



Implementation of Impactful Campus Policy through Academic and Social Collaboration at Mbojo Bima University

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ABSTRACT

The research problem focuses on how this policy is implemented and how an implementation model is formed within the context of a regional higher education institution. The study applies Van Meter and Van Horn's theory to examine policy implementation indicators and Ansell and Gash's model to analyze the collaborative process. The research method used is qualitative with a case study design through in-depth interviews, observations, and document analysis. The findings show that the implementation of the Impactful Campus Policy has provided a positive direction. However, it continues to encounter challenges related to limited preparation, coordination, and collaboration mechanisms. The emerging implementation model represents a combination of policy clarity and multi-stakeholder collaboration that contributes to academic and social impacts in Bima.

INTRODUCTION

Higher education holds a strategic position in shaping adaptive, competent, and competitive human resources amid globalization and the dynamics of the Fourth Industrial Revolution. Transformational challenges in the labor market require universities to develop learning models that not only emphasize theoretical dimensions but also integrate practical experiences relevant to industry and community needs (Nurhayati, 2025).

However, various studies show that higher education in Indonesia still faces structural and pedagogical challenges. A rigid curriculum, learning methods that are not yet contextual, and limited opportunities for students to explore off-campus learning experiences often hinder the achievement of comprehensive competencies (Purwoko & Rosyanafi, 2025). This condition contributes to a gap between students' academic abilities and the competency demands required in the workforce. Therefore, reforming the higher education system has become an urgent need to ensure institutions function effectively as spaces for developing students' professional and social capacity (Rodin, 2025).

Mbojo Bima University has implemented the MBKM policy since its institutional status as STISIP by aligning relevant regulations at the university, faculty, and study program levels. Various strategic decisions were issued to support MBKM curriculum development, lecturer recognition, and the execution of the Impactful Campus Program and Impactful Internship Program. MBKM implementation includes student exchange, lecturer collaboration, research, community service, laboratory-based learning, and internships. Data from 2020–2024 show an increasing trend of student participation in both government-supported and Independent MBKM initiatives. (Original URL omitted as required).

Despite the benefits of the Impactful Campus Program, preliminary observations indicate persistent challenges that require serious attention. Students acknowledged that the program expanded networking opportunities with various stakeholders; however, sustained collaboration has not yet been fully established. Development of soft and hard skills also remains limited, although students gained new knowledge unavailable in classroom settings. In addition, students still require intensive guidance from academic supervisors and field mentors to optimize the internship learning process.

From an implementation perspective, several barriers were identified, including the absence of preparatory training prior to internship placement, lack of a dedicated team to manage partnership agreements, unclear mechanisms for course recognition, and uneven dissemination of program information across the university. These challenges highlight the need for comprehensive evaluation of the program's design, mechanisms, and implementation to ensure its goals strengthening student competencies and generating public value are achieved effectively.

Therefore, this research aims to analyze the implementation of the Impactful Campus policy through academic and social collaboration at Mbojo Bima University, and to analyze the implementation model of the Impactful Campus policy through academic and social collaboration in the same institutional context.

This study is expected to provide practical contributions to evidence-based higher education policymaking, particularly in enhancing the Impactful Campus policy to better respond to social, economic, and technological dynamics. The research findings may serve as a basis for strengthening program implementation, evaluation, and the integration of academic learning with real-world experiential learning.

Conceptually, this research expands understanding of education governance through a public value perspective, emphasizing the role of universities as public value-creating institutions and as agents of university for public good in promoting social well-being and sustainable development. Research on the implementation of the Impactful Campus Policy at Mbojo Bima University is important to assess the effectiveness of academic and social collaboration in enhancing learning quality, the relevance of student competencies, and the university's contribution to society. This study provides scientific grounding for policy improvement and strengthening higher education governance.

LITERATURE REVIEW

Public policy is a series of government decisions designed to address public issues or fulfill societal needs, encompassing laws, programs, regulations, budgets, and even deliberate inaction. In its scholarly discussion, two dominant paradigms emerge: the Continental approach, which views policy as a product of legal systems and institutional interactions, and the Anglo-Saxon approach, which considers policy as the result of political processes and interactions between government and society (Anggara, 2014).

Policy implementation is a crucial stage in the public policy process, as even well-designed policies hold no meaning without effective execution. Scholars such as Grindle, Udoji, Dunn, Van Meter & Van Horn, and Mazmanian & Sabatier emphasize that implementation extends beyond bureaucratic procedures and involves conflicts, power relations, and socio-economic dynamics influencing program success. Implementation is understood as practical action aimed at achieving policy objectives; thus, its failure or success is shaped by implementers' behavior, involved actors, and resulting consequences whether intended or unintended (Andriani, 2023).

