



## Review Article

# The Implementation of the Independent Learning Campus Policy: Private Universities Dilemma

Rahmawati <sup>a,\*</sup> and Jumadil Saputra

- <sup>a</sup> Faculty of Social and Political Sciences, Universitas Diponegoro, Tembalang, Semarang, Jawa Tengah 50275, Indonesia.
- <sup>b</sup> Faculty of Business, Economics and Social Development, Universiti Malaysia Terengganu, 21030 Kuala Nerus, Terengganu, Malaysia. [jumadil.saputra@umt.edu.my](mailto:jumadil.saputra@umt.edu.my) (J.S)
- \* Correspondence: [rahmawati@fisip-untirta.ac.id](mailto:rahmawati@fisip-untirta.ac.id) (R.R)

**Citations:** Rahmawati, R. & Saputra, J. (2022). The Implementation of the Independent Learning Campus Policy: Private Universities Dilemma. *Journal of Madani Society*, 1(2), 112-120.

**Academic Editor:** A. Hariharasudan.

Received: 26 April 2022

Accepted: 26 July 2022

Published: 31 August 2022

**Abstract:** The independent Learning Campus Policy is an effort made to improve the competitiveness of universities and the competitiveness of Indonesian graduates in the international world. The problems faced in Indonesian higher education are the increase in educated unemployment. The contents of the education curriculum are more academic. There is a clustering of universities by region, accreditation, legal entity status for state universities, and organizing bodies for private universities. Several private universities have encountered obstacles to innovation and have high competitiveness. In line with these problems, this research was conducted to identify the dilemma of private universities in implementing MBKM policies. This qualitative study uses a literature study, with secondary data collection and a study of government policy regulations of the independent learning campus policy. In conclusion, the Independent Learning Campus Independent Policy aims to improve the quality and competitiveness of Indonesian universities in the international world. It's just that the policy does not look at the existing conditions and is experienced by most universities, especially private universities throughout Indonesia. The expected target is a burden or difficulty for private universities in implementing the policy. Therefore, it is hoped that the government, in this case, the Ministry of Education and Culture, can apply clear and different standards or criteria for private universities in implementing MBKM policies.

**Keywords:** policy implementation; independent campus; dilemma; private universities.



Copyright: © 2022 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution (CC BY) license (<https://creativecommons.org/licenses/by/4.0/>).

## 1. Introduction

The legal basis for implementing education in Indonesia is contained in Article 31 of the 1945 Constitution, which states that education is the right of every individual and that the government seeks and administers a national education system regulated by law. Its implementation is described in Law Number 20 of 2003 concerning the National Education System. Education defines as a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spirituality, self-control, intelligence, personality, noble character, and skills needed by themselves, society, nation, and state. UNESCO believes that education is a human

right throughout life and that access must be matched by quality. Roux (2002) stated that education must simultaneously provide a complex world map in constant turmoil and point a direction (compass) that will enable people to find their way. 20th-century education, according to Dewey philosophers and educators, is a good learning activity based on students' life experiences and from these experiences, they will learn and gain more experience. Students will have a learning experience from various disciplines (Levine et al., 2008).

The four pillars of education presented by Aikawa (2004) is learning to know, do, learn to be, and live together. The Ministry of Education, Culture, Research, and Higher Education issued a policy for Merdeka Learning, Merdeka Campus. This policy is an effort to improve the competitiveness of universities and the competitiveness of Indonesian university graduates in the international world. Hazelkorn (2015) stated that universities are currently in a "reputation race" where they compete for academic reputation and prestige. Marginson (2004) said that being competitive is key in the hierarchical and unequal global higher education system and that global positioning is an integral part of competing with other countries and institutions.

The Independent Learning Policy of the Independent Campus seeks to find solutions to problems such as the quality of university graduates in Indonesia. The low employment rate for the world of work can be seen in the educated (undergraduate) unemployment rate. According to the Central Statistics Agency, in 2019, 5.67% of the total workforce of 133.56 million people were undergraduates. Second, the higher education curriculum is still dominated by academics. Third, the low attention of universities in developing the quality of graduates and fourth, the uneven quality and quantity of universities in Indonesia. Nationally, the highest number of universities distribution is in West Java Province with 597 universities and Central Java with 558 universities. Study program accreditation as a form of assessment of the performance and quality of a university in providing education and teaching in Indonesia is carried out by the National Accreditation Board (BAN-PT). From BAN-PT data, dominant Public Universities (PTNs) in Java and Bali have been accredited with Superior (A). At the same time, PTNs on the islands of Kalimantan, Maluku, Nusa Tenggara, Sulawesi, and Sumatra is dominated by B accreditation (Husni Rahiem, 2021)

