

Critics on Independent Learning-Independent Campus (ILIC) Program: Academic Society's response to Government's Policy in Islamic Higher Education

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Abstract

Independent Learning-Independent Campus (ILIC) policy issued by Indonesian Government in 2022. This study used a mixed method to examines the response of academic society at Sunan Gunung Djati Islamic State University, Bandung. Data sources comprised survey results (quantitative) and interviews (qualitative) to examines the acceptance of the ILIC policy in Islamic higher education. There were 240 lecturers were involved. Descriptive and verification analysis methods with frequency statistics were used to examine the acceptance of the ILIC policy. The results show that academics at Sunan Gunung Djati Islamic State University, Bandung have positive and negative attitudes toward the ILIC policy. The factors that play the most role in the acceptance of the ILIC policy are related to the benefits, clarity, and impact of the ILIC policy. The results of the interviews showed that research informants could accept the ILIC policy to be implemented in higher education institutions. However, there are several important notes to note regarding the implementation of the ILIC policy in Islamic higher educations.

Keywords: Educational policy, Independent Learning-Independent Campus Policy; Islamic higher education; Policy acceptance; Policy resistance.

Introduction

The development of science and technology today confronts people in various parts of the world with various challenges in the industrial era 4.0. Everyone is required to be able to compete and have qualified vocational skills (Sharma, 2019; Tangahu et al., 2021). The industrial world in general is in a race to use machines and various forms of smart technology to replace manual labor. This demand, in turn, requires educational institutions to be able to contribute by producing graduates with high vocational skills in line with the demands of the

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industrial world. This condition also makes the government must be able to issue policies that can accommodate the demands of the industrial era 4.0. This demand later became the basis for the formulation of the Independent Learning-Independent Campus (ILIC) policy (Kusumo et al., 2020; Sarnoto et al., 2022).

The ILIC policy is a policy that encourages tertiary institutions or universities to get out of the theoretical zone and encourage students to study certain fields of science for their creative skills. Universities are encouraged to focus on strengthening vocational skills and field experience for students. In practice, the ILIC policy has 4 main points, namely: First, the autonomy of each university in opening new Study Programs; Second, changes in the Higher Education accreditation system; Third, the opportunity for Public Service Agency State Universities (PSA-SU) to transform into Legal Entity State Universities (LE-SU) without accreditation requirements; and Fourth, the right to study for 3 semesters for students outside the Study Program or off campus. The main points of the ILIC policy emphasize changes related to the essential functions of the university itself. The ILIC policy, in other words, is a policy that fundamentally changes the paradigm of higher education. Universities or higher education institutions, in this case, are no longer institutions for the development of knowledge but have transformed into institutions for job training and preparation of the workforce to meet the demands of the industrial world.

The ILIC policy has in turn raised pros and cons, especially among academics (lecturers) who are responsible for teaching in higher education institutions. Those who support this policy generally see that ILIC is needed to prevent higher education from becoming an ivory tower of knowledge that is separated from social reality and the actual demands of the industrial world. This change in policy and educational paradigm is even more necessary for Islamic higher education so that these institutions no longer focus solely on the development of Islamic sciences, but are not responsive to the demands of society and the industrial world. So far, graduates of Islamic tertiary institutions are considered unable to compete with other tertiary institutions, mainly because they do not have real vocational skills. Therefore, the ILIC policy is considered a necessary policy for a change in the paradigm of Islamic higher education (Abdullah, 2018; Hidayat et al., 2022).

In its implementation, the ILIC policy also drew resistance from those who found that the policy fundamentally changed the scientific paradigm of higher education. Higher education institutions that are supposed to be institutions for maintaining scientific traditions, studying the essence of knowledge in more depth, or developing practices that are in accordance with scientific fields, have instead

changed direction to become purely vocational institutions. The ontological boundary that differentiates expertise between one Study Program and another becomes unclear. The scientific character of Higher Education graduates, which should represent their chosen field of study, must instead be mixed with other scientific patterns that must be taken by students through the Independent Campus program. The paradigm of interdisciplinary learning without clear guidelines makes students involved in the transfer of knowledge between Study Programs which confuses the ontological and epistemological status of students' scientific competence.

