# The Impact and Benefits of the Independent Curriculum Learning Independent Campus During Online Learning in the COVID-19 Period

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**Abstract**: *The research aims to determine the form of readiness in implementing the Merdeka Campus Curriculum. Many difficulties were experienced by students when learning online, namely 85.71% had difficulty understanding the concepts and 14% the principles used. This fact does not stand alone. The results of a survey of 120 students showed that 90% of the educators had difficulty implementing the material. There are 8 implementation programs at State Universities and Private Universities in Indonesia that are being implemented. This aims to involve students and lecturers in collaborating with schools and industry online and face to face. However, it is not yet known the impact on the positive. The method used in this study is descriptive qualitative with a constructivist paradigm. Data collection techniques by way of observation, interviews and distribution of instruments. The object is the university that organizes it and the subject is students and lecturers. The results of the study show that the implementation still varies because there are study programs that have implemented it and some that have not, because there are still obstacles, both internal and external. Universities need to provide adequate facilities, infrastructure and applications to implement the program. The Study Program also needs to prepare qualified lecturers in handling the courses offered. The conclusion in the research needs to be increased and active activities in each Study Program.*

**Keywords:** *Independent Campus; Free Learning; Online Learning*

## INTRODUCTION

In 2020, the learning process in Indonesia is experiencing problems with the treatment of distance learning. The Indonesian Christian University is one that has had an impact on the uncertain situation of the policies issued by the government. The impact felt by tertiary institutions, especially Indonesian Christian universities, is that the lectures are unstructured, the learning process becomes erratic and the effect reaches the stage of poor learning effectiveness being felt by all lines, in terms of the outbreak that is the cause, namely the new corona virus developing in mid-2020. This virus spread and arrived in Indonesia in March 2020. This was the beginning of a policy that had to be taken by President Joko Widodo and announced that two Indonesian people were detected with the Corona virus, precisely in Depok City. , West Java. The two people were confirmed to have contracted the Corona virus because they had physical contact with one of the Japanese citizens who had Covid-19 (Rachmadtullah et al., 2020). Coved 19 has an impact on the teaching and learning process at all levels, from primary school to university level (Almetwazi et al., 2020). The community most affected by the region in Indonesia is Jakarta. In dealing with the spread of Covid-19, DKI teachers enforced Regional Regulation No. 2 of 2020 concerning the Prevention of Corona Virus, where article 11 point 3 applies a work from home system which requires that the ways and methods in the process of implementing learning also change (Widjaja, 2020). Educators and students of all levels conduct distance/online learning, this has been supported by the regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards (Croucher et al., 2020). It's not just a problem in Jakarta, but the fact is that there are many obstacles faced with the online learning system, especially for those in remote areas who don't have internet access as good as in Jakarta. One thing that is often expressed by people in remote areas is the internet network that is not supported in their area to the limitation of funds in buying internet quota (Simamora, 2020).

The form and process of online learning for students is certainly not as difficult as that felt by elementary schools to the high school level. But the facts say otherwise, (Lumbantoruan, 2022) accurate research said in its conclusion that students in participating in the online learning process were not as good as expected. From the data analysis results in their research, students were competent in understanding facts that they often saw directly without teaching lecturers. Students to understand the definition of material provided online about 85.71% difficulty in concepts, and 57.14% of the principles used. This fact does not stand alone, in the results of research conducted on high schools the same facts as students were felt by students, of the 120 students who

responded to the instrument, 90% answered that the teacher had difficulties in implementing the material. Teachers are considered by students to be unable to develop their pedagogic competence and professional competence in designing and implementing well the material in the curriculum (Lumbantoruan & Male, 2022). In overcoming this problem, there needs to be an integrated and sustainable system in overcoming the problem of online learning difficulties, especially in the 4.0 revolution and the uncertain situation due to coved and the increasingly rapid development of the era (Fathurrochman et al., 2021). In overcoming this problem, the government extended a policy by issuing an independent campus curriculum (Mishra et al., 2020). Minister of Education, Culture, Research and Technology (Hestina & Melinda, 2022) Nadim Makarim, through Regulation no. 3 of 2020, which aims to give students the right to study three semesters outside of the study program they are taking. This is in line with what was revealed in one study that the learning process must be integrated with others (Irwan Fathurrochman, 2018).

