

Rethinking Curriculum Flexibility: Best Practices in Implementing the Freedom to Learn Independent Campus Program at Indonesian State Universities

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ABSTRACT

The Freedom to Learn Independent Campus program, widely known as MBKM, stands as one of the principal strategies underpinning higher education reform in Indonesia. This study examines how the MBKM curriculum has been carried out within the Educational Management study programs at Universitas Negeri Jakarta and Universitas Negeri Malang, drawing on a qualitative research design. The findings show that internship placements, community-based social projects, and teaching assistantships help strengthen student competencies while narrowing the distance between classroom learning and workplace expectations. Even so, several obstacles persist, including weak coordination across units, limited digital proficiency among lecturers, and differing academic cultures between institutions. Overcoming these obstacles calls for a stronger mentoring role for lecturers, broader external partnerships, and the development of a more responsive and adaptive curriculum. Taken together, the findings affirm that MBKM contributes meaningfully to advancing higher education reform while preparing graduates who are better positioned to compete in the labor market.

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INTRODUCTION

Higher education institutions, regarded as a principal pillar in cultivating superior human resources, are currently confronted with a substantial challenge, namely the continuous improvement of educational quality (Abdillah 2024). The rapid pace of contemporary change requires universities to remain adaptive and responsive to shifting conditions (Marzuqi and Ahid 2023). In response to this challenge, the government introduced the Freedom to Learn Independent Campus policy, commonly abbreviated as MBKM, to establish an innovative learning model that better suits student needs (Meke, Astro, and Daud 2022). This policy promotes a flexible form of intracurricular learning enriched with varied content, giving students room to deepen their conceptual understanding and strengthen their competencies to the fullest extent (Muthmainah 2022). Its implementation at state universities is intended to prepare students for social transformation, cultural shifts, evolving labor market dynamics, and accelerating technological change (Shaffan Waliudin, Aziz, and Zaenul Fitri 2023). Universities are therefore expected to design a creative and meaningful learning process so that students may cultivate attitudes, knowledge, and skills in a holistic manner (Faiz and Purwati 2021). The overarching aim of the Independent Curriculum is to produce graduates who are both competent and adaptable (Arifin et al. 2023). Its defining strength lies in the autonomy granted to students to shape their own learning trajectory in line with their future aspirations and interests.

Under regulations issued by the Ministry of Education and Culture, the MBKM program began to be rolled out across universities through four principal policy directions, namely opening new study programs, reforming the accreditation system, converting university status into an autonomous legal entity, and granting students the right to pursue learning outside their home study program for up to three semesters (Pulungan 2022). These directions are designed to better prepare graduates for the shifting demands of the labor market. Through MBKM, students may broaden their academic and practical experience, with one semester devoted to cross-program coursework and up to two semesters allocated to learning activities beyond the campus (Baharuddin 2021). Such activities span internships, research, humanitarian projects, entrepreneurial ventures, community service, student exchange, and independent projects, all of which are carried out under the supervision of academic mentors.

In accordance with Ministerial Regulation No. 3 of 2020, MBKM seeks to furnish students with contextual learning experiences capable of sharpening their competence, creativity, and readiness for employment. The program is likewise intended to reshape the paradigm of higher education toward a more flexible model attuned to the individual interests and needs of students (Majid 2024). Although certain forms of MBKM activity had already existed at several universities prior to the enactment of this policy, their implementation remained limited, poorly structured, and far from optimal (Susilawati 2021). The MBKM program opens several avenues for students, including taking courses outside their home study program whether within or beyond their own university, undertaking internships or professional practice in industry or other work settings, carrying out lecturer-supervised community service projects, and participating in student exchange or research opportunities abroad (Wati Desi Sri Setyo, Aziz Abd, and Fitri Agus Zaenul 2023). The core purpose of MBKM, then, is to cultivate lifelong learners who master cross-disciplinary knowledge and possess strong adaptability, critical thinking, and twenty-first-century competencies, so that graduates of Indonesian universities become better prepared and more relevant to the demands of the era.