Various responses to acceptance of other policies, both in the form of criticism and appreciation, were also shown by various groups towards the ILIC policy. This condition ideally should be input for the practice of policy evaluation by the Ministry of Education in implementing better education policies. Previous research related to the ILIC policy has reviewed the various pros and cons related to the implementation of the ILIC policy, student responses and perceptions, or the effectiveness of implementing the policy amid the unpreparedness of elements and educational institutions in its implementation. A literature study conducted by Hasbullah (2022) shows the pros and cons of academics regarding the ILIC policy. Acceptance of the ILIC policy, for example, is based on the consideration that ILIC opens opportunities for students to improve their vocational skills and scientific competencies. While the resistance of the policy was based more on the consideration that ILIC changed various fundamental things in the practice of higher education as well as turning educational institutions into commercial institutions.

Other studies from Noventari (2020), Hadi (2020), Purba (2021), Siregar et al. (2020), and Sudaryanto et al. (2020), show that the ILIC policy not only provides opportunities for students to gain freedom in choosing classes and scientific fields of interest but is also able to empower students to open and develop their hidden potentials by participating directly in outside activities. campus, interact with the community, and get real experience in the industrial world. While studies conducted by Kamalia and Andriansyah (2021), Mastuti (2020), Muslimat (2021), and Kiswanto (2020), show that the ILIC policy not only has weaknesses in terms of legal umbrellas for its implementation, but also produces cheap labor, perpetuates the commercialization of education, and change the basic function of educational institutions as scientific institutions to become vocational institutions.

Policy acceptance, in both individual and social contexts, is a term often used to describe the same phenomenon: how people will act or react if certain measures are applied (Lestari et al., 2021; Vlassenroot

et al., 2008). In the context of certain policies or regulations, the effectiveness of these measures will increase if there is support or acceptance. In a specific policy context, acceptance refers to the assessment and evaluation of the policy. Acceptance is indeed influenced by many factors, such as policy preferences to the policy-making process (PytlikZillig et al., 2018).

Acceptance is a condition that is often contrasted with resistance. In the context of political or government policy, acceptance can be passive (low support option) or active (high support option). The same illustration applies to the resistance of policies. Passive acceptance indicates the absence of resistance or rejection of the policy. Meanwhile, active acceptance shows real support for the policy (PytlikZillig et al., 2018). From another perspective, Ausserer and Risser (2005) explains that acceptance is a phenomenon that reflects the extent to which a person is willing to use a particular system. Acceptance of this will depend on how the needs of users (community) are integrated with the development of the system. Therefore, acceptance is a matter of whether the existing system can meet the needs and demands of various stakeholders (Vlassenroot et al., 2008).

There are several methods of measuring the acceptance of a policy. One of the important studies related to policy acceptance is the study conducted by Vlassenroot, et al. (2008), who created an acceptance model consisting of two main indication components, which include: First, general indications (related to the context of awareness about the system); and Second, specific system indication (which is directly related to device characteristics) (Vlassenroot et al., 2008). Policy acceptance, in practice, is influenced by various factors, particularly those related to the psychological condition of the subject and the subject's perception of the policy itself, including the level of a person's ability to adapt and overcome problems as an impact or antecedent of the policy (Lewandowsky et al., 2021; Petrocchi et al., 2021; Vlassenroot et al., 2008; Woods et al., 2006).

Another model related to policy acceptance is the policy preference model which is used to evaluate attitudes, preferences, approval, or general acceptance of a policy (PytlikZillig et al., 2018). In this model, policy tolerance becomes the limit for acceptance and non-acceptance. The subject's attitude in acceptance of the policy is divided into attitudes of low support and high support. The low support attitude engenders low effort to support the policy and high support engenders high effort to achieve effective results on policy. The same pattern holds for resistance resulting in low effort and high effort for resistance which renders the policy ineffective.

This study is the author's attempt to examine the acceptance of academics (lecturers) towards the ILIC policy issued by the Ministry of

Education in more depth, especially in Islamic higher education institutions in Indonesia. The response of academics at Islamic Higher Education is considered important to study considering that Islamic Higher Education has its own challenges and levels of difficulty in implementing the ILIC policy. Islamic Higher Education has so far focused more on developing the field of religious knowledge (Islam) and other humanities fields that are not directly related to the industrial world. Therefore, the implementation of this policy requires the academic community at Islamic higher education institutions to change the scientific paradigm, curriculum, and learning methods, to the expected graduate profile.