The Independent Learning Campus Policy presented by the Minister of National Education Nadiem Makarim consists of 4 programs, namely 1) automatic re-accreditation of study programs after 5 years with evaluation from the National Accreditation Board for Higher Education (BAN-PT); 2) Expansion of the establishment of new study programs; 3) Ease of changing the status of Public Service Agency State Universities (PTN BLU) and Work Unit State Universities (PTN BLU) to Legal Entity State Universities (PTN BH) without looking at accreditation; and 4) The right of students to study 3 semesters outside the study program: 1 semester in another study program at one university, 1 semester outside the study program at another university, 1 semester in one study program at another university (Tohir, 2020).

The four MBKM policy programs look more privileged to public universities than other universities. As we know that higher education administration bodies in Indonesia consist of state universities (PTN), private universities (PTS), official universities (PTK), and religious universities (PTA). Based on Higher Education Statistics data in 2020, nationally, the number of private universities is 3,044 (66.27%), the number of state universities is 122 (2.66%), the number of PTK is 187 (4.07%) and the number of religious universities is 1,240 (27 %). From these data, private universities in Indonesia are very helpful to the government in fulfilling higher education for people who cannot be accommodated in state universities.

The growth in the number of private universities in Indonesia, which reached 66.27%, shows the private sector's concern in assisting the government in educating the community. As happened in several countries. Private higher education in Oman has, in recent decades, witnessed a rapid growth in the number of institutions; it has become a significant part of the higher education system in the country. There are now 26 private universities and colleges in the Sultanate. There are two reasons. The first was the influx of students from secondary schools. The second cause has been the dependence on the private sector to provide educational opportunities (Ismail & Al Shanfari, 2014). In Italy, the growth of private universities also occurred during the first decade of 2000. The number of institutions grew from 16 to 28, and most of them took the form of online universities (Trivellato et al., 2016). As a developing country, Kenya has also experienced very significant growth in private universities. The limited government budget during difficult economic conditions made the Kenyan government implement a policy of shifting the provision of goods and services to the private sector, one of which is higher education. 7000 students are studying at accredited private/parent-funded colleges in Kenya which is a significant change (Kaba, 2002).

Geiger (1991) and Levy (1992) provide an overview of the differences between private universities and state universities, which lies in the legal basis for their formation, sources of funding, and functions carried out by universities. PTNs are owned, run, and funded by the government. In contrast, private universities are usually owned and run by the private sector, such as companies/corporations, individuals, families, religious organizations, and foundations. From a financial/funding perspective, private universities rarely receive subsidies or assistance from the government. The financial capacity of Private Universities is very dependent on the cost of education (tuition fees) and other costs. Public university was established to serve the country's economic, social and political needs for the public interest in obtaining an education. Meanwhile, Private university was established to offer different education for people who are looking for other alternatives to higher education that cannot be fulfilled by state universities (Hanlon, 2017)

The Independent Learning Campus Independent Policy is a mandate that all universities in Indonesia must implement. However, this policy becomes a problem or obstacle for private universities in practice. Yusuf (2021) stated that the readiness of universities, lecturers and students, as well as government support in implementing MBKM policies at PTS, showed results of 10.4% with a contribution of 7.7% influence, government support, lecturer readiness 4.7%, student readiness 4.7 % and 3.6% campus readiness. Although the research results on lecturers' perceptions of these variables showed positive results, they did not describe the existing conditions of 89.6% of other factors of PTS problems in implementing MBKM policies. Other factors that can be studied are PTS institutional status, PTS funding sources, and the quality of lecturers/teachers.

Arifin & Muslim (2020) mentioned the challenge of implementing MBKM at Islamic private universities in Indonesia is a collaboration mechanism for small and outer private universities with outside parties. The challenge of changing the legal status of higher education institutions, and the challenge of the internship mechanism outside the study program related to funding, considering that students at small private universities come from families. So that the need for internships outside the study program requires transportation and accommodation costs constraints faced in implementing MBKM at Panca Marga University are costs/finances, self-potential capabilities and remote locations (Haris et al., 2021). This study seeks to describe the dilemma private universities face in implementing the independent learning campus policy in Indonesia.