Through this program, there are opportunities for students to enrich and improve their knowledge and competence according to their talents and aspirations. Following up on government policy (Kemendikbud, 2020), the Chancellor of UKI issued Decree No. 180/UKI.R/SK/PP.1.7.2/2020 concerning Guidelines for Organizing Independent Learning Campus). There are 8 MBKM implementations that must be implemented in universities, including (Kemdikbud, 2022): 1) Student Exchange. The purpose of student exchange is to shape student attitudes in respecting the diversity of cultures, views, religions, beliefs, opinions of people. 2) Internship/Work Practice. The purpose of the internship program is to provide students with sufficient experience for hands-on learning in the workplace (experiential learning). During the internship, students will gain hard skills (skills, complex problem solving, analytical skills, etc.), as well as soft skills (professional/work ethics, communication, cooperation, etc.), recruitment fees and initial training/induction. 3) Teaching Assistance in Education Units. The objectives of the teaching assistance program include: 1) providing opportunities for students who have an interest in education to participate in teaching and deepen their knowledge by becoming teachers. 2) Help increase the distribution of education quality and the relevance of primary and secondary education with higher education in accordance with the times. 4) Research or research. The objectives of the research/research program include: a) the quality of student research is expected to be improved. In addition, student experience in large research projects will strengthen the research talent pool topically. b) Students gain research competence through direct guidance from researchers at research institutes/study centers. c) Improving the ecosystem and quality of research in

Indonesian laboratories and research institutes by providing research resources and regeneration of researchers from an early age. 5) Humanitarian Project.

The objectives of the humanitarian project program include: 1) Preparing excellent students who uphold human values in carrying out their duties based on religion, morals, and ethics. 2) Train students to have social sensitivity to explore and explore existing problems and participate in providing solutions according to their interests and expertise. 6) Entrepreneurial Activities. The objectives of the entrepreneurial activity program include: a) providing opportunities for students who have an interest in entrepreneurship to develop their business early and with guidance. b) Dealing with unemployment problems, especially intellectual unemployment from undergraduates. Learning activities in the form of entrepreneurship are set out in the curriculum of the study program. 7) Independent Study/Project. The objectives of the independent study program/project include: a) Realizing student ideas in developing innovative products that become their ideas. b) Organizing research and development (R&D) based education. c) Improving student achievement in national and international competitions. 8) Building a Thematic Real Work Village/Lecture. Thematic Real Work Lecture (KKNT) is a form of education by providing a learning experience for students to live in the community outside the campus. They directly identify potentials with the community and deal with problems so that they are able to develop the potential of the village/region and formulate solutions to problems that exist in the village.

This study uses the Diffusion Theory of Innovation from Everett M. Rogers which shows the concept of the diffusion of innovations along with the speed at which a social system gets new ideas offered by an innovation (Rogers et al., 2019). This theory states that invention (innovation), which is spread (diffusion) through the mass media is powerful to give mass suggestions to follow it with 4 main elements, namely innovation, communication channels, time period, and social system (Franceschinis et al., 2017). Qian & Yin, (2017) explains that in an effort to change individuals to adopt a new behavior, there are various stages, namely awareness, desire, evaluation, trial, and adoption. The Independent Learning Independent Campus program is an innovation and a new idea that is implemented/adopted by universities, both public and private. However, the time to adopt will vary. Meanwhile, diffusion is a process by which an innovation is communicated through certain channels over a certain period of time to members of a social system (Zhai et al., 2021). This Diffusion Theory of Innovation proposes one of the concepts in the stages in it, namely the innovation implementation stage. The Independent Learning Independent Campus program as a new program launched by the government is a new idea offered to be adopted by universities in Indonesia. In Independent Learning