The main objective of this study is to discuss the acceptance of the ILIC policy as a policy that provides a fundamental change in the paradigm of higher education in Indonesia, particularly in Islamic higher education institutions. While the specific objectives of this study are as follows: First, to examine the acceptance of the ILIC policy among academics (lecturers) of Islamic tertiary institutions, especially at Sunan Gunung Djati Islamic State University, Bandung; Second, to examine the factors that play the most role in accepting the ILIC policy, both positively (support) and negatively (reject); and Third, to understand the attitudes of Islamic Higher Education academics (lecturers) regarding clarity, process (opportunities and convenience), benefits, and impacts of the main points of the ILIC policy.

Materials and Methods

This study used a mixed method. Data sources comprised survey results (quantitative) and interviews (qualitative). The survey was conducted by distributing questionnaires to academics at the Sunan Gunung Djati Islamic State University, Bandung. The population in this study were lecturers who actively teach at the Sunan Gunung Djati Islamic State University, Bandung, totaling 542 lecturers. The study sample is 240 lecturers. The lecturers who were research respondents were determined by the following criteria: (1) Permanent lecturers in various Study Programs at Sunan Gunung Djati Islamic State University, Bandung; (2) Carrying out teaching assignments for the last 2 semesters; (3) Becoming a student supervisor for Student Professional Practice assignments or being appointed as an academic supervisor for research and lectures.

Meanwhile, interviews were conducted with 3 senior lectures at the Sunan Gunung Djati Islamic State University, Bandung. The following criteria were determined by the interviewees: (1) taught in their respective Study Programs for the last 5 years; (2) understand the implementation and implications of the ILIC policy for higher

education institutions and students; (3) involved in policy formulation at the Study Program level for the benefit of implementing IIC policies; and (4) become campus officials who are authorized to make certain decisions in the implementation of ILIC policies. The research was conducted for three months, from April to the end of June 2022.

The data in this study were analyzed using descriptive analysis and verification methods through frequency statistics to get an overview of respondents' attitudes regarding acceptance of the ILIC policy. The research procedures carried out are: (1) reading and describing factual phenomena and conditions of national education in Indonesia with various new policies issued by the government, especially the ILIC policy; (2) literature study and formulation of research methods; (3) distribution of questionnaires and interviews; (4) analysis and interpretation of findings; and (5) reporting of study result.

The data collection instrument (questionnaire) in this study was compiled based on a policy preference model which contains 5 types of attitudes related to policy acceptance, namely high support, low support, neutral, low resistance, and high resistance. The instrument uses a Likert scale which consists of 16 statement items representing 4 main points of the ILIC policy and is distributed to 240 respondents, as can be seen in Table 1.

Table 1. Questionnaire Items

No.	Items
1.	Clarity on the policy of opening a new Study Program for Higher Education
2.	The benefits of opening a new Study Program for Higher Education
3.	Opportunities for the development of knowledge and expertise
4.	The impact of the autonomy policy on Islamic Higher Education
5.	Clarity on changes to the Higher Education accreditation system
6.	Ease of process for the Higher Education accreditation system
7.	Benefits of the new accreditation system for Islamic Higher Education
8.	The impact of the new accreditation system policy for Islamic Higher Education
9.	Clarity on PTN-BH change policy for Islamic Higher Education
10.	Ease of process of PTN-BH changes for Islamic Higher Education
11.	Benefits of PTN-BH changes for Islamic Higher Education
12.	The impact of PTN-BH changes on Islamic Higher Education
13.	Clarity on the policy on the right to study outside the Study Program for Islamic Higher Education students
14.	The ease of the process of implementing the right-to-study policy outside the Study Program for Islamic Higher Education students
15.	The benefits of the policy for the right to study outside the Study Program for Islamic Higher Education students

16.	The impact of the policy on the right to study outside the Study Program for Islamic Higher Education students
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Results

Respondent Profiles

The profile of the respondents involved in this study related to gender, age, faculty origin, and the respondent's last education can be seen in Table 2.