## 2. Literature Review

The Independent Learning Campus Policy is a paradigm shift in higher education that previously emphasized mastery of the academic field. The current learning paradigm of higher education with Merdeka Learning provides wider opportunities for students to develop their abilities according to their interests and talents as well as train their adaptability and character development. Philosophically, the Independent Learning Campus Policy is in line with the thoughts of the nation's founders such as Ir Soekarno, Moh Hatta, Sutan Sjahrir, and Ki Hajar Dewantara. Freedom of Learning according to Makarim, is the freedom to innovate, learn, be independent, and be creative. (Ministry of Education and Culture 2019, MBKM pocketbook 2020). Soekarno has defined an independent learning as quality education (Firdaus et al., 2016) in Pangestu & Rochmat (2021) Mohammad Hatta defines independent learning as humans can live based on their abilities (Nurrohmi et al., 2017) in Pangestu & Rochmat (2021). Meanwhile, Sjahrir defines independent learning in Indonesian education as forming a new mind, a new human being, and a new society. Indonesian Education Leader Ki Hajar Dewantara defines independent learning as a means of encouraging the development of students to achieve change and benefit the community (Ainia, 2020). Freedom of learning is where educational institutions are given the freedom and autonomy to operate independently of the bureaucratic system. Merdeka Learning–Kampus Merdeka (MB-KM), translated as Merdeka Learning–Kampus Mandiri, is a policy that aims to encourage students to master various disciplines to appear competitive in entering the world of work (McLennan, 2008). The independent learning policy of the independent campus is divided into four policy programs, namely:

### 2.1. The establishment of new study programs is easier

The policy of opening/establishing new study programs by both state and private universities has become easier and less bureaucratic. This policy aims so that the proposed study program can follow regional needs, industrial demands, and the world of work in general. The outcome of the policy of establishing a new study program is expected to reduce the potential for educated unemployment (undergraduate education) that is not absorbed by the world of work. The policy basis for the establishment of new study programs is the Regulation of the Minister of Education and Culture Number 7 of 2020 concerning the Establishment, Amendment, Dissolution of Higher Education and the Establishment, Amendment, Revocation of Private Higher Education Permits and Regulation of the Minister of Education and Culture Number 5 of 2020 concerning Accreditation of Study Programs and Universities are high. Study programs must met the requirements by Regulation of the Minister of Education and Culture No. 7 of 2020 concerning the Establishment, Amendment, Dissolution of State Universities, and the Establishment, Amendment, Revocation of Permits for Private Universities Article 24 paragraph 2 will automatically get "Good" accreditation from the National Accreditation Board (Ministry of Education and Culture of the Republic of Indonesia).

### 2.2. Automatic accreditation of study programs

colleges - The second policy basis regarding the accreditation of study programs and higher education is the Minister of Education and Culture Regulation Number 5 of 2020 concerning the Accreditation of Study Programs and Higher Education. Through the MBKM policy, Nadiem Makarim changed the pattern of accreditation that had been carried out so far. Accreditation of newly established study programs automatically gets a C accreditation rating until the study program applies for re-accreditation. New universities and study programs that have received "C" accreditation based on the approval of the Minister have the right to apply for re-accreditation. In contrast, if the college or study

program is deemed to have failed to meet the qualifications to advance to a good "B" rank, they are required to wait 2 years after the decision is issued.

### **2.3. Changes in the legal status of Work Unit State Universities and Public Service Agency State Universities changed to Legal Entity State Universities**

This third policy aims to make PTN Satuan Kerja and PTN BLU compete to generate funding independently so that they can change their legal status to PTN BH. The Ministry of National Education provides convenience for the transfer of the status of the legal entity regardless of the number of study programs that have been accredited A or Superior. This policy is expected to spur state universities to continue to develop their potential to become state universities that can compete on a global scale. The transition of the legal status of the PTN is regulated in the Regulation of the Minister of Education and Culture Number 4 of 2020 concerning Changes in State Universities to State Universities as Legal Entities and Regulation of the Minister of Education and Culture Number 6 of 2020 concerning Admission of New Students for Undergraduate Programs at state universities.

### **2.4. The right to study three semesters for off-campus students with 8 activity indicators**

Learning activities carried out in most universities are learning on campus in classrooms. The opportunity to interact with the industrial world, business world, and society can only be done in certain semesters in compulsory courses, namely Real Work Lectures, internships, or fieldwork practices. The Independent Learning Policy provides greater opportunities for students to study outside the campus and their study program for 2 semesters or the equivalent of 40 credits and one semester outside the study program on one campus. This learning opportunity is a student's right to be able to take it or not. Study programs and universities are required to facilitate these learning rights by building collaborative networks and partnerships with industry, business, and government.

The right to study three semesters off-campus is regulated in the Regulation of the Minister of Education and Culture Number 3 of 2020 concerning National Higher Education Standards. The program "three semesters studying right outside the study program" is to improve the competence of graduates, both soft skills and hard skills, to be better prepared and relevant to the needs of the times, to prepare graduates as future leaders of the nation's leading and personality. Experiential learning programs with flexible pathways are expected to facilitate students to develop their potential according to their passions and talents (Tohir, 2020). There are eight forms of learning outside the study program that can be done by students, namely internships, village projects, teaching in schools, student exchanges, research/research, entrepreneurship, independent studies, and humanitarian projects.