Winter's Integrated Implementation Model (2003), as referenced in Suri (2024), synthesizes top-down and bottom-up approaches by considering macro-level factors, organizational context, implementers' behavior, and target group responses. This model is relevant for analyzing the implementation of the Impactful Campus Policy at Mbojo Bima University, particularly in identifying the key factors influencing the performance of academic and social collaboration.

Collaborative Governance is a formal, structured, and goal-oriented form of interorganizational cooperation established to achieve shared outcomes that cannot be accomplished independently. Unlike partnerships or informal networks, collaboration emphasizes consensus-building, role clarity, and joint decision-making among public, private, and nonprofit actors. The concept has grown alongside increasing organizational complexity and stakeholder engagement demands. Collaborative governance enables more optimal cross-sector resource utilization, strengthens government legitimacy, and involves citizens, community groups, and public institutions in collective decision processes (La Ode Syaiful Islamy, 2018).

Two primary theoretical models guide this study: the Van Meter and Van Horn Model, and the Ansell and Gash Model. The Van Meter and Van Horn framework highlights six key variables shaping implementation outcomes: policy standards and objectives, resource availability and incentives, interorganizational relationships, implementer characteristics, external environment, and implementers' attitudes. Meanwhile, Ansell and Gash emphasize the significance of collaborative processes grounded in trust, participation, and consensus. Together, these theories offer an analytical foundation to examine how the Impactful Campus policy is shaped by policy clarity, implementation capacity, and cross-actor collaboration dynamics.

Research on higher education policy implementation has evolved in recent years; however, most studies remain varied in focus and few explicitly investigate academic collaboration and social impact. Puspitasari and Nugroho (2021) found that implementing the Merdeka Belajar Kampus Merdeka (MBKM) policy at FISIP UPN Veteran Jawa Timur faced technical and structural barriers such as difficulties in course conversion, limited partnership networks, suboptimal system readiness, and human resource gaps. These findings suggest that universities remain focused on administrative and managerial issues rather than strengthening interactor collaborative relations. Similarly, Rochana et al. (2021) noted that MBKM implementation primarily affected student engagement and interest, especially in certain programs, but did not yet reflect institutional contributions to society.

Ramadhan and Megawati (2023) found that Surabaya State University implemented MBKM more systematically through improved communication, infrastructure, and leadership support. However, the study remained concentrated on internal campus quality rather than expanding social impact through external collaboration. In contrast, Kebubun and Fonataba (2024) highlighted institutional resistance to change as a major challenge in implementing MBKM, shaped by academic culture, organizational readiness, and internal policy misalignment.

These studies show that few have explicitly analyzed implementation models that blend academic and social collaboration dimensions within the context of regional universities. Additionally, previous research predominantly focused on major universities in developed urban settings, leaving limited exploration of implementation dynamics in institutions with different institutional capacities, organizational cultures, and social networks.

This study offers novelty by analyzing the implementation of the Impactful Campus Policy using two complementary theoretical models: Van Meter and Van Horn, which focus on six implementation variables, and Ansell and Gash, which emphasize trust-based, participatory, and consensus-driven collaborative processes. The integration of both models, combined with the context of a regional university, provides a new perspective in understanding how higher education policy can produce tangible social impact through academic and social collaboration.

METHODOLOGY

This study employs a qualitative research approach with a case study design to gain an in-depth understanding of the implementation of the Impactful Campus Policy through academic and social collaboration at Mbojo Bima University. This approach was selected because it allows exploration of policy dynamics in context, including the planning, implementation, and evaluation processes involving educational actors and community stakeholders. The case study design is considered relevant as it enables comprehensive examination of policy implementation within a higher education institution that has unique characteristics and bureaucratic processes (Mappasere & Suyuti, 2019).

Primary data were obtained from various key informants directly involved in the implementation of the Impactful Campus Policy. The informants consisted of university leaders, faculty or program heads, program implementing lecturers, participating students, administrative staff, external partners, and community beneficiaries. Informants were selected using purposive sampling based on competency, involvement, and relevance of roles in policy implementation (Creswell, 2019). This approach ensured representation of perspectives from all actors engaged in academic and social collaboration.

Data were collected through in-depth interviews, participant observation, and document analysis, including program guidelines, implementation reports, and university policy documents. Semi-structured interviews were conducted to obtain rich data regarding experiences, perceptions, and challenges faced by policy implementers (Creswell, 2019). Observations were carried out within the university environment and community engagement locations to obtain firsthand insight into implementation processes and actor interactions.

