotal in fostering a synergistic and intellectually stimulating educational environment where all participants are empowered to flourish.

Furthermore, this shows a close relationship between the main objectives and the visionary principles of MBKM. This study shows that participants fully understand the objectives of the MBKM program, which is to provide more interactive and individual learning at the college level [22]. Participants also gave a positive

assessment of the ease provided to implement the MBKM program [23]. Furthermore, the existence of good information about the benefits obtained by students who participate in MBKM activities in the academic scope fosters a sense of ownership and collective obligation. This shows the commitment of students and faculty members to succeed in the program towards its realization actively. The formation of ownership sense in the academic community improves the involvement and motivation potentials among its members, directly providing a better overall educational experience. In short, it is evident from the respondents' belief in the prospective influence of the MBKM program on the academic community; they consider this program valuable and important. This proves that both faculty members and participants have a deep understanding of the program's capacity, and are ready to carry out transformation, and have a shared dedication to achieving its success. The alignment between the program's vision and mission is a strong foundation for fostering a collaborative and prosperous FISIP Unila academic community.

### **3 Discussion**

To effectively implement organizational change, individual beliefs and perceptions are very important. In the present context, a study revealed strong optimism as there is a significant inclination among the participants to actively participate in the MBKM program. This spirit is based on their strong belief in their own capabilities, their reliance upon the unwavering dedication of the faculty, and their perception of the program as a positively demanding struggle [21]. Furthermore, the support for the program's ability to bring about transformation within the academic community serves as further validation for its congruence with the theoretical construct of readiness for change. The participants' collective point of view shows their strong belief in their capabilities and lays a conducive base for the effective implementation of change initiatives. The participants' self-efficacy plays an important role as a motivator, fostering active engagement in the change process [24]. The confidence in the faculty and leadership also contributes to providing a sense of psychological security and cohesion within the organization [25] [26]. This trust enhances an organizational culture that fosters open communication and collaboration.

In order to achieve this objective, the organization must guarantee the presence of the essential resources and structures intended to facilitate the implementation of the MBKM program. Furthermore, having a comprehension of participant attitudes can provide valuable insights for crafting customized interventions. For example, sometimes the participants experience decreasing levels of confidence when they meet particular tasks in specific areas that may necessitate specialized training interventions. These observations can provide valuable assistance in improving the program's execution and effectively handling any arising obstacles.

All in all, the concept of readiness for change encompasses a multitude of influences, encompassing both internal and external factors. Hence, continual evaluation and adjustment are crucial for capturing dynamic attitudes and addressing emerging challenges. Readiness for change is not a singular checklist; it is a dynamic framework that necessitates ongoing reassessment. The congruence between

participant attitudes and this theory demonstrates a strong foundation for the implementation of the MBKM program. Therefore, the organization must uphold this alignment by providing adequate resources and continuously assessing the evolving context.

## 4 Conclusion

Upon analysis of the results obtained from this study, it shows that the FISIP Unila personnel demonstrate a considerable degree of preparedness to adopt and implement the MBKM program. Upon closer examination of the dimension of change efficacy, the data reveals a level of confidence beyond that which is merely nominal among the lecturers and staff. There is widespread agreement that individuals possess the necessary skill sets to implement the MBKM program effectively. This aspect holds significant importance regarding preparedness, given that self-efficacy is a powerful indicator of the successful execution of changes. In addition, the aspect of management support, which has shown promising findings, serves as a valuable complement. There appears to be a prevailing and intensified degree of confidence among the faculty members regarding the institutional leadership's not only supportive, but also profoundly dedicated, stance towards the accomplishment of the MBKM program.

The establishment of trust engenders an environment conducive to transformative endeavors, wherein the motivation of human resources is assured, and organizational mechanisms are effectively deployed to facilitate the process of transition. The results indicate that the academic and administrative personnel perceive the MBKM initiative not as an arduous duty, but rather as a captivating and invigorating endeavor in terms of personal valence. The adoption of a positive attitude is expected to contribute to increased engagement and foster a proactive stance towards problem-solving, ultimately improving the likelihood of successful implementation. Finally, the dimension of organizational valence corresponds with the overall favorable attitudes observed across other categories. The MBKM program is perceived by faculty and staff as not only personally beneficial for them, but also as a means to advance the intellectual and academic endeavors of the entire community. This shared belief serves as the fundamental basis for collective action, fostering a harmonious fusion that can enhance the process of change with greater efficacy and efficiency.

In summary, the faculty, and staff members of FISIP Unila demonstrate a robust readiness and a favorable inclination towards the successful execution of the MBKM program, spanning multiple dimensions including change efficacy, management support, personal valence, and organizational valence. The cohesive preparedness exhibited across multiple facets establishes a favorable foundation for the effective implementation of the program.

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