Universities abroad have carried out the development of student learning abilities with a three-semester policy outside the study program. Felten & Finley (2019) stated that one way to equalize access to learning for students in higher education is to involve students by giving them a place to play more of an actor than as an object of learning. Forming collaborations between institutions and actively empowering students to shape their own educational experience (Felten & Finley, 2019). Another form is to co-design learning resources to support their learning or future students' learning, undertake collaborative partnership projects to conduct joint research, and design student learning experiences such as social volunteering/humanitarian projects. Internships in the industry provide hands-on experience for students to study various other disciplines. Education with hands-on practice in companies/industries provides experience and enhances skills for students and can develop future/career plans after graduating from college. Education is the reconstruction and transformation of experience, and experience is the foundation for learning (Stanley, 2006). Dewey mentions that the three contributing factors of experience reconstruction and transformation are "organism," "environment", and the interaction of the two, which also impact the shaping of personal experiences. It is noted that the scope of experience can be quite extensive, encompassing a variety of aspects from life experiences and what one sees and hears to sentiment and cognitive thinking (Levine et al., 2008).

## **3. Materials and Methods**

This qualitative study uses a library research approach. In the literature study, data is obtained and collected through examination of the relevant literature in journal articles, both national and international, documentation and legislation. Data analysis was carried out, and the discussion was described according to the themes discussed. The themes focus on the Implementation of the Independent Learning Policy on an Independent Campus; The dilemma for Private Universities using the main reference is the Independent Learning Campus policy issued by the Ministry of Education and Culture, Research and Technology of the Government of Indonesia, laws, and regulations related to national education, higher education, university management, university statistics data published by the Director-General Higher Education, Indonesian Central Statistics Agency, research articles from national (garuda portal) and international journals (Scopus, Science direct, Pro-Quest, Research Gate and Open Knowledge Map). Researchers carry out the stages of data collection, first identifying and collecting journal articles, online mass media

news, laws and regulations, and statistical data from the written theme. Second, analyze the materials that have been collected and then compile them as a literature study article.

## 4. Results and Discussion

### 4.1. Overview of Private Universities in Indonesia

Cammack (2013) released a publication explaining that the growth of private universities in the Asian Region has increased in the last 20 years. The private higher education sector accounts for about 31% of the total applicants for higher education and 56% of the total number of universities. Levy (2010) states that throughout Asia, more than 35% of university students enroll in private universities and 60% of universities in the Asian region are private universities. PTS growth in Asia is much more significant than in other regions of the world. Heyneman (2003) noted the growth of private universities and universities in Indonesia from 17 private universities in 1990 to more than 1,200 in 1994. Although the growth of private universities in Indonesia is high, it still does not answer the gross enrollment rate for higher education in Indonesia, where The GER for higher education has only reached 34.58%, far behind Malaysia, which has reached 50%, and Singapore at 78% (Abduh, 2019).

Gross Enrollment Ratio (GER) or Gross Enrollment Ratio (GER) is a universal norm in calculating the number of people who continue the education of a certain level of education, including higher education GER. The GER of higher education achieved in a country has an important meaning as an indicator of the achievement of the higher education index. The size of the GER shows the quality of government education services for the community's rights and the ease of public access to higher education. Thus, the percentage of GER can be used to determine the quality of higher education and student learning services (Tere - et al., 2020). Two factors cause the low GER for higher education in Indonesia: cost constraints and choosing to work directly and the uneven quality of higher education. Whether it's fellow PTN or PTN with PTS, starting from the island of Java and outside Java. Although the Directorate General of Higher Education has determined higher education standards (Logli, 2016).

**Table 1.** An overview of Private Universities in Indonesia (in percentage)

Variable	Institution		Study Program		New Student		Graduate		Lecturer	
	PTN	PTS	PTN	PTS	PTN	PTS	PTN	PTS	PTN	PTS
University	84	28	91	66	94	72	94	68	92	66,69
Institute	16	6	9	6	6	5	6	5	8	5,53
Higher Education		66		28		23		27		27,78

**Source:** College Statistics 2020

Table 1 shows that Higher Education dominates the legal form of PTS. High school is a university that organizes academic education. It can organize vocational education in a certain science and technology clump and if it fulfils the requirements, it can organize professional education (Law No. 12 of 2012). This means that education equivalent to a diploma of three and an applied degree can be formed in one clump of knowledge in high schools. To improve student understanding, monitoring lecturers on the development of student studies and the quality of higher education, the ideal ratio between lecturers and students under Law No. 12/20212 and Government Regulation No. 4/2014 is 1:20 for exact sciences and 1:30 for science social humanities. Nationally, the number of lecturers recorded at the Ministry of Education and Culture is 263,554. Based on age, there are 0.37% for age 25 years, age 26-35 years as much as 29.38%, age 36-45 years as much as 28.24%, age 46-55 years as much as 23.83%, age 56-65 years as much as 48.80% and age >65 years as much as 2.58%.