Many of the activities embedded within the MBKM policy already existed at universities prior to its formal enactment, yet their implementation was frequently treated as secondary and had not been thoroughly planned or optimally executed (Susilawati 2021). Addressing this gap requires training, mentoring, integrated system development, standardized conversion mechanisms, evaluation, continuous adjustment, and inter-institutional collaboration to ensure MBKM is carried out in line with its intended objectives (Rahmadia, Rahma, and Shoubil Haq 2022). Effective implementation must begin at the study program level, where curricula need to be adapted to MBKM requirements in order to foster flexible, student-oriented learning and avoid monotony (Maghfiroh and Sholeh 2022). Study programs are likewise expected to build partnerships with other universities, industry, government bodies, and communities to support MBKM implementation in ways consistent with the Independent

Learning policy (Nur 2023). This policy strengthens the capacity of study programs to prepare graduates equipped with soft skills, technical competencies, and experience beyond their home discipline, positioning them to compete effectively in the labor market (Kuncoro, Handayani, and Suprihatin 2022).

Study programs are also expected to pursue continuous innovation in program development. Sopianasyah and Masruroh contend that the MBKM policy must be accompanied by curriculum innovation that follows the spirit of the Independent Learning agenda (Sopianasyah and Masruroh 2021). Within the learning process, curriculum remains a fundamental component of the education system, and the MBKM curriculum is designed to respond to institutional needs through collaboration between universities and their partners (Wianto et al. 2023). Its implementation is tailored to the conditions of each university, with the ultimate goal of producing graduates possessing broad perspectives who are ready to act as agents of change. This effort is propelled by technological advancement, which compels universities to transform in order to produce graduates who are competitive, productive, and capable of thriving in the global market.

To achieve this vision, the government has articulated a strategic plan through Ministerial Regulation Number 13 of 2022 to 2024, encompassing three principal objectives, namely improving the quality and relevance of learning in higher education, enhancing the competence of lecturers and education personnel, and building sound governance within the Directorate General of Higher Education. Success in MBKM is typically indicated by graduates whose competencies align with labor market demands or who demonstrate entrepreneurial capability (Rahmah and Sukiman 2024). Students gain direct work experience under the guidance of lecturers and practitioners, alongside opportunities to study beyond their home program in ways that expand their professional networks and experience.

Through MBKM, students may accumulate as many as 60 credits by engaging in learning experiences outside their home program and campus, such as internships, community service, teaching assistantships, and social projects, all of which cultivate practical skills relevant to future careers. Indonesian universities, whether acting independently or in partnership with the Ministry of Education, Culture, Research, and Technology, have rolled out a range of MBKM activities for undergraduate and applied degree students. Program achievement is measured against the Key Performance Indicators of State Universities (IKU PTN) alongside the extent of students' off-campus learning experiences. Despite consistent growth since 2020, the proportion of students recognized for 20 credits of off-campus learning still falls short of established targets, reflecting persistent obstacles such as coordination difficulties, gaps in lecturers' digital competence, and limited external partnerships. Addressing these obstacles calls for strengthening the role of lecturers, deepening collaboration with industry and community partners, designing adaptive curricula, and instituting continuous monitoring and evaluation to optimize MBKM outcomes.

Several persistent problems have emerged in MBKM implementation, including difficulties in grade conversion, institutional unpreparedness in adjusting curricula, and uncertainty regarding the long-term sustainability of the program (Zahra, Pujiati, and Hestiningtyas 2024). Resolving these issues requires the involvement of all education policy stakeholders, with the government tasked with developing, empowering, and facilitating relevant parties such as lecturers, students, the business sector, and industry. This study was conducted at two universities under the Ministry of Education and Culture that have implemented MBKM, namely Universitas Negeri Jakarta and Universitas Negeri Malang. The research seeks to answer three central questions, namely how the MBKM curriculum has been implemented within the Educational Management study programs at these two universities, what challenges have surfaced during implementation, and what strategies might be adopted to address these challenges. To this end, the study employed a qualitative descriptive case study design drawing on observation, interviews, and document analysis, an approach well suited to exploring in depth the practices, challenges, and solutions relevant to the research objectives.

This study contributes to the development of a higher education curriculum capable of adapting to social, cultural, and technological change. Through the MBKM policy, universities are encouraged to pursue not only academic achievement but also the formation of graduates with comprehensive

competencies relevant to future demands. The flexibility built into the curriculum allows students to engage in contextual and experiential learning that extends beyond their core study program (Sutriningsih et al. 2023). Employing a qualitative descriptive case study design, this research explores the practices, constraints, and solutions present at both universities, which were selected on the basis of PEMUTU PT or PS data indicating MBKM implementation above 20 percent. Data were gathered through observation, interviews, and document analysis, with validity secured through systematic data reduction, data presentation, and conclusion drawing.