Table 2. Respondent Profiles

Characteristics	Total	Percentage
Gender		
Male	135	56,25
Female	105	43,75
Age		
< 30 years	42	17,50
> 30 years	198	82,50
Faculties		
Ushuluddin	25	10,42
Tarbiyah and Teacher Training	30	12,50
Sharia and Law	30	12,50
Da'wah and Communication	30	12,50
Adab and Humanities	25	10,42
Psychology	25	10,42
Science and Technology	25	10,42
Social Science and Political Science	25	10,42
Islamic Economics and Business	25	10,42
Education		
Strata 2 (Masters)	194	80,83
Strata 3 (Doctors)	46	19,17

The respondents have classifications with percentages that are not much different or almost equal. The main difference appears more in the aspect of the age of the respondents which is more dominated by

respondents aged > 30 years and the last education which is dominated by respondents with the last education of Strata 2 (Masters).

Description of Frequency Statistics

Respondents' answers to various items in the questionnaire related to acceptance of the ILIC policy can be seen in the following description of the frequency statistics:

1. University autonomy to open new Study Programs

Respondents' attitudes regarding higher education autonomy to open new Study Programs under the ILIC policy can be seen in Table 3.

Table 3. Frequency Response-1

Category	Clarity	Benefit	Opportunity	Impact	Average Percentage
SA	79	80	70	66	30,73
A	60	67	66	61	26,46
N	57	58	64	57	24,58
D	32	21	26	45	12,92
SD	12	14	14	11	5,31
Total	240	240	240	240	100,00

Note: SA (Strongly Agree), A (Agree), N (Neutral), D (Disagree), SD (Strongly Disagree)

In terms of the autonomy to open new Study Program, the attitude of academics (lecturers) at Sunan Gunung Djati Islamic State University, Bandung, is more dominated by those who support rather than those who resist the ILIC policy. As many as 30,73% of respondents indicated high support for the ILIC policy regarding convenience for Higher Education in opening new Study Programs, 26,46% stated low support, 24,58% chose to be neutral, 12,92% stated low resistance, and 5,31% declared high resistance.

2. Changes in the higher education accreditation system

Respondents' attitudes regarding changes to the higher education accreditation system in the ILIC policy can be seen in Table 4.

Table 4. Frequency Response-2

Category	Clarity	Easiness	Benefit	Impact	Average Percentage
SA	75	82	87	71	32,81
A	73	68	63	58	27,29
N	56	58	52	58	23,33

D	24	22	32	45	12,81
SD	12	10	6	8	3,75
Total	240	240	240	240	100,00

Note: SA (Strongly Agree), A (Agree), N (Neutral), D (Disagree), SD (Strongly Disagree)

In terms of changing the accreditation system in the ILIC policy, the attitude of respondents is more dominated by those who also support it compared to those who oppose the policy. As many as 32,81% of respondents stated high support, 27,29% stated low support, 23,33% chose a neutral attitude, 12,81% stated low resistance, and 3,75% stated high resistance to this policy.

3. Opportunity for Public Service Agency State Universities (PSA-SU) to turn into Legal Entity State Universities (LE-SU)

Respondents' attitudes regarding opportunities and convenience for universities with PSA-SU status to change to LE-SU in the ILIC policy can be seen in Table 5.

Table 5. Frequency Response-3

Category	Clarity	Easiness	Benefit	Impact	Average Percentage
SA	108	107	106	89	42,71
A	56	45	63	78	25,21
N	45	44	36	51	18,33
D	24	34	27	12	10,10
SD	7	10	8	10	3,65
Total	240	240	240	240	100,00

Note: SA (Strongly Agree), A (Agree), N (Neutral), D (Disagree), SD (Strongly Disagree)

In terms of opportunities and convenience, for PSA-SU universities to change their status to LE-SU in the ILIC policy, the attitude of respondents is more dominated by those who also support rather than those who oppose the policy. As many as 42,71% of respondents stated high support, 25,21% stated low support, 18,33% chose a neutral attitude, 10,10% stated low resistance, and 3,65% stated high resistance to this policy.

4. The right to study for students outside the Study Program or the campus for 3 semesters

Respondents' attitudes regarding the right to study for students outside the Study Program or off campus for 3 semesters in the ILIC policy can be seen in Table 6.