Independent Campus, the implementation stage is a crucial stage for the process of diffusion of innovation in the social system (Sugarhood et al., 2014). This is because this stage determines how an innovation will be accepted and adopted, or even rejected. Referring to the Diffusion of Innovation Theory from Rogers, it will be seen how the implementation of Independent Learning Independent Campus at the Study Program level, such as the socialization carried out, the media used in the teaching and learning process, adoption or implementation in each Study Program and timeframe for adopting program Independent Learning Independent Campus (Khan & Khan, 2019). Implementation has the essence of a proposed solution to a problem as the initiation of new things or the introduction of change, so it can be defined as a long process and involves unclear boundaries (Sjödin et al., 2020). States that program implementation is the implementation of a program that has been carefully planned through procedures and implementation procedures to achieve a certain goal (Talaat et al., 2020).

The general objective of this research is to determine the readiness of the study program in implementing Independent Learning Independent Campus at the Indonesian Christian University. From the general objectives of the research, it is divided into five specific objectives, including: 1) Knowing Students' Understanding of the Independent Learning Independent Campus Program, 2) Knowing the Preparations Made by Each Study Program in the Implementation of Independent Learning Independent Campus, 3) Knowing whether the Curriculum Can Answer the Challenges of Independent Learning Independent Campus, 4) Knowing the Obstacles Faced Students and Lecturers, 5) Knowing the Benefits of Independent Learning Independent Campus Implementation for Study Programs at Indonesian Christian University.

## RESEARCH METHODS

This research method is descriptive qualitative by constructivism and study the reality that has been constructed by individuals and has the involvement of a social construction (Talaat et al., 2020). By using a descriptive qualitative method which aims to have an understanding of the phenomenon of what is felt by the subject of the research, both holistically by using a description in the form of language and words, in a special context naturally that utilizes various natural methods and is described by means of a descriptive qualitative method (Mohajan, 2018). Systematically describe the facts or characteristics of a particular field or population (Jakovljevic et al., 2020). The object of this research is the Indonesian Christian University College and the subjects studied are students and lecturers in the study program and faculty of the Indonesian Christian University. Data collection techniques by means of observation,

interviews, documentation and strengthened by instrument data distributed to the sources studied(O'Connor et al., 2020). In the observation session, this study observed the involvement of study programs, starting from the head of the study program, lecturers and students as well as observing the preparation and readiness of study programs in Independent Learning Independent Campus (Khodaei et al., 2022). In the interview session selected based on the criteria that are considered to obtain the same information, in this case the sources in the interview are the head of the study program, lecturers and several students who were chosen entirely at random with the number of interviewees being 15 people.

Data analysis technique. In analyzing the data, this study uses Methods 1) Data collection, 2) Data reduction, 3) Initial conclusions and 4) making bar charts based on responses or answers from sources to the instruments distributed (Vohra et al., 2020). In the data collection stage, all data obtained from the results of observations, interviews, documentation and instruments that were distributed, were made in the form of coding, percentage form, bar charts and interpreting all the results, then continued with the reduction stage. The data that has been collected before the analysis is reduced and divided into several parts to see the data slices from each other. The preliminary conclusions form the basis for interpreting the findings of this study. The last stage is to align the results of the initial conclusions with the results of the instruments distributed to the sources. The results obtained from the source are compared to the initial conclusions that have been coded and make the final conclusions through interpretation and making narratives according to the findings that are intersected. Student responses were assessed based on the criteria and percentages of the instruments distributed to respondents and analyzed and interpreted into sentences. The results of the respondents are aligned with the results of observations, interviews and documentation (Brooks & O'Shea, 2021):

**Table 1**. Indicators of Freedom to Learn on an Independent Campus attended by Students and Lecturers (Kemendikbud, 2020)

| No | Indicator | Involvement |
|---|---|---|
| 1 | Independent Student Exchange Program | Lecturers and students |
| 2 | Certified Intern | Lecturers and students |
| 3 | Indonesian International Student Mobility | Lecturers and students |
| 4 | Certified Independent Study | Lecturers and students |
| 5 | Humanity Project | Lecturers and students |
| 6 | Research or Research | Lecturers and students |
| 7 | Build a Village | Lecturers and students |
| 8 | Campus Teaching Program | Lecturers and students |