METHOD

This study adopts a qualitative approach intended to describe and explain the issues under investigation in a thorough and contextual manner (Sugiono 2018). A case study design was chosen to allow for an in-depth and comprehensive exploration of MBKM curriculum implementation at two universities. The descriptive method applied here enables a detailed account of how public universities under the Ministry of Religious Affairs have implemented and prepared for the evaluation of the Independent Learning curriculum policy within Islamic higher education. The data sources for this study were confined to two institutions, namely Universitas Negeri Jakarta and Universitas Negeri Malang. Participants were selected through purposive sampling, focusing on lecturers directly engaged in MBKM activities, with careful attention paid to their study programs and level of involvement so as to ensure adequate representativeness. Data collection combined observation, interviews, and document study, with the documents examined including curriculum guidelines, MBKM policy papers, and institutional implementation reports, each assessed for its relevance to the research questions.

Data analysis proceeded through manual coding and grouping of information drawn from interviews, observations, and documents in order to surface dominant patterns and themes, following a systematic and transparent sequence of steps. Data validity was examined through three complementary strategies, namely data reduction, data presentation, and conclusion drawing. Validity and reliability were further reinforced through triangulation across documents, observations, and interviews, member checking with selected lecturers to confirm the accuracy of findings, and peer review conducted by colleagues familiar with MBKM implementation. These combined strategies helped ensure that the resulting findings were trustworthy and accurately reflected the phenomena under study, while also assisting the researchers in preserving the integrity of the data throughout the research process (Susanto, Risnita, and Jailani 2023). The study was timed to coincide with the MBKM implementation cycle and key academic milestones, ensuring that the data collected remained contextually relevant to the program.

The research was carried out at two universities under the Ministry of Education and Culture, namely Universitas Negeri Jakarta and Universitas Negeri Malang, both of which have implemented the MBKM curriculum. According to data from Higher Education Monitoring, Evaluation, and Quality Assurance (PEMUTU PT or PS), MBKM implementation at both institutions exceeds 20 percent, a threshold indicating that implementation meets the established standard for success. Universitas Negeri Jakarta reported 5,223 students participating in MBKM, equivalent to 20.64 percent of its total enrollment of 25,307 students, thereby satisfying the requirement for successful MBKM implementation. Universitas Negeri Malang likewise reports MBKM participation above 21 percent. On this basis, both institutions can reasonably serve as reference models with regard to strategy and achievement in MBKM curriculum implementation.

RESULT AND DISCUSSION

MBKM Curriculum Program

Notwithstanding the broad rollout of MBKM across Indonesian universities, questions remain regarding the extent to which these activities align with students' academic curricula and genuinely strengthen the competencies demanded by the labor market. The MBKM curriculum is designed to equip students with the adaptive capabilities required in a fast-changing world of work, together with

soft skills such as communication, collaboration, and problem-solving (Rahmawati, Maharani, and Sutarbari 2024). This policy grants students the freedom to select courses in accordance with their interests and needs, thereby fostering self-development and exploration that extends beyond the core curriculum. The present study examines how MBKM implementation aligns with students' practical learning experiences and identifies the obstacles they face in achieving intended learning outcomes. In this light, MBKM places emphasis not solely on theoretical mastery but equally on field-based experience that broadens perspectives, fosters independence, and prepares students to contribute meaningfully to the workforce. Prior evidence suggests that MBKM participation strengthens both soft and hard skills, both of which prove essential to post graduation success (Saputra 2024). Ramadhan, Wicaksana, and Yelianti further report that MBKM enhances student competencies, including soft skills and entrepreneurial capacity, with reported benefits reaching approximately 84 to 85 percent, underscoring the importance of aligning these activities with the academic curriculum (Ramadhan, Wicaksana, and Yelianti 2024).