Table 6. Frequency Response-4

Category	Clarity	Easiness	Benefit	Impact	Average Percentage
SA	71	81	74	102	34,17
A	66	65	74	60	27,60
N	55	45	52	37	19,69
D	29	34	31	30	12,92
SD	19	15	9	11	5,63
Total	240	240	240	240	100,00

Note: SA (Strongly Agree), A (Agree), N (Neutral), D (Disagree), SD (Strongly Disagree)

In terms of fulfilling the right to learn for students outside the Study Program or off campus for 3 semesters of the ILIC policy, the attitude of respondents is more dominated by those who also support it compared to those who oppose the policy. As many as 34,17% of respondents stated high support, 27,60% stated low support, 19,69% chose a neutral attitude, 12,92% stated low resistance, and 5,63% stated high resistance to this policy.

Qualitative Results

After analyzing respondents' responses regarding the ILIC policy, the author also conducted interviews with several lecturers who also served as top officials on campus Sunan Gunung Djati Islamic State University, Bandung. Interviews with research informants that focused on 4 main points of the IIC policy resulted in the following important points:

First, university autonomy to open new Study Programs. Interview informants stated that the convenience for Universities to open new Study Programs from the ILIC policy has its own advantages and disadvantages. According to the informant, the advantage of the first point of the ILIC policy is that universities are better able to offer educational offers that suit the needs of the community and in turn allow them to compete with other universities. Informant 1 revealed:

"I think the ease of opening a new Study Program provides an opportunity for Higher Education institutions to see which Study Programs are of interest to the public. In this way, Higher Education institutions are also better able to meet the needs of the community and in turn compete with other Higher Education institutions in a healthy manner". (S-1)

According to interview informants, the drawbacks or negative impacts of the first point of this IIC policy are that the opening of new Study Programs is often opened and offered to the public without being

accompanied by the readiness of the human resources needed by the Study Program. This policy also makes higher education institutions have to compete to get new students without considering the uniqueness and special values of higher education institutions. This condition can be seen from the case of the opening of a new Study Program which does not fully comply with the scientific characteristics of the Study Program concerned. Informant 2 revealed:

“The convenience offered by the IIC policy in opening new Study Programs is a double-edged sword. On the one hand, this policy offers opportunities for universities to take on new market segments and targets. However, on the other hand, this policy also encourages higher education institutions to open new Study Programs that are not in accordance with the main values that characterize the institution”. (S-2)

Second, changes in the higher education accreditation system. Research informants stated that changes in the higher education accreditation system required higher education institutions to focus more on fulfilling certain required standards. Higher education institutions also do not have to wait 5 years to re-accredit their institutions. Higher Education Institutions that are ready for accreditation can apply for re-accreditation automatically after 2 years. However, there are important notes regarding the involvement of public reports in the evaluation of higher education institutions. This rule requires higher education institutions to be more connected with the surrounding community. Informant 3 revealed:

“The ILIC policy allows the public to report Higher Education institutions accompanied by concrete evidence that can affect the accreditation of the Higher Education concerned. This means that higher education institutions must be able to connect with the community and make certain contributions to society in order to get a good rating”. (S-3)

In other cases, higher education institutions must also be careful in opening new Study Programs without considering the readiness and possible interest of applicant students. Some Study Programs that have experienced a decrease in the number of applicants can affect the level of higher education accreditation as a whole. Therefore, this second point is closely related to the ability of universities to fulfill the first point of the ILIC policy. Informant 3 revealed:

“The conditions faced are quite complex. Some Study Programs may get a large number of student applicants, to experience setbacks in the following years. This condition may not be related to the decline in the quality of the Study Program, but is caused by the emergence of other

new Study Programs. However, this condition still has an impact on the accreditation of Higher Education institutions as a whole". (S-2)

Third, the opportunity for Public Service Agency State Universities (PSA-SU) to turn into Legal Entity State Universities (LE-SU). Research informants explained that the ILIC policy did indeed provide wide opportunities for higher education institutions to become more independent through changes in institutional status. However, this change in status has also become a competition arena for higher education institutions to turn into mere business entities. Informant 1 revealed:

"The change from PSA-SU to LE-SU must be seen as a policy that encourages the independence of higher education institutions. However, this change means that higher education institutions must be able to support themselves, provide education with a business orientation, and have the authority to carry out business practices as a whole". (S-1)

Meanwhile, informant 3 revealed that the ILIC policy regarding the ease of changing the status of PSA-SU to LE-SU can be read as an encouragement for higher education institutions to change indicators of achieving the vision, mission and performance of higher education institutions into management indicators that focus on the institution's business interests. Informant 3 stated:

"What is important to consider from this change in institutional status is that higher education institutions should not be oriented towards business interests. Because changes in status often make higher education institutions fall in terms of achieving management indicators, not purely higher education indicators". (S-3)

Fourth, the right to study for students outside the Study Program or the campus for 3 semesters. Research informants explained that the obligation of students to study outside the Study Program for 3 semesters makes students fall in the pragmatic interests of the industrial world. Students are also required to study fields of study outside the paradigms and scientific fields they study.