### 4.2. Implementation of the Independent Learning Policy on an Independent Campus; The Dilemma for Private Universities

#### 4.2.1. Private College Governance Dilemma

Private Higher Education is a community-owned higher education institution that organizes higher education based on an academic mandate given by the government and delegation of authority to manage resources from the foundation. The Private university organizing body is in the form of a Foundation regulated in Law Number 28 of 2004 concerning Foundations. Private Universities (PTS), which are under the Foundation, often experience "conflicts/conflicts" with the foundation. The conflict is related to the tug of interest and power between the Foundation and PTS. In Law 12 of 2012 concerning Higher Education, the authority to regulate non-academic autonomy is fully delegated to the foundation. The foundation feels that it has the right to interfere in operational matters such as room arrangement, room position, and lecturer selection process as the owner.

In contrast, the university (PTS) feels that the foundation is too far to intervene in the operational implementation of higher education institutions. Private Universities established by foundations are similar to family companies, including

personnel holding positions in PTS management who are still in kinship ties. PTS appears to be "privately-owned" or "owned by their group". The problem is the foundation and management of PTS are very harmonious, so it is easy to be tempted massively and compactly to deviate from their original goals. Foundations are more inclined and easily swayed by interests that are solely oriented to business, family interests, relatives' interests, the interests of their partners, and group interests, even though private universities are managed professionally and claim to be a noble industry.

Private universities Governance, which is still not fully directed to good university governance, is one of the PTS obstacles and dilemmas in implementing MBKM policies. Under the auspices of foundations or associations of religious organizations that are already large and well established, private universities do not experience any obstacles in recruiting new students. However, it is different from private universities located in regions and small private universities. It isn't easy to attract students to want to study at educational institutions. The limitations of educational facilities, teaching staff, and other learning support equipment are some of the basic considerations for choosing a college at PTS. Ilias, Hasan, Rahman, and Yasoda (Hanaysha et al., 2011) found that the contributing factors that can affect the level of student satisfaction are; students' perceptions of learning and teaching, support for teaching and learning such as libraries, computers, and lab facilities, learning environments such as building rooms, laboratories, social spaces and universities, supporting facilities such as health facilities, dining rooms, student accommodation, student services) and external aspects of being a student, such as finance and transportation. Students' perceptions and thoughts about learning and teaching are considered important because this is the basis of higher education education. Students should investigate receiving good teaching in an environment conducive to learning. It is widely recognized that the availability and quality of physical inputs also provide some indication of the efficiency and quality of education provision (Fuller & Heyneman, 1989); (Johnes & Taylor, 1990) in (Wilkinson & Yussuf, 2005) in (Naidu & Derani, 2016). Analysis of teaching costs and costs shows that public universities are more likely to have classrooms and libraries, while private universities are more for laboratories and computers. Based on these considerations, students can choose one of the educational institutions to continue their studies in higher education.

The world-class universities aspired to in the MBKM policy are a heavy burden for private universities due to the constraints of facilities and infrastructure owned by most universities in Indonesia. The role of private universities in absorbing high school graduates in Indonesia cannot be seen as a complement to the state higher education system. Some PTS can also compete with other PTNs and have even been included in the best-ranked universities in Indonesia, such as Telkom University, Bina Nusantara University, and the Muhammadiyah University of Jogjakarta. (Zakaria et al., 2009) in (Naidu & Derani, 2016) argues that a world-class university must have twelve characteristics. These twelve characteristics consist of various factors from lecturers, students, administrative staff, and all aspects involved in the university's development. Its characteristics include among others; government-accredited programs, cross-border research and research collaboration, availability of staff and student mobility programs, number of international enrollments and registered numbers of students, international awards from international institutions, good governance, and global recognition of graduates.

