Lecturers' and Students' Perceptions of MBKM: The MBKM Curriculum Implementation Journey

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Abstract: This study addresses the specific research problem of examining the preparedness of lecturers and students for the implementation of the Merdeka Belajar Kampus Merdeka (MBKM) curriculum, focusing on critical insights and challenges. The research methodology involved surveys conducted among lecturers and students, aiming to gauge their awareness, engagement, and perceptions regarding MBKM activities. Students in the Management Study Program presented varying perspectives, with 45 out of 53 respondents actively preparing for MBKM. However, 5 students felt unprepared, and 3 expressed disinterest. Survey results regarding the impact of MBKM program implementation on the student learning process reveal positive outcomes. A substantial 37% reported good learning improvement, 43% very good, and 20% excellent. In terms of perception, 78% of students anticipated the program's positive contribution to broadening perspectives and enhancing competencies. However, 19% remained uncertain, and 3% claimed ignorance, suggesting a need for targeted communication strategies to address uncertainties. The study further delves into the barriers to MBKM program implementation in the Management study program. Curriculum adjustment emerged as a significant hurdle for 59% of respondents, with funding and partner exploration concerns at 32% and 52%, respectively. Additionally, 37% faced challenges adjusting academic information systems, while 13% each identified regulations and information gaps as obstacles. These findings underscore the multifaceted nature of challenges, emphasizing the necessity for comprehensive strategies to address curriculum, funding, partnerships, and information system adjustments for a successful MBKM program implementation.

Abstrak: *Penelitian ini membahas masalah penelitian khusus yang mengkaji kesiapan dosen dan mahasiswa implementasi Kurikulum Merdeka Belajar Kampus Merdeka (MBKM), dengan fokus pada wawasan kritis dan tantangan. Metodologi penelitiannya adalah survei yang dilakukan di kalangan dosen dan mahasiswa yang bertujuan untuk mengukur kesadaran, keterlibatan, dan persepsi mereka terhadap kegiatan MBKM. Mahasiswa Program Studi Manajemen menyajikan sudut pandang yang berbeda-beda, dimana 45 dari 53 responden aktif mempersiapkan MBKM. Namun, 5 siswa merasa tidak siap, dan 3 siswa menyatakan tidak tertarik. Hasil survei mengenai dampak pelaksanaan program MBKM terhadap proses belajar siswa menunjukkan hasil yang positif. Sebanyak 37%*

melaporkan peningkatan pembelajaran yang baik, 43% sangat baik, dan 20% sangat baik. Dari segi persepsi, 78% siswa mengantisipasi kontribusi positif program ini dalam memperluas perspektif dan meningkatkan kompetensi. Namun, 19% masih merasa tidak yakin, dan 3% mengaku tidak tahu, sehingga menunjukkan perlunya strategi komunikasi yang tepat sasaran untuk mengatasi ketidakpastian. Kajian ini menggali lebih jauh hambatan implementasi program MBKM di program studi Manajemen. Penyesuaian kurikulum muncul sebagai hambatan yang signifikan bagi 59% responden, dengan kekhawatiran mengenai pendanaan dan eksplorasi mitra masing-masing sebesar 32% dan 52%. Selain itu, 37% menghadapi tantangan dalam menyesuaikan sistem informasi akademik, sementara 13% masing-masing mengidentifikasi peraturan dan kesenjangan informasi sebagai hambatan. Temuan-temuan ini menggarisbawahi sifat tantangan yang beragam, menekankan perlunya strategi komprehensif untuk mengatasi kurikulum, pendanaan, kemitraan, dan penyesuaian sistem informasi untuk keberhasilan implementasi program MBKM.

INTRODUCTION

Competitive ability in an educational institution lies in its capacity to address the challenges and trends of the times. These changes prompt universities to conduct in-depth evaluations and analyze associated risks, especially in the context of the current pandemic (Baharuddin, 2021). Therefore, innovation is a necessity to support the efficiency and effectiveness of the education system within the campus environment. A key aspect of innovation is the revolution in educational curriculum. The implementation of government policies in education automatically influences curriculum management at every level of education. The implementation process must adapt in each university concerning the application of curriculum change policies, involving adjustments and modifications to existing curricula.