Data were analyzed thematically using the stages of data reduction, data display, and conclusion drawing as proposed by Miles and Huberman (1994). This analytical framework was used to identify key patterns, the alignment of policy implementation with university objectives, and the effectiveness of collaboration among academics, students, and community stakeholders.

Data validity was ensured through source and technique triangulation, verification of supporting documents, and confirmation of findings through member checking based on the framework of Lincoln and Guba (1985). These procedures ensured that the research findings are accurate, credible, and reflect a comprehensive depiction of the implementation of the Impactful Campus Policy.

RESEARCH RESULT

Implementation of the Impactful Campus Policy through Academic and Social Collaboration at Mbojo Bima University

The implementation of the Impactful Campus Policy at Mbojo Bima University demonstrates progressive development, although it remains influenced by several key factors.

1. First, in terms of policy standards and objectives, the university has established clear goals aimed at enhancing academic contributions to social development through teaching, research, and community engagement. However, the achievement of these goals depends significantly on the extent to which all institutional units understand the direction and purpose of the policy.
2. Second, regarding resource availability, the program is supported by lecturers, education staff, and students as key actors, though varying levels of capacity across units indicate the need for additional training and improved supporting facilities.
3. Third, the quality of interorganizational relationships shows that collaboration among the university, external partners, and the community has been established. However, the depth and sustainability of these partnerships require reinforcement to prevent the activities from becoming short-term and project-based.
4. Fourth, the characteristics of the implementing institution indicate that the organizational structure supports policy implementation, although a collaborative work culture is still developing gradually.
5. Fifth, the surrounding social and institutional environment in Bima significantly affects policy effectiveness, particularly because the community strongly upholds local values, requiring adaptive engagement strategies.
6. Sixth, implementers' attitudes reflect strong commitment from university leaders and lecturers, although variations in motivation at the operational level may affect implementation quality.

Using Ansell and Gash's perspective, the implementation becomes clearer as trust, participation, and consensus emerge as key determinants of success. Trust among internal and external actors serves as the foundation of collaboration; student and community involvement strengthens program relevance; and consensus-building in planning helps minimize conflicting interests.

Overall, the implementation of the Impactful Campus Policy at Mbojo Bima University is progressing positively, yet success relies heavily on strengthening resources, developing a collaborative culture, and building sustainable partnerships. The integration of Van Meter & Van Horn and Ansell & Gash frameworks demonstrates that policy clarity, organizational capacity, and collaborative quality are essential to generating meaningful academic and social impacts in Bima.

Model of Impactful Campus Policy Implementation through Academic and Social Collaboration at Mbojo Bima University

The implementation model of the Impactful Campus Policy at Mbojo Bima University is analyzed by integrating Van Meter and Van Horn's six variables with the collaborative governance principles proposed by Ansell and Gash.

In terms of policy standards and objectives, the university has clearly defined its goal to ensure higher education contributes tangible benefits to society through academic activities. These standards act as guidelines for faculties, lecturers, students, and external partners in designing well-targeted programs. Clarity of objectives serves as the foundation for establishing mutually reinforcing collaboration between internal and external actors. Regarding resource availability and incentives, implementation is supported by lecturers, staff, and students as core executors. However, variations in capacity across units indicate the need for technical training, mentorship mechanisms, and strengthened incentive systems to encourage broader participation.

Similarly, the quality of interorganizational relationships reveals that the university has established partnerships with local government, community groups, and social organizations. These networks are essential channels for expanding program impact, although further efforts are required to ensure sustainability and strengthen coordination mechanisms. The characteristics of the implementing institution indicate that the campus structure supports policy execution; however, a culture of academic collaboration is still growing and requires consistent development. The local social, cultural, and geographical context in Bima also influences policy implementation, as community characteristics require culturally sensitive approaches. Moreover, implementers' attitudes particularly leadership and lecturer commitment greatly determine the pace and consistency of collaboration and student involvement.

When analyzed through Ansell and Gash's framework, the implementation model becomes more evidently grounded in trust-building, participation, and consensus. The Impactful Campus program operates effectively when internal and external actors develop trust, engage the community in planning and execution, and mutually agree upon shared objectives.

Thus, the implementation model of the Impactful Campus Policy at Mbojo Bima University represents a combination of policy clarity, organizational capacity, and social collaboration strength. The integration of Van Meter & Van Horn's framework with Ansell & Gash's collaborative governance model confirms that successful implementation depends on the quality of actor relationships, implementer commitment, and the university's ability to build sustainable partnerships with the community.