"The ILIC policy as a whole requires higher education institutions to change indicators of educational success into work indicators. Students are considered successful if they can become the next generation of students who are ready to work, have field experience while studying, and have the skills needed to become effective workers. The positive side of this policy is that students are able to gain learning experiences that are not limited solely by the scientific framework of the Study Program they are taking". (S-3)

Other informants indicated that the last point of the ILIC policy required the Study Program to reformulate its lecture curriculum. The informant also stated that there were several lecturer meetings to formulate changes to the courses taught in the Study Program to meet the demands of the ILIC policy. Several important courses must be replaced by courses that can be offered to fulfill the fourth point of this ILIC policy. Informant 1 stated:

“We held several meetings to formulate new courses that could be offered to students outside the Study Program. This meeting did produce the improvements needed by the Study Program regarding the composition of the courses taught. However, we also have to sacrifice certain courses to be replaced with other courses that can be converted to other courses”. (S-1)

Discussions

The application of the ILIC policy to several tertiary institutions that are already in the form of legal entities (LE) or public tertiary institutions with a wide selection of study programs does not encounter many difficulties. However, in Islamic Higher Education Institutions which are still in the form of Public Service Agencies (PSA) such as the Sunan Gunung Djati Islamic State University, Bandung, the application of the ILIC policy has its problems. The observation results show that some of the fundamental issues related to the implementation of the ILIC policy at Islamic higher education institutions such as the Sunan Gunung Djati Islamic State University, Bandung are more related to the first and fourth points of the ILIC, in particular the autonomy to open new Study Programs and fulfillment of the right to study for 3 semesters for students outside Study Program.

The autonomy rights of certain universities in terms of opening new Study Programs indeed provide a great opportunity for these universities to attract prospective students outside of existing fields of study in accordance with developments in the needs and demands of society. However, this not only requires higher education managers to often open new Study Programs without careful planning but also makes tertiary institutions that do not meet the requirements have difficulty competing with established tertiary institutions. In the context of Sunan Gunung Djati Islamic State University, Bandung itself, the opening of these new Study Programs has created its complexities, especially because on the one hand they are required to immediately open Study Programs that can attract new students, but on the other hand, Sunan Gunung Djati Islamic State University, Bandung has not

yet had good readiness in terms of the academic system, human resources, academic infrastructure, and others.

Regarding the fulfillment of the right to study for students outside the Study Program or campus, this policy requires all Study Programs in all faculties at Sunan Gunung Djati Islamic State University, Bandung, to make fundamental changes to the existing curriculum and class classifications. This effort was made not only to facilitate students enrolled in their Study Program but also for foreign students who wish to study in the Study Program concerned. Several faculties within Sunan Gunung Djati Islamic State University, Bandung, such as the faculty of Ushuluddin and the faculty of Tarbiyah and Teacher Training, for example, have to hold work meetings repeatedly in facilitating this policy. This policy related to the right to learn for students not only requires changes to the higher education curriculum, and the list of courses offered but also the readiness of the system and human resources (lecturers) who are responsible for implementing it.

However, the attitudes of respondents regarding the ILIC policy in general, as can be seen in Tables 3, 4, 5, and 6, show that academics (lecturers) at Sunan Gunung Djati Islamic State University, Bandung, expressed their positive acceptance (support) of the ILIC policy. Some respondents did state their objections or resistance to the policy, especially those related to clarity, process (opportunities and convenience), benefits, and impact of the policy. More essentially, the resistance of the ILIC policy by academics at Islamic higher education institutions such as the Sunan Gunung Djati Islamic State University, Bandung, is closely related to the scientific nature of Islamic higher education institutions which is more focused on learning in the field of religious knowledge (Islamic studies). This field of Islamic studies certainly does not focus on preparing students who are ready to work and compete in the industrial world, but focuses on producing graduates who can develop Islamic knowledge and religious ethics in society. Therefore, the ILIC policy which demands a change in the educational paradigm and competence of the resulting higher education graduates becomes a separate problem for Islamic higher education institutions in its implementation.