Curricular changes at the university level, known as Merdeka Belajar Kampus Merdeka (MBKM), is an official policy issued by the Ministry of Education and Culture (Kemdikbud). The main goal of the MBKM curriculum change policy is to encourage students to master various disciplines relevant to the demands of the workforce and the development of industries in the 21st century and Society 5.0 (Dewi, 2022). The concept of independent learning has become increasingly important today, especially with the integration of technology that can provide solutions to individual and societal challenges. Therefore, it is expected that this independent learning policy can create a more flexible and active educational environment in facing the complexity of social life challenges, with technology being a key factor in facilitating problem-solving.

The MBKM curriculum introduces a new paradigm in higher education by providing each student a unique opportunity to learn across disciplines within and beyond the scope of their program or university. With the obligation to participate in learning and exercises outside the campus, including 40 credit hours of programs outside their field of study, students are given space to develop a more holistic and in-depth understanding of the diversity of knowledge. The structured guidance in the MBKM curriculum ensures that every step taken by students aligns with the vision and mission of the university implementing this curriculum. This creates opportunities for students not only to pursue academic excellence but also to develop skills relevant to the demands of the workforce, in line with the main objectives of the MBKM curriculum (Fauzi, 2022a; Mahmudi et al., 2023; Mones et al., 2022; Wantiana & Mellisa, 2023).

The MBKM curriculum pioneers a revolutionary approach to higher education by offering each student a unique opportunity to explore various disciplines, both within and outside their program or university. Through the obligation to participate in learning outside the campus, including 40 credit hours of programs outside their field of study, students are given the freedom to deepen their understanding of various aspects of scientific knowledge. This approach provides space for the development of a more holistic understanding, creating a solid and integrated knowledge foundation.

Structured guidance in the MBKM curriculum is a crucial instrument to ensure that every step taken by students aligns with the vision and mission of the university implementing this curriculum. For example, the guidelines ensure that students' participation in cross-disciplinary programs aligns with the academic goals of the institution. More than just pursuing academic excellence, MBKM provides an opportunity for students to develop skills relevant to the workforce (Fakhrudin et al., 2023a; Nurdyansyah et al., 2022; Nurhayati et al., 2022; Suryadi & Husna, 2022). Thus, the curriculum shapes graduates who are not only intellectually excellent but also ready to face various challenges in the professional world, in line with the principles and main objectives of MBKM.

The MBKM curriculum is aimed at producing graduates who are not only academically competent but also possess highly relevant skills to face technological changes and societal demands (Adnyana, 2023; Gunawan, 2022; Satiti & Falikhatun, 2022; Sitinjak, 2023; Zahri et al., 2023). The Outcome-Based Education (OBE) approach applied in this curriculum ensures that students focus on learning achievements that can be concretely applied in daily life and the workplace. However, challenges in implementing the MBKM curriculum cannot be ignored. The development of the curriculum of study programs needs to carefully consider graduate profiles and

Learning Outcomes (CPL) relevant to future dynamics. In facing these challenges, the active participation of all stakeholders, from leaders to students, is key to ensuring that the process of curriculum implementation and development is effective and sustainable.

The research findings indicate that the MBKM curriculum is designed to create graduates who not only have high academic competence but are also equipped with skills highly relevant to technological changes and societal demands (Affandi et al., 2023; Ayundasari, 2022; Novita et al., 2022). The Outcome-Based Education (OBE) approach adopted in this curriculum ensures that the main focus of students is on learning achievements that can be concretely applied in daily life and the workplace. Thus, this curriculum aims not only to produce individuals who are theoretically competent but also ready to face the dynamics of the ever-evolving job market.

However, the challenges in implementing the MBKM curriculum cannot be overlooked. The development of the curriculum for study programs must carefully consider the profiles of graduates and Learning Outcomes (CPL) that align with future developments. In facing these challenges, active participation from all stakeholders, starting from leaders to students, is key to success. Involving the entire academic community in the process of curriculum implementation and development will ensure that each step taken aligns with the vision of the MBKM curriculum and has a positive impact on creating graduates who are not only academically competent but also ready to face dynamic changes in society and the job market.