#### 4.2.2. Source of Funds/Financial Dilemma

In Indonesia, the government determines the cost of education at state universities through a Government Regulation concerning single tuition fees (UKT) issued by the Minister of Education and Culture every year. The amount of the UKT fee varies by looking at the indicators of the economic ability of the student's family. The single tuition fee is the entire operational cost per student per semester in study programs at state universities. Meanwhile, the cost of education at PTS is determined based on the decision of the Foundation or PTS manager. The amount of tuition fees at PTS depends on the policies of each PTS, with the education cost component divided into registration fees, re-registration fees, tuition fees per semester, institutional donations, UTS and UAS fees, and field practice fees, and other costs depending on PTS policies. Factors that affect the size of the cost of education set by a private university are the community's socioeconomic factor where the private university is located. It gave birth to the difference in the existence of elite private universities with all excellent educational facilities.

According to the World Bank, although public institutions enroll fewer students than private institutions, they are considered superior in quality and performance. Private institutions consist of religious schools, institutes, colleges, and universities and often lack adequate facilities, teaching materials, qualified professors, and resources for investment. The World Bank reports that students at private institutions in Indonesia also pay more tuition fees (US\$100-US 51000 per year) than students at public institutions (US\$100-US5400 per year) (Williamson, 2000). Italian students in 2012 State Universities paid a tuition fee of € 1007, while students at private universities pay € 5313. The difference in tuition fees also occurs at universities located in Northern and Central Italy, including Rome (€ 1196), and universities located in the south. country (€695). Overall, State financial contributions to private universities account for less than 50 percent of each university's income. Overall state revenues for private universities in 2012 amounted to 68.6 million euros (Trivellato et al., 2016).

### 4.2.3. Lecturer/Teacher's Dilemma

Lecturers are professional educators and scientists with the main task of transforming, developing, and disseminating Science and Technology through Education, Research, and Community Service. Currently, the number of lecturers in Indonesia is 312,890 people. Based on work ties, lecturers are divided into permanent and non-permanent lecturers with functional positions: professors, head lecturers, lecturers, expert assistants, and without positions. In addition, lecturers have a registration number consisting of NIDN (National Lecturer Identification Number), NUP (Educator Serial Number), and NIDK (Special Lecturer Identification Number). The registration number is used to determine the maximum retirement age for lecturers. The category of permanent lecturers is 87.87% who already have NIDN, 11.505% of lecturers with NIDK status who are appointed as employees with work agreements and 27.133% are lecturers. The serial number of educators is the category of non-permanent lecturers. Functional positions of PTS lecturers are correlated with the productivity of publications produced or published in national and or international journals with pictures for professors as much as 1% of the 165,527 PTS lecturers, 5% of Head Lector positions (associate professors), 20% of Lector positions, 31% of positions Expert Assistant and 43% with no position or only teaching staff.

Some other studies will conclude that the choices and preferences made by a student in a particular college also depend on the lecturer's performance and teaching ability. (Ollin, 1996) states that the extent to which lecturers become professional and qualified can bring about change for the further long-term growth of the education sector. Lecturers in Italy are grouped into four ranks, namely full professor, associate professor, researcher, and lecturer. To become a full professor and associate professor requires a long process with strict selection at the national level and then assignment to universities. The recruitment of lecturers at private universities in Italy is carried out based on their respective policies and budgets. Meanwhile, the recruitment of public university lecturers must follow the procedures and salary scales set by the government. Full professors: 27%, associate professors: 29%, and researchers: 44%, but when considering the subgroup of online institutions, the proportions are as follows: 14%, 20%, and 66%, respectively. Regarding the age structure, permanent teachers at private universities were younger (mean age 42 years) than at public universities, where the median age was 51 years. Both private and public universities have recently employed a large contingent of teachers, the former at a much higher rate (+75%) than the latter (+25%) (Trivellato et al., 2016).

## 5. Conclusions

The Independent Learning Campus Independent Policy aims to improve the quality and competitiveness of Indonesian universities in the international world. It's just that the policy does not look at the existing conditions and is experienced by most universities, especially private universities throughout Indonesia. The expected target is a burden or difficulty for private universities in implementing the policy. Therefore, it is hoped that the government, in this case, the Ministry of Education and Culture, can apply clear and different standards or criteria for private universities in implementing MBKM policies.

**Author Contributions:** Conceptualization, R.R. and J.S.; methodology, R.R.; software, R.R.; validation, R.R. and J.S.; formal analysis, R.R.; investigation, R.R. and J.S.; resources, R.R.; data curation, R.R. and J.S.; writing—original draft preparation, R.R. and J.S.; writing—review and editing, R.R. and J.S.; visualization, R.R.; supervision, J.S.; project administration, J.S.; funding acquisition, R.R. All authors have read and agreed to the published version of the manuscript.