Forms of MBKM Curriculum Activities

The MBKM program encompasses nine categories of learning activity, namely student exchange, internship or professional practice, teaching assistantships in educational institutions, research, humanitarian projects, entrepreneurial ventures, independent study or projects, and thematic community service or village development programs, and students are free to select activities beyond their study program's core curriculum. Interview findings indicate that student exchange stands as the flagship MBKM initiative at Universitas Negeri Jakarta (UNJ). Through this program, students cultivate an appreciation for cultural, ideological, and religious diversity while sharpening their collaborative skills and social sensitivity toward communities and the surrounding environment. These activities are organized in partnership with allied universities, formally recognized by UNJ, and awarded academic credit in accordance with institutional regulations. The program has earned flagship status owing to the volume of inbound and outbound participants, which exceeds that of other MBKM activities. UNJ's partner institutions include universities in Semarang and other institutions with a strong educational orientation. Whereas UNJ foregrounds student exchange as its leading MBKM activity, Universitas Negeri Malang (UM) has adopted a somewhat different structural approach to its MBKM offerings.

UM offers a distinguished program within the MBKM framework designed to deliver an innovative and comprehensive learning experience, carried out as a package that converts eight to nine courses into 20 credits. According to informants, MBKM allows students to pursue learning outside their study program for one semester, equivalent to 20 credits, at the same university, or for up to two semesters, equivalent to 40 credits, at a different university within either the same or a different study program, as well as through learning conducted off campus. This flexibility mirrors international best practice in curriculum reform, wherein student mobility and interdisciplinary exposure are encouraged as means of fostering holistic competencies (Gouedard et al. 2020). MBKM activities are subsequently converted into a university elective course worth 20 credits, prepared by the university and entered into the SIAKAD system by the faculty following approval from the relevant study program. Table 1 presents the names and codes of these university elective courses, each carrying 20 credits.

Table 1. MBKM Conversion from University Elective Courses

No	Course Name	University Choice Course Code	Sum Credits
1	Developing villages and regions	UNIV236022	20
2	Campus teaching in school	UNIV236023	20
3	Magang industry	UNIV236024	20
4	Research internship	UNIV236025	20
5	Humanitarian projects	UNIV236026	20
6	Entrepreneurship projects	UNIV236027	20
7	Independent Study	UNIV236028	20

MBKM activities are organized into conversion packages composed of elective courses and, in some cases, specific compulsory courses relevant to the MBKM activity concerned, determined from the outset of curriculum design by the study program. These compulsory courses include community service (KKN), field practicum (KPL, PKL, or PLP), and discipline-specific coursework aligned with the MBKM activity category chosen by the student. The conversion package is prepared by the study program and subsequently entered into SIAKAD by the faculty upon receiving approval from the relevant study program within the master curriculum.

Implementation of the MBKM Curriculum

At Universitas Negeri Jakarta (UNJ), the MBKM curriculum has been implemented through curriculum adjustments across all study programs, supported by grant funding from the Ministry of Education, Research, and Higher Education. One opportunity extended to students is participation in an inter-university exchange scheme (U to U), enabling students to study beyond their home campus. In practice, however, exchanges tend to occur more frequently between universities with closely related study programs, a pattern intended to minimize curricular disparity and preserve the intended competency outcomes. This approach resonates with alignment theory in curriculum design, which holds that learning experiences gained externally should nonetheless satisfy the intended learning outcomes of the home institution (Walsh 2007). Several UNJ courses have been prepared for conversion, though lecturers hold mixed views regarding both the merits and drawbacks of this arrangement. Consequently, conversion is restricted to elective courses, while compulsory coursework for each study program is completed within the first four semesters. At UNJ, MBKM implementation is capped at a maximum of 20 credits.

At Universitas Negeri Malang (UM), MBKM implementation likewise involves restructuring the 2018 curriculum by converting several elective courses into conversion courses aligned with a 20-credit allocation for programs such as community service (KKN) and campus mobilization initiatives (KPM). UM anchors its MBKM implementation in five guiding principles, namely academic flexibility, recognition of credit transfer, quality mentoring, comprehensive career preparation, and the cultivation of both soft and hard skills. These principles align closely with competency-based education models widely adopted in higher education reform worldwide (Mustofa, Dara, and Sok 2025), reinforcing the importance of embedding both hard and soft skill development within curriculum design. To operationalize MBKM, UM has developed dedicated MBKM packages prepared by each study program, with every package converted into elective courses so that students may enroll with relative ease and design their own path toward degree completion.