The implementation of the Independent Campus Learning (MBKM) faces several multidimensional challenges (Fauzi, 2022b; Hasibuan et al., 2022; Nursaputri & Sabat, 2023; Rahmadayanti & Hartoyo, 2022; Sumiat, 2022). First, educational goals become the main focus, where understanding and alignment between MBKM goals and the reality in the field need to be clarified to achieve the desired results. Second, the lack

of implementation guidelines for the MBKM curriculum creates confusion and varying interpretations among universities and study programs, affecting implementation consistency. Third, a mindset change is needed to support the MBKM concept, adapting to a more traditional educational paradigm. Fourth, curriculum development in study programs becomes a crucial obstacle, requiring harmonization efforts to align with MBKM principles.

Furthermore, challenges in collaboration with other universities and external institutions, industries, or companies become the fifth and sixth obstacles. Ineffective collaboration and changes in the status of the campus from private to a State University (PTN) with legal entities can hinder efforts to build synergy between institutions (Bungawati, 2022; Fakhrudin et al., 2023b; Mutmainah et al., 2022; Saputri et al., 2023; Tanggur, 2023; Zakiyyah et al., 2021). Sixth, taking courses in other study programs, implementing internships in industries or companies, and the need for funds for student internships pose serious constraints on embracing education practices oriented towards the workforce. The next challenges are academic administration systems and the funds required for student internships, which must be overcome to ensure the smooth implementation of MBKM.

The Covid-19 pandemic poses a significant obstacle, forming the twentieth challenge, forcing universities to adapt teaching, and learning methods (Kamalia & Andriansyah, 2021; Lathifah et al., 2022; Misnawati & Zuraini, 2023). Additionally, preparing human resources (HR) is the last challenge that requires special attention to ensure that MBKM can be implemented effectively. Overall, comprehensive, and collaborative efforts are needed to overcome these challenges and ensure that MBKM can achieve its goals as an innovation in higher education.

Based on the findings in the initial implementation of the MBKM curriculum, several challenges affect its smooth implementation. For example, research conducted by (Opti & Rachmawati, 2022) shows that faculties must take steps to determine the implementation of activities in a semester that are considered suitable for the teaching and learning processes on campus. This is necessary so that the designed curriculum can have a positive impact on the effectiveness and efficiency of the MBKM program. Therefore, the solutions suggested by (Astuti et al., 2022; Giovani et al., 2022; Rachman et al., 2022; and Salim et al., 2022) include developing guidelines between universities for the implementation of the Independent Campus Learning Curriculum, creating guidelines and cooperation agreements with other universities, institutions, companies, and industries, and socializing the MBKM Curriculum to lecturers and students.

This research was conducted in response to the challenges and obstacles faced by various universities in implementing the MBKM curriculum mandated by the government. STIE-KBP, as one of the universities, is also tasked with implementing this government program. This research aims to describe the perceptions of students and lecturers in the Management Study Program related to the implementation of the MBKM Curriculum, which has been running for 1.5 years, specifically in the Indonesian Language course at STIE-KBP Padang. With a focus on understanding and evaluating the implementation of the MBKM curriculum, this research aims to provide deeper insights into the impact and responses of stakeholders in the academic environment related to changes in this curriculum.

METHOD

This research adopts a qualitative approach with a case study method to provide a detailed description of the implementation of (Merdeka Belajar Kampus Merdeka - MBKM) in the Management Study Program. The scope of the research includes industrial and organizational psychology, educational psychology, and social psychology, as emphasized by (Fahira et al., 2022) The case

focus in this research is on the perceptions of lecturers and students regarding the implementation of the MBKM curriculum that has been ongoing for 1.5 years.