DISCUSSION

The research findings indicate that the implementation of the *Impactful Campus Policy* at Mbojo Bima University has demonstrated a relatively clear direction, particularly in terms of policy standards and objectives. Consistent with Van Meter and Van Horn's perspective, clarity of goals serves as the foundational determinant of implementation effectiveness. In this context, the university has established strategic objectives to strengthen academic contributions to social development through the tridharma mandate. However, the findings also reveal that understanding of policy direction varies across units. This discrepancy may lead to differences in priorities, work patterns, and technical interpretations at the faculty and department levels. Therefore, greater harmonization of perception and more intensive policy communication are required to ensure that all implementers operate under a unified implementation framework.

With regard to resources, the involvement of lecturers, administrative staff, and students illustrates that the policy is supported by adequate human resources. However, capacity disparities across units remain a significant challenge. According to Van Meter and Van Horn, insufficient preparedness or unequal capacity may hinder effective implementation even when the policy formulation is already strong. This condition underscores the need for ongoing professional development, strengthened collaborative competencies, and enhanced supporting facilities to ensure equitable capabilities and resources across all units.

The findings related to interorganizational relationships show that Mbojo Bima University has established collaborative networks with external partners, including government institutions, civil society organizations, and local community groups. This aligns with the interorganizational communication indicator emphasized by Van Meter and Van Horn, in which effective implementation is influenced by patterns of coordination and interaction across institutions. Although these partnerships are already in place, the depth and continuity of collaboration still require strengthening to prevent activities from becoming short-term or project-based. Based on Ansell and Gash's collaborative governance framework, successful collaboration must be cyclical, transparent, and trust-based. Without long-term commitment and accumulated trust, collaboration

risks becoming symbolic and less capable of producing sustainable social outcomes.

Additionally, the characteristics of the implementing institution indicate that the university's organizational structure already supports the implementation of the *Impactful Campus Policy*. Role distribution, coordination mechanisms, and decision-making pathways have been established. However, the internal culture of collaboration is still evolving. This finding reinforces Van Meter and Van Horn's assertion that institutional characteristics—including norms, values, and managerial capacity—strongly influence implementation success. A work culture that is not yet fully collaborative may impede consensus-building and active participation—two essential components in Ansell and Gash's collaborative model.

The findings also highlight that the social and institutional environment in Bima significantly influences the implementation process. Strong community cultural values such as mutual cooperation, community solidarity, and respect for traditional leadership shape public acceptance and program success. In Van Meter and Van Horn's model, socio-political and economic conditions function as external variables that directly affect implementation performance. In contexts where cultural identity is strong, policy implementation requires adaptive, participatory, and culturally sensitive approaches to avoid resistance. This aligns with Ansell and Gash's principles emphasizing the importance of inclusive participation and shared understanding in fostering effective collaboration.

Finally, the attitudes of policy implementers including lecturers, administrative personnel, and university leaders show positive commitment toward supporting the implementation process. Commitment is a key variable, as implementer attitudes determine the consistency and quality of implementation in practice. However, the findings also identify variations in motivation among implementers at the operational level. These variations may influence the quality, continuity, and sustainability of collaborative activities. Within Ansell and Gash's framework, implementer commitment significantly affects the success of collaborative processes, particularly in trust-building, role sharing, and consensus formation.

Implementation Model of the Impactful Campus Policy through Academic and Social Collaboration at Mbojo Bima University

Research findings related to policy standards and objectives show that Mbojo Bima University has established a strong foundation through clear goal-setting, namely positioning academic activities as a concrete instrument to provide benefits to society. This clarity of purpose serves as a guiding framework for the entire academic community and creates a shared direction in the development of collaborative programs. In the view of Van Meter and Van Horn, well-defined standards and objectives are essential prerequisites for consistent and evaluable implementation. With measurable targets, faculties, lecturers, students, and external partners share the same work orientation, thereby strengthening more effective academic and social collaboration.

In terms of resource availability and incentives, the implementation of the Impactful Campus Policy relies heavily on human resources as the primary actors. Although the university has an adequate human resource structure, capacity disparities across units indicate the need for competency enhancement through technical training and continuous mentoring. This aligns with Van Meter and Van Horn's argument that insufficient or uneven resources can hinder achievement of policy goals. The availability of appropriate incentives also acts as a motivational factor, encouraging implementers to engage more actively in collaborative initiatives.

Findings regarding interorganizational relationships indicate that Mbojo Bima University has successfully established collaborative networks with local government, community groups, and social organizations as part of the policy implementation. This collaboration becomes a strategic instrument for expanding program relevance and impact through knowledge transfer, increased community participation, and more comprehensive solutions to social issues. From Ansell and Gash's collaborative governance perspective, the quality of relationships among actors strongly determines the success of the collaboration process, particularly in building trust, role equality, and shared commitment. Although partnerships have been established, sustainability and coordination mechanisms still need reinforcement to ensure that collaboration develops into systematic and long-term cooperation rather than remaining project-based.