The MBKM curriculum is oriented toward preparing students for an increasingly dynamic labor market that demands adaptive capabilities such as communication, collaboration, and problem-solving. Earlier research indicates that MBKM implementation across Indonesia has had a positive bearing on graduate competencies, spanning both soft and hard skills relevant to workforce demands (Hartono et al. 2022). Findings from the present study likewise show that MBKM meaningfully enhances students' soft skills, consistent with the program's underlying aim of fostering more applied and practical competencies rather than theoretical mastery alone (Rodin, Warsah, and Warlizasusi 2024). These gains in soft skills are traceable to the hands-on activities that MBKM affords, including internships, student exchange, and entrepreneurial projects, which expose students to real-world experience, broaden their outlook, and strengthen their independence. Additional evidence indicates that MBKM participation has a favorable bearing on graduate employability, strengthens communication ability, and cultivates greater independence and adaptability in professional settings. These results reinforce the relevance of MBKM in fulfilling its purpose of preparing students to meet workplace challenges through experiential learning.

Not every student, however, reports comparable benefit. Some participants indicate that their MBKM experience did not yield substantial gains, a shortfall attributed in part to a mismatch between the MBKM activity undertaken and the courses or learning outcomes originally expected. Such findings point to the importance of aligning MBKM's practical activities with the academic curriculum students

are following, so as to optimize the outcomes achieved. Despite the program's successes, gaps between MBKM activities and academic requirements persist, signaling a continuing need for tighter integration between curriculum and activity. This observation echoes prior research on experiential learning programs in other national contexts, which similarly stresses the value of embedding reflective assessment and structured mentorship within off-campus learning experiences to maximize their benefit (Syahrudin and Tambaip 2023).

Among MBKM activities, the student exchange program at UNJ has drawn the greatest attention. It enables students to study at partner institutions beyond their home campus, deepening their appreciation of cultural, religious, and worldview diversity while sharpening their capacity to collaborate with a broad range of stakeholders. These findings align with earlier research demonstrating that student exchange programs can strengthen cross-cultural understanding and capacity for international cooperation (Rizky et al. 2023). The program's flagship status is further reinforced by its comparatively high number of inbound and outbound participants relative to other MBKM activities. Even so, concerns persist regarding how well the courses students take through exchange align with their home study program, suggesting the need to refine the course conversion mechanism so that it becomes more flexible and better matched to students' learning needs.

At UM, MBKM implementation has likewise produced encouraging results, with students reporting a more comprehensive and innovative learning experience. UM's MBKM package can be tailored to each study program, allowing students to select activities aligned with their interests and career aspirations. One notable innovation at UM is the conversion of eight to nine courses into 20 MBKM credits, enabling students to draw on activities outside their study program for one semester to gain a relevant learning experience. While this conversion mechanism offers students greater ease in charting their path to degree completion, coordination between faculty units and study programs regarding convertible courses remains an ongoing challenge.

Despite its considerable benefits, MBKM implementation still faces obstacles that warrant attention. Chief among these is the mismatch between MBKM activities and the courses students are enrolled in (Maratis 2022). Some students report that the experience gained falls short of their expectations, particularly with respect to academic and professional competency development. Addressing this gap calls for adjustments to MBKM curriculum design so that it better reflects students' educational needs, alongside improved communication between universities and the external partners that host MBKM activities. This is consistent with recommendations from earlier studies emphasizing stronger coordination between universities and partner institutions in designing MBKM activities that are more fully integrated with the academic curriculum (Thahery 2023).

MBKM implementation at UNJ and UM reveals distinct approaches to executing the policy. UNJ follows a more structured model centered on student exchange and industrial internship activities, whereas UM adopts a more flexible model built around activity packages that can be tailored to student needs. These contrasting approaches offer valuable insight into how MBKM policy can be adapted to the particular characteristics and resources of each institution. UNJ places emphasis on a strong structural framework, with lecturers playing an active guiding role, ensuring consistency in credit conversion, and preserving alignment with intended program learning outcomes. UM, by contrast, offers greater flexibility by permitting students to convert several courses into MBKM credit and to participate in cross-program activities, an approach that fosters autonomy, interdisciplinary learning, and innovation, while simultaneously demanding greater independence from students and closer coordination across faculties.