The research process began with the distribution of questionnaires to 5 lecturers and 53 students as the main respondents. Data obtained from these questionnaires were descriptively processed to illustrate in detail and systematically how the MBKM curriculum is implemented in the Management study program. The research was conducted during October and November 2023, aligned with the Odd Semester of 2023/2024.

Data collection was carried out through two main methods: the use of a Google Form-based questionnaire and interviews with research informants. The questionnaire was designed by referring to the evaluation indicators of the MBKM Curriculum by the Ministry of Education and Culture. Interviews were conducted primarily with lecturers and students as key informants to gain a deep understanding of the curriculum implementation. The research analysis process was conducted descriptively, while the validity and accuracy of the data were reinforced by triangulation from various sources of information. This holistic approach is expected to provide a comprehensive and accurate overview of the implementation of the MBKM curriculum in the Management Study Program

RESULTS AND DISCUSSION
Lecturers and Students' Readiness for the Implementation of MBKM
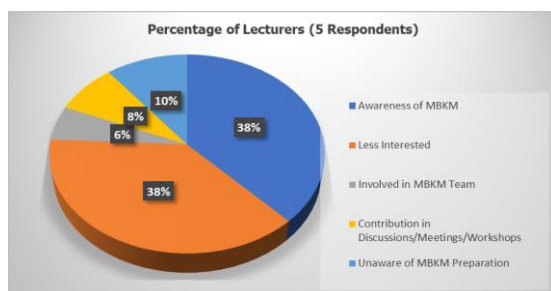

Figure 1. Lecturers' Readiness for the Implementation of MBKM

Based on the data in the table, it can be explained that 61% of the 5 lecturers from the study program who were respondents stated that they were aware of MBKM activities but were not interested in participating. After further investigation, it turns out that the cause of the lack of interest among lecturers in MBKM activities is the insufficient information obtained in its entirety. Furthermore, 9% of the lecturer respondents stated that they were involved as part of the MBKM preparation team, 13% contributed to discussions/meetings/workshops related to MBKM implementation preparation, and 17% were unaware of any activities related to MBKM implementation preparation at the university or study program level.
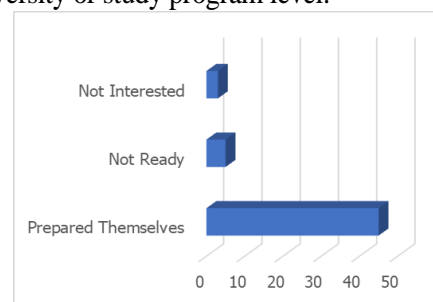

Figure 2. Students' Readiness for the Implementation of MBKM

From the students' perspective regarding the preparation for MBKM implementation in the Management study program, out of a total of 53 respondents, 45 students stated that they had prepared themselves to be part of MBKM activities. Conversely, 5 students stated that they were not ready yet, and only 3 students expressed disinterest in being involved in MBKM. These findings provide a different picture of students' perspectives on their readiness to face the implementation of MBKM in the Management study environment.

The data presents a complex picture of lecturers' awareness and engagement with MBKM activities within the study program. Notably, 61% of the respondents were aware but expressed disinterest in participating. Upon closer examination, it became apparent that the primary factor contributing to this lack of interest was the inadequacy of information received. This highlights a critical challenge in communication channels, emphasizing the need for comprehensive and clear dissemination of

information regarding MBKM activities to encourage lecturer participation.

Conversely, a positive aspect emerges from the data, with 9% of lecturers actively involved in the MBKM preparation team. This indicates a proactive stance among a segment of lecturers who are willing to contribute to the implementation of MBKM. Additionally, 13% participating in discussions, meetings, and workshops related to MBKM implementation preparation underscores a collaborative effort within the academic community.

However, the data also reveals a concerning aspect, with 17% of respondents being entirely unaware of any activities associated with MBKM implementation preparation at both university and study program levels. This lack of awareness poses a significant challenge and suggests a gap in communication strategies within the academic institution.

In conclusion, the multifaceted nature of these findings highlights the importance of addressing communication gaps to enhance lecturer engagement in MBKM activities. The positive involvement of a portion of lecturers underscores the potential for broader collaboration and active participation if communication challenges are effectively tackled.