**Funding:** This research received no external funding.

**Institutional Review Board Statement:** Not applicable.

**Informed Consent Statement:** Not applicable.

**Data Availability Statement:** Not applicable.

**Acknowledgments:** The author would like to thank Universitas Diponegoro, Semarang, Indonesia and Universiti Malaysia Terengganu, for supporting this research and publication. We would also like to thank the reviewers for their constructive comments and suggestions.

**Conflicts of Interest:** The authors declare no conflict of interest.

## References

- Abduh, M. (2019). Panduan penulisan soal HOTS-higher order thinking skills. Pusat Penilaian Pendidikan.
- Aikawa, N. (2004). An Historical Overview of the Preparation of the UNESCO International Convention for the Safeguarding of the Intangible Cultural Heritage. *Museum International*, 56(1–2), 137–149. <https://doi.org/10.1111/j.1350-0775.2004.00468.x>
- Ainia, D. K. (2020). Merdeka Belajar Dalam Pandangan Ki Hadjar Dewantara Dan Relevansinya Bagi Pengembangan Pendidikan Karakter. *Jurnal Filsafat Indonesia*, 3(3), 95–101. <https://doi.org/10.23887/jfi.v3i3.24525>

- Arifin, S., & Muslim, M. (2020). Tantangan implementasi kebijakan “merdeka belajar, kampus merdeka” pada Perguruan Tinggi Islam Swasta di Indonesia. *Jurnal Pendidikan Islam Al-Ilmi*, 3(1), 1–11. <https://doi.org/10.32529/al-ilmi.v3i1.589>
- Cammack, P. (2013). The Asian Development Bank and the Global Financial Crisis: Asian Global Leadership, 2008-2012. In *The Multilateral Banks and the Global Financial Crisis (Issue 3)*. <https://doi.org/10.2139/ssrn.2226805>
- Felten, P., & Finley, A. (2019). *Transparent design in higher education teaching and leadership: A guide to implementing the transparency framework institution-wide to improve learning and retention*. Stylus Publishing, LLC.
- Firdaus, F., As' ari, A. R., & Qohar, A. (2016). Meningkatkan kemampuan berpikir kreatif matematis Siswa SMA melalui pembelajaran open ended pada materi SPLDV. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, 1(2), 227–236.
- Fuller, B., & Heyneman, S. P. (1989). Third World School Quality. *Educational Researcher*, 18(2), 12–19. <https://doi.org/10.3102/0013189X018002012>
- Geiger, M. A. (1991). Changing Multiple-Choice Answers. *The Journal of Experimental Education*, 59(3), 250–257. <https://doi.org/10.1080/00220973.1991.10806564>
- Hanaysha, J., Abdullah, H., & Warokka, A. (2011). Service Quality and Students' Satisfaction at Higher Learning Institutions: The Competing Dimensions of Malaysian Universities' Competitiveness. *The Journal of Southeast Asian Research*, 1–10. <https://doi.org/10.5171/2011.855931>
- Hanlon, R. J. (2017). Thinking about the Asian Infrastructure Investment Bank: Can a China-Led Development Bank Improve Sustainability in Asia? *Asia & the Pacific Policy Studies*, 4(3), 541–554. <https://doi.org/10.1002/app5.186>
- Haris, A., Elly, M. I., & Tjahjaningsih, Y. S. (2021). The Effectiveness of “Freedom of Learning - Independent Campus” Program on Panca Marga University. *Praniti Wiranegara (Journal on Research Innovation and Development in Higher Education)*, 1(1), 26–39. <https://doi.org/10.53602/pwjridhe.v1i1.18>
- Hazelkorn, E. (2015). *Rankings and the Reshaping of Higher Education*. Palgrave Macmillan UK. <https://doi.org/10.1057/9781137446671>
- Heyneman, S. P. (2003). The history and problems in the making of education policy at the World Bank 1960–2000. *International Journal of Educational Development*, 23(3), 315–337. [https://doi.org/10.1016/S0738-0593\(02\)00053-6](https://doi.org/10.1016/S0738-0593(02)00053-6)
- Husni Rahiem, M. D. (2021). Indonesian University Students' Likes and Dislikes about Emergency Remote Learning during the COVID-19 Pandemic. *Asian Journal of University Education*, 17(1), 1. <https://doi.org/10.24191/ajue.v17i1.11525>
- Ismail, O., & Al Shanfari, A. (2014). Management of private higher education institutions in the sultanate of Oman: A call for cooperation. *European Journal of Social Sciences*, 43(1), 39–45.
- Johnes, J., & Taylor, J. (1990). *Performance indicators in higher education: UK universities*. Open University Press and the Society for Research into Higher Education.
- Kaba, A. J. (2002). *The development of private universities in Kenya*. Seton Hall University, College of Education and Human Services.
- le Roux, J. (2002). Effective educators are culturally competent communicators. *Intercultural Education*, 13(1), 37–48. <https://doi.org/10.1080/14675980120112922>
- Levine, L. E., Fallahi, C. R., Nicoll-Senft, J. M., Tessier, J. T., Watson, C. L., & Wood, R. M. (2008). Creating Significant Learning Experiences Across Disciplines. *College Teaching*, 56(4), 247–254. <https://doi.org/10.3200/CTCH.56.4.247-254>
- Levy, J. S. (1992). An introduction to prospect theory. *Political Psychology*, 12(2), 171–186.
- Levy, S. (2010). *Good intentions, bad outcomes: Social policy, informality, and economic growth in Mexico*. Brookings Institution Press.
- Logli, C. (2016). Higher Education in Indonesia: Contemporary Challenges in Governance, Access, and Quality. In *The Palgrave Handbook of Asia Pacific Higher Education* (pp. 561–581). Palgrave Macmillan US. [https://doi.org/10.1057/978-1-137-48739-1\\_37](https://doi.org/10.1057/978-1-137-48739-1_37)
- Marginson, S. (2004). Competition and Markets in Higher Education: A 'Glonacal' Analysis. *Policy Futures in Education*, 2(2), 175–244. <https://doi.org/10.2304/pfie.2004.2.2.2>
- McLennan, K. J. (2008). *The virtual world of work: How to gain competitive advantage through the virtual workplace*. IAP.
- Naidu, P., & Derani, N. E. S. (2016). A Comparative Study on Quality of Education Received by Students of Private Universities versus Public Universities. *Procedia Economics and Finance*, 35, 659–666. [https://doi.org/10.1016/S2212-5671\(16\)00081-2](https://doi.org/10.1016/S2212-5671(16)00081-2)
- Nurrohmah, Y., Utaya, S., & Utomo, D. H. (2017). Pengaruh model pembelajaran discovery learning terhadap kemampuan berpikir kritis mahasiswa. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, 2(10), 1308–1314. <https://doi.org/doi.org/10.23887/jfi.v3i3.24525>