**Table 2**. Attractiveness Interpretation Scale (Wang et al., 2022)

| Interval | Validity Level |
|----------|----------------|
| 0%-20% | Not satisfied |
| 21%-40% | Less satisfied |
| 41%-60% | Quite satisfied |
| 61%-80% | Satisfied |
| 81%-100% | Very satisfied |

## RESULTS AND DISCUSSION

**Student Understanding of the Independent Learning Independent Campus Program**

From the observations of the 20 study programs observed in this study, 100% of the lecturer programs understand the Independent Learning Independent Campus program. However, the conditions were different when observing students. There are still some students who do not understand the purpose and objectives of the Independent Learning Independent Campus During the interview session with students who are still active in studying, many students answered that they did not know about Independent Learning Independent Campus activities, students also said they did not understand the relationship between Independent Learning Independent Campus and their majors and the fields they took in their study programs and students were less interested in developing other sciences besides the sciences they studied. Occupied in the Study Program. The results of these observations and interviews are supported by the results of the instruments distributed to sources. The results show that 23, 80% do not understand, do not agree and do not know about the Independent Learning Independent Campus program. Meanwhile, 16% disagreed and did not know about the Independent Learning Independent Campus program. However, there are 25% and 35.205% who agree and know about the Independent Learning Independent Campus program. This is in line with the opinion Maulinda, (2022) that independent campus learning activities need to be socialized more intensively than and as often as possible by involving all tertiary institutions as actors.
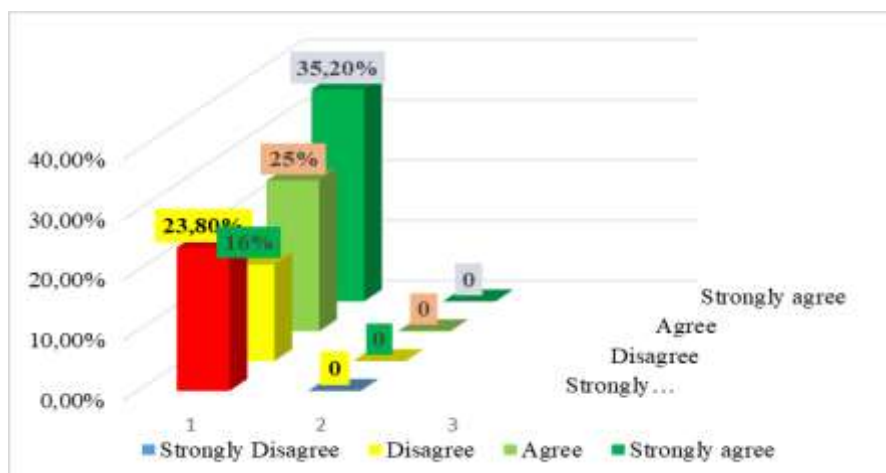
**Figure 1**. Understanding of Independent Learning Independent Campus
Program Students

However, the Independent Learning Independent Campus Program has continued to be socialized and implemented at the Christian University of Indonesia since 2020. Therefore, the researcher wants to map out how to implement Independent Learning Independent Campus in UKI by looking at the work programs carried out by study programs, what has been done, and how it is implemented. From the interviews, it was found that the understanding of Independent Learning Independent Campus is still poorly understood because Independent Learning Independent Campus is still a new program and not all of them do this in every study program. Therefore, it still requires socialization and sharing among lecturers. Ideally there is a time span from the making of regulations and their implementation, a minimum of 2 years of transition period, so that new universities can implement them properly. Not only that, the implementation of Independent Learning Independent Campus is not maximized because there are several obstacles, such as not all lecturers and the Head of Study Program understand Independent Learning Independent Campus in its entirety. The information that is spread is still dominated by the rectorate. Not all students are also interested in the Independent Learning Independent Campus program, one of which is because offline conditions are a burdensome consideration for students. The problem of value conversion is also an obstacle because it has not been understood by all lecturers. Conversion which means adjustment, the basis of which is what material is learned or practiced during research or during community service, it is rather difficult when converting. The difference in value due to this conversion becomes a challenge for students who take courses outside the university. Likewise, the internal challenges of the lecturers themselves who still do not understand in