To address the challenges identified in the data, implementing a series of targeted solutions is crucial. Primarily, it is imperative to establish a robust and transparent communication strategy. This involves creating a centralized platform or channel specifically dedicated to disseminating comprehensive information about MBKM activities. Regular updates, detailed guidelines, and interactive sessions could be incorporated to ensure that all lecturers receive clear and pertinent details (Hidayatullah, 2021; Kholik et al., 2022; Priyambudi et al., 2023).

For the 61% of lecturers expressing disinterest due to inadequate information, organizing orientation sessions or workshops focused on the benefits and objectives of MBKM would be beneficial. Providing a platform for open discussion and addressing concerns could foster a more positive perception and increase participation. Building on the positive aspect of 9% actively involved in the MBKM preparation team, recognizing and appreciating their commitment is essential. Establishing mentorship programs or forums where experienced participants can guide and inspire their peers can encourage more lecturers to actively contribute.

The collaborative efforts of the 13% participating in discussions, meetings, and workshops signify a potential for knowledge sharing. Encouraging the creation of forums or discussion groups where experiences and best practices are exchanged can enhance the collective understanding of MBKM. To bridge the awareness gap of the 17% entirely unaware of MBKM-related activities, instituting a comprehensive onboarding process for new lecturers and periodic refresher courses for existing faculty can ensure that everyone remains informed and aligned with MBKM initiatives (Palangda et al., 2023).In conclusion, a multifaceted approach involving improved communication channels, targeted orientation, recognition of active participants, knowledge-sharing platforms, and comprehensive onboarding processes can collectively contribute to addressing the challenges and enhancing lecturer engagement in MBKM activities.

The data on students' perspectives regarding the preparation for MBKM implementation in the Management study program reveals interesting insights. Out of the total 53 respondents, a substantial majority of 45 students have actively prepared themselves to be part of MBKM activities. This positive response indicates a strong inclination among students to engage with the new program and suggests a proactive approach to their educational journey.

On the other hand, 5 students expressed that they were not ready yet for MBKM implementation. This group represents a minority among the respondents,

and their reasons for feeling unprepared may vary. It might be attributed to factors such as a lack of clarity on the program's objectives, uncertainty about the requirements, or personal constraints. Understanding the specific concerns of this minority group can be crucial in tailoring support mechanisms to address their needs.

Unfortunately, only 3 students conveyed disinterest in being involved in MBKM. This is a relatively small percentage, but it highlights that there is a subset of students who may not find the new program appealing or may have reservations about its relevance to their academic goals or career aspirations. Identifying the reasons behind this disinterest can be valuable in refining the program to better meet the expectations and motivations of the student body.

In summary, while the majority of students seemed enthusiastic and well-prepared for MBKM, the small group expressed unpreparedness and disinterest warranting attention. Addressing the concerns of these students, whether through additional guidance, clarification of program details, or adjustments to better align with their expectations, can contribute to a more inclusive and successful implementation of MBKM in the Management study program.

The Impact of MBKM Program Implementation on the Student Learning Process

Table 1. The Impact of MBKM Program Implementation on the Student Learning Process

Level of Learning Improvement	Percentage of Respondents
Good	37%
Very Good	43%
Excellent	20%
Students' Perception	**Percentage of Respondents**
Will Expand Perspectives and Competencies	78%
Unsure or Maybe	19%
Don't Know	3%

The survey results reveal positive outcomes in the level of learning improvement, with a substantial percentage of respondents expressing satisfaction. Specifically, 37% considered the improvement in learning as good, while a larger segment of 43% deemed it very good, and a notable 20% characterized it as excellent. This distribution underscores a widespread positive perception among the respondents regarding the impact of the program on their learning experiences.

Examining students' perceptions of the program, the majority, comprising 78% of respondents, expressed optimism about the potential of the program to broaden their perspectives and enhance their competencies. This suggests a high level of confidence in the program's ability to contribute positively to their overall educational journey. However, a noteworthy portion, constituting 19% of respondents, remained unsure or undecided about the program's perceived benefits. Additionally, a small percentage of 3% claimed not to know, indicating a lack of clarity or awareness about the expected outcomes.