Taken together, these findings suggest that MBKM contributes positively to the development of student competencies in both soft skills and professional capability. Beyond formal academic learning, the program facilitates self-exploration, independence, and broader personal growth. The contrasting implementation strategies at UNJ and UM underscore that flexibility and context-specific adaptation are essential to achieving effective outcomes, with each institution applying an approach that reflects its distinctive curriculum structure and available resources.

Nonetheless, several challenges persist, particularly with respect to aligning MBKM activities with the academic curriculum and coordinating effectively between faculties and external partners. These findings indicate that universities need to strengthen the integration between curriculum and MBKM activity, establish more flexible credit conversion mechanisms, and build consistent evaluation systems to safeguard sustainability. No single formula fits every institution, meaning universities must tailor MBKM policy to their own institutional capacity and strategic priorities.

MBKM also resonates with core principles of Islamic education, particularly the concept of *ta'dib*, which emphasizes holistic development spanning the intellectual, moral, and spiritual dimensions of the learner (Pratama and Wahyuni 2023). By promoting experiential and flexible forms of learning, MBKM not only strengthens student competencies but also nurtures independence, adaptability, empathy, and character, in keeping with the Islamic ideal of *insan kamil*, the well-rounded individual who is knowledgeable, virtuous, and spiritually grounded (Susanti et al. 2023). MBKM's emphasis on lifelong learning further echoes the Islamic imperative to pursue knowledge without interruption, reinforcing the policy's relevance within Islamic higher education (Huda 2019). This convergence suggests that MBKM can function as a contemporary curricular innovation that simultaneously strengthens students' spiritual and ethical foundations, ensuring that educational reform remains both culturally grounded and religiously meaningful.

Building upon this philosophical foundation, the practical implementation of the MBKM curriculum finds expression in the principles of Islamic education. Its emphasis on flexibility, real-world engagement, and character formation aligns with the broader aims of Islamic education, which extend beyond the mere transfer of knowledge to encompass the cultivation of *akhlaq karimah*, or noble character. MBKM activities such as social projects, internships, and community service may be understood as forms of *khidmah*, or service, one of the central values within Islamic education. The spirit of lifelong learning embedded within MBKM likewise corresponds to the concepts of *ta'lim* and *tarbiyah* in Islamic tradition, both of which stress the lifelong pursuit of knowledge. In this sense, MBKM implementation not only strengthens graduates' competitiveness in the labor market but also advances the broader mission of Islamic education in shaping a generation that is virtuous, competent, and of benefit to society.

This study is not without limitations. Its focus on only two universities and a relatively short data collection period may constrain the generalizability of the findings and limit their capacity to capture MBKM's long-term impact. Reliance on qualitative insight may likewise fail to fully capture the diversity of student experience. Future research would therefore benefit from involving a wider range of institutions, adopting longitudinal designs, and integrating qualitative with quantitative methods to yield a more comprehensive evaluation.

CONCLUSION

This study set out to examine the implementation of the MBKM curriculum at two Indonesian universities, with particular attention to the challenges and solutions involved in integrating external learning activities into academic structures. The findings indicate that MBKM implementation at Universitas Negeri Jakarta and Universitas Negeri Malang has successfully strengthened student competencies, particularly in soft skills and professional capability, through flexible curriculum design, student exchange programs, internships, and entrepreneurial projects. Challenges remain, however, including coordination across units, adaptation to differing academic cultures, the development of lecturer competence, particularly in digital technology, and the ongoing need for evaluation to sustain program quality. These findings directly address the study's research questions by illustrating both how MBKM activities contribute to student development and where further improvement is required.

The findings carry broader implications for higher education policy and curriculum design. Universities can strengthen MBKM implementation by enhancing curriculum flexibility, fostering collaboration with industry and external partners, aligning MBKM activities with intended learning outcomes, and integrating monitoring systems with the central MBKM portal. This study further suggests that the MBKM framework offers useful insight not only for Indonesian universities but for

higher education institutions elsewhere seeking to bridge academic learning with practical, real-world experience.

This research nonetheless carries certain limitations, as its scope was confined to two universities, meaning the findings may not fully transfer to other institutional or cultural settings. Even so, the study offers a useful foundation for further inquiry. Future research is encouraged to examine the long-term impact of MBKM on graduate employability and competitiveness, evaluate the effectiveness of specific MBKM activities, and explore innovative strategies for strengthening lecturers' digital and experiential teaching capabilities.

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