implementing conversion in courses taken by students from outside the university. In addition, there are curriculum problems, where none of the study programs immediately replace the curriculum in 2020 because the new curriculum revision was carried out in 2019 and has not included Independent Learning Independent Campus material. However, there are also study programs that already understand the Independent Learning Independent Campus program well, because there are already students who take transfer credits from their study programs and come from abroad. One of them is Electrical Engineering study program. This finding is reinforced by (Zzulfa et al., 2022) that this activity must touch all levels and groups within tertiary institutions in order to get a uniform view.

This is a credit point for the Electrical Engineering study program which is considered by outside students to be suitable as a place to take transfer credits. In the International Relations study program, the policy follows the directions and guidelines of the University issued through the Rector's Decree Number 88/UKI/R/HKP.3.4/2020 concerning the Implementation of the MBKM Program at the Indonesian Christian University. In its implementation, it refers to the Guidebook for Independent Learning of the Independent Campus, Directorate General of Higher Education, Ministry of Education and Culture 2020 as well as the Guide to the Implementation of the Independent Learning Program for the UKI Independent Campus, the UKI Academic Development and Evaluation Bureau, Jakarta 2020. Based on these various regulations/guidelines, the study program makes policies and implementation guidelines at the study program level, especially regarding when students can take Independent Learning Independent Campus, policies and implementation of conversion details, the required forms. This is supported by a statement from the Communication Studies Study Program, where the Study Program needs to make it easier for students to take part in the Independent Learning Independent Campus by facilitating students to have the opportunity to take part in the Independent Learning Independent Campus program. This activity that continues to be developed is in line with the theory that the Independent Learning Independent Campus program has a positive impact and can increase student interest in collaborating (Andari et al., 2021).

## Preparations Made by Study Programs in the Implementation of Independent Learning Independent Campus

The MBKM program is a government program, some study programs decide not to change the curriculum but only adjust it to Independent Learning Independent Campus
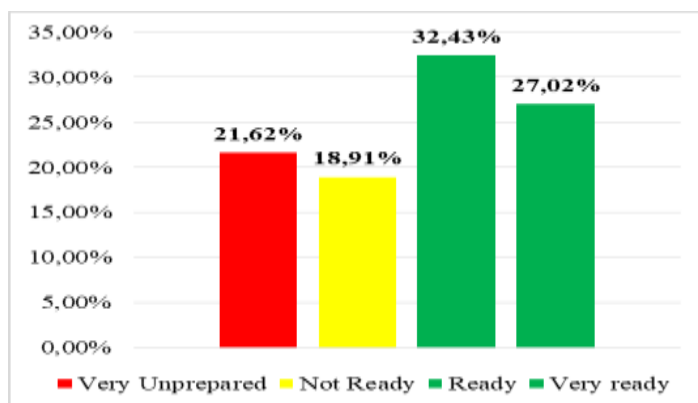
**Figure 2**. Study Programs that are ready for the Free to learn, independent campus Program

From the results of the instrument, sources believe that there are 21.62% much unprepared with the Free to learn, independent campus Program and 18.91 are not ready. However, there are 32.42% who are ready and 27.02 are very ready with the Free to learn, independent campus program programmed by the government.

One of them is the English Language Study Program. There are things that must be mutually agreed upon because the Free to learn, independent campus program gives students the freedom to take 20 credits of courses outside the study program and 40 credits outside the university, like it or not, the curriculum must be adjusted according to the demands of Free to learn, independent campus. This is similar to the Communication Science study program which only prepares the courses that students will take and prepares lecturers who will teach students who come from outside the study program, without changing the curriculum. The Political Science Study Program stated that the responsibility of Free to learn, independent campus is not in the study program, but in the Rectorate or in the Free to learn, independent campus Task Force. However, to adjust the curriculum based on Free to learn, independent campus, ideally it should be from the study program. Thus, coordination with the Free to learn, independent campus Task Force is needed, although in the end it is the study program itself that executes the curriculum. Even so, the Political Science Study Program still prepares courses, Semester Implementation Plan and assessment of course conversions from outside the study program.