In summary, the survey results depict a generally favorable impact on learning, with a significant number of respondents acknowledging positive improvements. The emphasis on the program's potential to enrich perspectives and competencies aligns with the overarching goal of creating a meaningful and beneficial learning experience. Addressing the uncertainties among a minority of respondents could be crucial in refining communication or program elements to ensure a more universally positive perception.

To address the uncertainties and variations in students' perceptions identified in the survey, implementing targeted communication strategies is crucial. Firstly, focusing on enhancing information dissemination about the program's objectives, benefits, and expected outcomes can help mitigate the uncertainties expressed by the 19% of undecided respondents. This could involve creating comprehensive and easily accessible informational materials,

such as brochures, websites, or orientation sessions, to ensure that all students are well-informed about the program.

Additionally, engaging in open and transparent communication channels, such as forums, Q&A sessions, or regular updates, can provide students with opportunities to seek clarification and express concerns. This proactive approach aims to bridge the communication gap and create a supportive environment where students feel heard and informed.

Moreover, for the small percentage (3%) who claimed not to know about the program's benefits, instituting targeted awareness campaigns within the student community becomes crucial. This could involve highlighting success stories, testimonials, or showcasing tangible outcomes of the program to illustrate its positive impact.

In summary, addressing communication gaps through comprehensive information dissemination, open dialogue, and targeted awareness campaigns can contribute to a more universally positive perception of the program, ensuring that students are well-informed and confident in the benefits of their educational experience (Fauzi, 2022a; Warsihna et al., 2023).

The Barriers to the Implementation of the MBKM Program in the Management Study Program
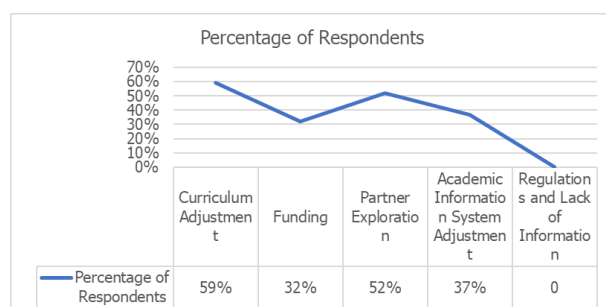

Figure 3. The Barriers to the Implementation of the MBKM Program in the Management Study Program

The challenges faced in the implementation of the MBKM program were diverse, as reported by the respondents. The majority identified curriculum adjustment as a significant hurdle, with 59% expressing concerns. Funding and partner exploration were also prominent challenges, cited by 32% and 52% of respondents, respectively. Additionally, 37% highlighted difficulties in adjusting academic information systems. Respondents also indicated that regulations and a lack of information posed obstacles, each accounting for 13%. This summary underscores the multifaceted nature of challenges, emphasizing the need for comprehensive strategies to address curriculum, funding, partnerships, and information system adjustments in the MBKM program

The data reveals a range of challenges encountered in the implementation of the MBKM program, as reported by the respondents. A substantial 59% of participants identified curriculum adjustment as a major obstacle. This suggests that adapting existing curricula to align with the MBKM framework presents a significant challenge for academic institutions. Addressing this concern may require a comprehensive review of existing curricular structures and the development of flexible frameworks to accommodate the diverse learning experiences envisioned by MBKM.

Funding emerged as another important challenge, with 32% of respondents expressing concerns. This finding underscores the importance of financial resources in successfully implementing the MBKM program. Seeking additional funding sources, fostering partnerships with external stakeholders, or exploring innovative financial models may be essential strategies to overcome this challenge and ensure the program's sustainability.

Partner exploration was highlighted by 52% of respondents as a significant hurdle in the MBKM program implementation. This indicates that establishing collaborations with external entities, such as industries or other academic institutions, is a complex and challenging aspect of MBKM. Developing clear guidelines, frameworks, and incentives

for effective partnerships could be crucial in navigating this challenge successfully. 37% of respondents identified adjusting academic information systems as a challenge. This suggests that integrating the principles of MBKM into existing academic infrastructure poses difficulties. Implementing user-friendly and technologically advanced systems could facilitate a smoother transition and enhance the program's overall efficiency.