The description of the frequency statistics in Table 3 shows that the benefit is the most important factor in the positive acceptance (support) of lecturers for the policy of opening a new Study Program in ILIC. In Table 4, the benefit is also the main factor in the acceptance of the lecturers for the policy of changing the accreditation system from ILIC. In Table 5, considerations related to clarity are the main factor in the acceptance of the lecturers for the policy on the possibility of changing the status of PSA-SU to LE-SU. Then in Table 6, the impact is the most important factor in the acceptance of lecturers

towards the policy of fulfilling student learning rights for 3 semesters outside the Study Program in the ILIC policy.

The resistance of some academics, as shown in the description of the previous respondent's answers, does not mean that the lecturers do not comply with the existing rules on campus. Because the policy remains mandatory in its implementation. There are certain risks faced by tertiary institutions when these lecturers do not carry out these obligations. However, in practice, this attitude of resistance can certainly cause its problems, especially as shown by the reluctance of lecturers to participate in the preparation of curricula and courses, the reluctance of lecturers to improve their competencies required for opening new Study Programs or changes in teaching methods, and other resistance attitudes.

While the attitude of support for the ILIC policy or positive acceptance of the policy shows the enthusiasm of the lecturers for various changes to the lecture system, academic services, and overall university governance. The ILIC policy is seen as a policy capable of providing space for lecturers to improve their competence, providing challenges for changes in terms of paradigms and teaching methods, as well as being directly involved in guiding students to prepare them to become a generation that is adaptive and ready to compete with graduates from public universities (non-Islamic higher education).

The results of the interviews conducted showed that research informants could accept the ILIC policy to be implemented in higher education institutions. However, there are several important notes to note regarding the implementation of the ILIC policy, including: First, higher education institutions must have certain preparations in fulfilling the policy of opening a new Study Program. Higher Education Institutions must be able to prepare quality human resources, learning curricula, institutional management, and others. Second, the automatic re-accreditation program requires higher education institutions to continue to improve the standards of education they provide, while at the same time demanding higher education institutions to contribute to the surrounding community. Third, the ease of changing the status of Higher Education from PSA-SU to LE-SU requires higher education institutions not to fall into business interests but also to maintain the ideal values of higher education. Fourth, the fulfillment of students' learning rights outside the Study Program for 3 semesters must consider changing the curriculum so that important subjects are not sacrificed for the benefit of the ILIC policy.

The results of this study confirm the diversity of attitudes in the acceptance of academics towards the ILIC policy rolled out by the government to deal with the demands of the industrial era 4.0, as also shown in previous research (Astro et al., 2022; Hasbullah, 2022;

Kamalia & Andriansyah, 2021; Kusumo et al., 2020; Qorib & Harfiani, 2021; Sarnoto et al., 2022; Siregar et al., 2020). Academics (lecturers) at Sunan Gunung Djati Islamic State University, Bandung in particular, as shown in this study, did give the same response to the ILIC policy, even though the reasons for accepting or rejecting the policy were different from academics at other tertiary institutions.

Conclusions

This study shows that the ILIC policy still has pros and cons in its application in Islamic higher education institutions, especially among academics at the Sunan Gunung Djati Islamic State University, Bandung. A positive attitude, whether in the form of high or low support, still dominates the acceptance of the ILIC policy. However, this positive reception was accompanied by various negative attitudes (resistance) by some academics (lecturers) who still thought that the ILIC policy was not fully in accordance with the scientific essence of Islamic higher education institutions such as Sunan Gunung Djati Islamic State University, Bandung.

The results of this study provide an important illustration that on the one hand, the ILIC policy is an important policy that needs to be issued by the government to face the challenges of the industrial era 4.0. The government needs to prepare a generation of students who are skilled, ready to work, able to compete, and able to adapt to various existing changes. However, on the other hand, the ILIC policy has not fully considered the special characteristics of Islamic higher education institutions such as the Sunan Gunung Djati Islamic State University, Bandung. This in turn forced Islamic higher education institutions to change its scientific paradigm and educational goals. Therefore, the government needs to re-evaluate the ILIC policy by taking into account the actual condition of Islamic higher education and its scientific characteristics.

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