Unlike the Electrical Engineering Study Program, which simplifies taking 20 credits courses outside the study program because it is included in elective courses. In addition, Electrical Engineering also prepares modules and software for course material. It is the same with the Christian Religious Education Study

Program which has prepared itself to welcome students who come to study outside the PAK study program, so that socialization and determination of courses have been prepared, including socialization to teaching lecturers. Supported by statements from informants from the International Relations Study Program which stated that adequate governance and networks were needed that allowed students to meet other students from various universities, both from within and from abroad. Meanwhile, the Mathematics Study Program is currently preparing to collaborate with the University of the Philippines in conducting student exchanges and collaborations between Indonesian students and CPU using two languages or bilingualism. This is in line with the theory that in developing knowledge, you can collaborate and collaborate in all aspects (Sohrabi Safa et al., 2016).

## Curriculum Can Answer Independent Learning Independent Campus Challenges

From the explanation of the informant of the Electrical Engineering Study Program, where a curriculum that can answer Independent Learning Independent Campus problems has been prepared, it's just that it doesn't apply in semester 5, but starts to take effect in semester 6 after completing core courses. It is the same with the Communication Studies study program which has not implemented 100% of the Independent Learning Independent Campus curriculum, but adjustments have been made, especially adopting Independent Learning Independent Campus demands such as making. Different challenges are experienced by the IR study program, where the IR study program follows the international accreditation of FIBAA, so that Independent Learning Independent Campus is also an assessor's concern in its implementation and integration into the curriculum. Independent Learning Independent Campus program or study program curriculum) without producing an additional burden for undergraduate students. The curriculum is not immediately changed in 2020, but is adjusted to the Independent Learning Independent Campus. In contrast to informants from the Political Science study program who stated that the existing curriculum had not yet answered the Independent Learning Independent Campus challenges, because the 2019 curriculum was still being used when the Independent Learning Independent Campus program was issued by the government. In other words, the current curriculum or the one used in 2020 is not designed to implement Independent Learning Independent Campus. The English Language Education and Christian Religious Education Study Programs also have not explicitly explained whether the existing curriculum can answer the Independent Learning Independent Campus challenges. However, so far they have always looked at what courses need to be added to meet the demands of Independent Learning Independent Campus, although there is no

significant difference between the old curriculum and the new curriculum. Supported by the statement of informants from the Mathematics study program that at the beginning of the implementation of Independent Learning Independent Campus there were no study programs that were fully ready, because they were still using a curriculum that was still running for the next 3 years, so it only accommodated it, where the curriculum according to Independent Learning Independent Campus only started running in 2023. This is in line with the opinion (Sulistiyani et al., 2021) that with the development of independent campus learning activities it is certain that it will have a positive impact on the development of knowledge in Indonesia.

**Obstacles Encountered**

The Electrical Engineering Study Program explained that it clearly involved lecturers to screen students who came from outside and entered the Electrical Engineering study program. The main obstacle is the method of paying tuition fees for students who come from abroad. The English Study Program explained that the obstacle faced was the lack of adequate human resources, so that it required personnel who were ready to assist the Head of Study Program when implementing Independent Learning Independent Campus. It is different from the Communication Studies study program which explains that there are more obstacles that come from internal than from external, because the external one is the student's business with the institution, so the main obstacle is more to reform within the institution itself. The explanation from the informant of the Christian Religious Education Study Program about the obstacles is communication, conversion, interest in participating in PMMDN and too much information circulating. An informant from the Mathematics study program explained that the obstacles faced in running Independent Learning Independent Campus were internal which included human resources and BKP had not opened all of them, the Independent Learning Independent Campus program had not been fully implemented because internal affairs were very detrimental to the study program if it wanted to go international (Arsyad & Widuhung, 2022).