- Ollin, R. (1996). Learning from industry: human resource development and the quality of lecturing staff in further education. *Quality Assurance in Education*, 4(4), 29–36. <https://doi.org/10.1108/09684889610146172>
- Pangestu, D. A., & Rochmat, S. (2021). Filosofi Merdeka Belajar Berdasarkan Perspektif Pendiri Bangsa. *Jurnal Pendidikan Dan Kebudayaan*, 6(1), 78–92. <https://doi.org/10.24832/jpnk.v6i1.1823>
- Schürmann, B. (2000). 4th ESA International Conference on Spacecraft Guidance, Navigation and Control Systems and Tutorial on Modern and Robust Control: Theory, Tools and Applications: 18-21 October 1999, ESTEC, Noordwijk, The Netherlands (Vol. 4). European Space Agency Publications Division.
- Stanley, W. B. (2006). Education for social reconstruction in critical context. *Social Reconstruction: People, Politics, Perspectives*, 89–110.
- Tere -, T., Bayu Seta, H., Nizar Hidayanto, A., & Abidin, Z. (2020). Variables Affecting E-Learning Services Quality in Indonesian Higher Education: Students' Perspectives. *Journal of Information Technology Education: Research*, 19, 259–286. <https://doi.org/10.28945/4489>
- Tohir, M. (2020). *Buku Panduan Merdeka Belajar-Kampus Merdeka*. 18(1), 2–34.
- Trivellato, P., Triventi, M., & Traini, C. (2016). Private higher education in Italy. In *A Global Perspective on Private Higher Education* (pp. 29–51). Elsevier. <https://doi.org/10.1016/B978-0-08-100872-0.00003-3>
- Wilkinson, R., & Yussof, I. (2005). Public and Private Provision of Higher Education in Malaysia: A Comparative Analysis. *Higher Education*, 50(3), 361–386. <https://doi.org/10.1007/s10734-004-6354-0>
- Williamson, J. (2000). What Should the World Bank Think about the Washington Consensus? *The World Bank Research Observer*, 15(2), 251–264. <https://doi.org/10.1093/wbro/15.2.251>
- Yusuf, F. (2021). The independent campus program for higher education in Indonesia: The role of government support and the readiness of institutions, lecturers, and students. *Journal of Social Studies Education Research*, 12(2), 280–304.
- Zakaria, Z., Ahmad, A. Bin, & Norzaidi, M. D. (2009). Determining world class university from the evaluation of service quality and students satisfaction level: An empirical study in Malaysia. *International Journal of Scientific Research in Education*, 2(2), 59–66.