Finally, regulations and a lack of information were each reported as obstacles by 13% of respondents. This indicates that navigating the regulatory landscape and ensuring comprehensive communication about the MBKM program are critical elements for successful implementation. Engaging with relevant authorities to streamline regulations and developing robust communication strategies could be crucial in overcoming these challenges.

In conclusion, the data underscores the multifaceted nature of challenges in MBKM program implementation. Addressing curriculum adjustment, funding, partner exploration, academic information systems, regulations, and information gaps will require comprehensive and strategic approaches to ensure the success and sustainability of the MBKM program.

Addressing the challenges identified in the implementation of the MBKM program requires a multifaceted and strategic approach (Nurdyansyah et al., 2022; Nurhayati et al., 2022; Suryadi & Husna, 2022). The substantial concern of 59% of respondents regarding curriculum adjustment suggests the need for a thorough review of the existing curriculum. Implementing flexible frameworks that align with the diverse learning experiences envisioned by MBKM could be a crucial step. Additionally, fostering a collaborative environment involving educators, curriculum developers, and policymakers may facilitate the creation of adaptive curricular structures.

The challenge of funding, expressed by 32% of respondents, underscores the significance of financial resources for successful MBKM implementation. Seeking additional funding sources, establishing partnerships with external stakeholders, and exploring innovative financial models can help ensure the sustainability of the program. Engaging with private industries, philanthropic organizations, and government initiatives could be explored to secure the necessary financial support.

The reported challenge of partner exploration by 52% of respondents highlights the complexity of establishing collaborations with external entities. Developing clear guidelines, frameworks, and incentives for effective partnerships is crucial. Creating a collaborative platform that encourages dialogue between academic institutions, industries, and other stakeholders can facilitate the development of meaningful and sustainable partnerships.

The adaptation of academic information systems was noted as a challenge by 37% of respondents, calling for the implementation of user-friendly and technologically advanced systems. Investing in technology infrastructure and providing training for educators and staff can enhance the efficiency of academic processes. Embracing digital tools and platforms that support the principles of MBKM may contribute to seamless integration of information systems.

Addressing the challenges related to regulations and information gaps, both reported by 13% of respondents, necessitates a proactive engagement with relevant authorities. Streamlining regulations to accommodate the innovative aspects of MBKM and developing robust communication strategies are crucial. Establishing clear channels for disseminating information about the MBKM program can increase awareness and understanding among stakeholders.

In conclusion, overcoming the challenges in MBKM program implementation requires a comprehensive strategy that includes adapting the curriculum, securing adequate funding, fostering partnerships, enhancing academic information systems, addressing regulatory

issues, and improving communication. A collaborative effort involving educators, policymakers, industry partners, and regulatory bodies is essential to ensure the success and sustainability of the MBKM program.

CONCLUSION

The research on MBKM readiness in the Management study program reveals awareness gaps among lecturers, highlighting the need for improved communication. Positive engagement is seen among some lecturers, suggesting collaborative potential. Challenges demand a multifaceted approach, including targeted orientation, recognition, and knowledge-sharing. Similarly, students show positive readiness, but attention to smaller groups expressing concerns is crucial for inclusivity.

To address these challenges, a centralized communication platform for lecturers is crucial. Conducting orientation sessions and workshops focused on MBKM benefits can alleviate disinterest due to inadequate information. Recognizing and supporting actively involved lecturers through mentorship programs fosters collaboration. Encouraging knowledge-sharing platforms and instituting comprehensive onboarding processes ensures awareness among lecturers. Tailoring support for students expressing unpreparedness and disinterest is essential, addressing specific concerns through guidance and program adjustments. Targeted communication strategies for students, exploring diverse funding sources, developing clear partnership guidelines, and investing in user-friendly academic information systems contribute to a holistic strategy.

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