**Benefits of Independent Learning Independent Campus Implementation for Study Programs**

The political science study program explained that there was no benefit in implementing Independent Learning Independent Campus, because at that time student activities could run without Independent Learning Independent Campus. So, it has not been seen because student participation existed before Independent Learning Independent Campus, so it is difficult to say that this Independent Learning Independent Campus is beneficial for students and

teaching lecturers. Meanwhile, informants from the IR study program explained the benefits of Independent Learning Independent Campus for students. This opens new insights and experiences if they take the right program according to the study plan, as well as develop student networks. For study programs, being able to get input in terms of CPL obtained by students and can be a source of enrichment for the Constitutional Court/curriculum, knowing the position of Study Programs in terms of quality and competitive ability, expanding networks and opening new partnerships, expanding lecturer knowledge. For the University itself, Independent Learning Independent Campus encourages the existence of a policy that is able to facilitate efficient, optimal and efficient implementation, encourage network expansion and potential for cooperation, increase human resources/governance related to cooperation/ learning models/ other income. Informants from the Communication Studies study program explained that this Independent Learning Independent Campus prioritizes the breadth of thinking and insight of students so that they can work globally. An informant from the English Education Study Program said that for the study program, Independent Learning Independent Campus was useful for accreditation. Indirectly, children who are involved in the Independent Learning Independent Campus program have more opportunities than other students, the opportunity to work is one of the benefits of implementing Independent Learning Independent Campus. Informants from the Mathematics study program explained that the Independent Learning Independent Campus program was very useful for the sustainability of the study programs and faculties, especially in promoting the government's 8 Key Performance Indicators program. In addition, it is very useful for lecturers who can do guerrilla activities outside the university, not only in their environment. However, it is necessary to evaluate the implementation process both during the pandemic and after the pandemic to see the productivity of the learning process (Fathurrochman, 2021).

## CONCLUSION

From the findings and data analysis, it was concluded that the implementation of the Key Performance Indicators curriculum could not be implemented in almost all study programs that had implemented Key Performance Indicators due to the timing of the implementation of the curriculum, where almost all study programs were still implementing the ongoing curriculum for the next 3 years. That is, Ministerial Regulation No. 3 of 2020, cannot be fully implemented, only accommodates it. Based on research, this is something new, because determining the validity period of the curriculum is an asynchronous indicator of the application of Key Performance Indicators. Not only that, there are very few foreign students who come to take courses at

UKI because there are only student exchanges. The courses offered to students outside the university may not match their passion, so they need to focus more on their choices at university. This research provides something new related to student passion which must be aligned with developments in the industrial world. Curriculum problems have also not been able to answer the challenges of Key Performance Indicators. In principle, all informants answered for the same reason, that is, the curriculum had not been fully accommodated, but some were only suitable and some adopted one KPI, namely student exchange. If related to the government concept, it can be said that the Key Performance Indicators program has not run as it should because of the dualism of the curriculum adopted by students. Readiness to accept students from outside the university is an obstacle because teaching lecturers must speak English, where the Study Program lacks human resources who can speak English, so they apply two languages/bilinguals, but still collaborate so that both students from within the country and students from abroad, can understand lecture material. The benefits of Key Performance Indicators aside from implementing government programs in tertiary institutions, can socialize the 8 KPIs, gain knowledge from outside and have the potential to improve the quality of study programs and the quality of graduates who can leave and develop their knowledge. This means that to become qualified you don't have to go abroad, but you can work domestically collaborating and customizing courses to suit your interests. In order to adopt new innovations regarding science, it is better if socialization is carried out by tertiary institutions to the level of study programs, lecturers and students as a whole. The study program must implement a value conversion arrangement when students take 20 semester credit systems outside the study program, disseminate the conversion charts made by the International Accreditation Team to study programs and students. There needs to be firm implementation of the Key Performance Indicators curriculum in all study programs, so that it is universal and not partial. In education management, the eight programs that have been implemented have a positive impact on improving the quality of graduate graduates. Another impact by implementing this activity is increasing the number of students who receive scholarships from the government. This supports the effectiveness of the smooth running of each lecture program undertaken by each student and the smooth running of education management in Indonesia, especially at the Indonesian Christian University.∎

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