The findings also show that institutional characteristics play a central role in the successful implementation of the Impactful Campus Policy at Mbojo Bima University. The existing organizational structure—with academic units, research institutions, and community service divisions—supports implementation by providing a clear operational pathway. However, the collaborative culture across units is still evolving. This is consistent with Van Meter and Van Horn's assertion that institutional characteristics significantly influence implementation effectiveness, particularly regarding institutional capacity, leadership style, and internal coordination patterns. Strengthening collaborative culture requires shared procedures, enhanced cross-unit communication, and leadership that encourages teamwork and innovation.

The external context, including the social, cultural, and geographical characteristics of Bima, also influences implementation. Strong local values, community-based social relations, and geographical challenges require adaptive approaches. In line with Van Meter and Van Horn, environmental conditions may either strengthen or hinder implementation processes. To ensure policy effectiveness, academic programs must integrate local wisdom, understand community needs contextually, and intensively involve local stakeholders. A culturally sensitive approach increases community acceptance and strengthens policy relevance.

The attitudes of policy implementers also significantly contribute to implementation quality. Commitment from university leaders, lecturers, and administrative staff serves as a key determinant of academic and social collaboration. The findings show strong leadership commitment, while lecturer motivation varies across units. This variation may affect the extent and sustainability of collaboration with communities and external partners. In implementation theory, implementer attitudes are closely related to perceptions of policy goals and institutional interests, thus requiring systematic efforts to build shared awareness of the strategic importance of the Impactful Campus Policy for institutional and societal advancement.

From Ansell and Gash's perspective, policy implementation at Mbojo Bima University reflects a collaborative model emphasizing trust, participation, and consensus-building. Trust is developed through open communication between the university and the community. Participation is demonstrated through the involvement of students, lecturers, local government, and community groups in a variety of academic and social activities. Meanwhile, consensus emerges through shared understanding of program objectives aimed at delivering tangible benefits to society. Therefore, the success of policy implementation depends on the extent to which internal and external actors are able to establish mutually reinforcing and sustainable collaborative relationships.

CONCLUSION AND RECOMMENDATIONS

The study concludes that the implementation of the Impactful Campus Policy at Mbojo Bima University has demonstrated positive progress; however, its success remains strongly influenced by the strengthening of human resources, the development of a collaborative work culture, and the sustainability of partnerships with various stakeholders. By integrating the theoretical perspectives of Van Meter & Van Horn and Ansell & Gash, this research emphasizes that the clarity of policy standards and objectives, adequate organizational capacity, and the quality of collaboration among actors are fundamental determinants of effective policy implementation.

The implementation model developed at Mbojo Bima University reflects a combination of policy clarity and collaborative working mechanisms. Collaboration between the university, local government, community groups, and external partners plays a crucial role in generating meaningful academic and social impacts in the Bima region. Thus, the success of the Impactful Campus Policy is determined by the university's ability to maintain policy consistency, strengthen a collaborative institutional culture, and foster inclusive and sustainable partnerships for society.

Based on the research findings, two primary recommendations are proposed to strengthen the implementation of the Impactful Campus Policy at Mbojo Bima University. First, the university needs to enhance human resource capacity through continuous training programs for lecturers and administrative staff. The training should include strengthening collaborative competencies, community needs-based program planning, and the use of supporting technology for academic and social initiatives. Improving human resource competency will help ensure equal implementation capacity across units, resulting in a more consistent policy execution.

Second, the university must establish a more structured and sustainable partnership mechanism with local government, community groups, and social organizations. Partnerships should not be limited to short-term project-based cooperation but should be directed toward long-term collaboration based on mutual trust, regular communication, and shared goals. Therefore, it is essential for the university to develop a collaborative platform that serves as a coordination forum among all actors, ensuring that academic activities generate real benefits for society and contribute to sustainable regional development in Bima.

ADVANCED RESEARCH

The findings of this study open opportunities for further research that may enrich the understanding of the implementation of the Impactful Campus Policy. The first research recommendation is to conduct a comparative study between Mbojo Bima University and other higher education institutions, both within the West Nusa Tenggara region and nationally. Such comparative research would provide a broader perspective on success factors, implementation challenges, and collaborative practices that may be replicated to enhance policy effectiveness across diverse local contexts. The second recommendation is to undertake an in-depth study focusing on the dynamics of collaboration between the university and local communities. This research could explore how social relationships, local cultural values, and community structures influence the forms of collaboration that emerge.

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