

The Effect of Lecturer Knowledge and College Readiness on the Successful Implementation of MBKM and the Impact of MBKM on Learning

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Abstract: The knowledge of lecturers and the readiness of Higher Education (PT) will determine the success of the implementation of the Independent Learning Campus Merdeka (MBKM), but lecturers and universities have not fully understood and implemented the MBKM program properly. The purpose of this study was to identify the effect of lecturer knowledge and PT readiness on the implementation of MBKM and the impact of MBKM on learning. The research was conducted at the Islamic University of Malang (UNISMA), East Java, Indonesia. The study used a survey method to all lecturers, conducted in December 2021. The research data used primary data, collected through an online questionnaire and obtained a sample of 309 lecturers. Data analysis used multiple linear regression model approach. The results showed that the knowledge and readiness of PT had a significant influence on the implementation of MBKM and the impact of MBKM on learning. Where the knowledge of lecturers about MBKM policies has a significant effect on both the implementation and impact of MBKM, while the PT's readiness is not significant. This finding confirms that PT's efforts are still needed in the successful implementation of MBKM.

Keywords: lecturer knowledge, readiness, implementation, impact

1. INTRODUCTION

The quality of a country's resources is largely determined by the level of education completed by its population (Troup et al., 2021). The higher the level of education completed by the population, the higher the quality of human resources. This means that if the percentage of the population of a country is dominated by people who have graduated from a bachelor's degree or above, then the country is classified as a developed country. Developed countries will more easily absorb technology so that there will be rapid growth in various aspects of the economy, education, culture, and others (Achmad, 2021; Vahdat, 2021). A country is developed and developing rapidly if the population of that country has an increasing literacy rate and is even without illiteracy. To make it happen, supporting factors, including high knowledge of lecturers and college readiness are needed (Andarwulan et al., 2021; Rapanta et al., 2020).

Various efforts have been made by several countries to improve the quality of human resources, including Indonesia. One way to do this is to apply a link and match learning method (Indonesia, 2021.; Kodrat, 2021; Ramadhani & Rahayu, 2021). The more innovative the learning method, the more effective the educational process, so that the quality of human resources will also increase (Piwowar-Sulej, 2021; Subarto et al., 2021; Tyas & Naibaho, 2021). Currently, Indonesia has implemented a new curriculum for higher education. This new curriculum has been in progress since 2020 and is now entering its second year. The Islamic University of Malang is one of the private universities implementing the new curriculum. Several aspects related to this new curriculum include how far the knowledge of lecturers, students and academic staff on curriculum implementation, how the higher education institutions are prepared, how are lecturers prepared, how involved lecturers, students and academic staff are, how is the readiness of study programs, how is the impact of the curriculum. new to the learning process, to graduates, whether the implementation of the new curriculum increases the capacity of lecturers, how beneficial is the implementation of the new curriculum to meet the learning outcomes of graduates, and so on (Fuadi, 2021; Sopiansyah et al., 2022).

Research on the implementation of the new curriculum has been carried out in various countries, including in the Netherlands (van der Spoel et al., 2020), in Germany (Crick, 2021), in Algeria (Rabehi, 2021) and also in Indonesia (Fuadi, 2021). In general, the above studies can be concluded that the new curriculum can improve the quality of graduates, the effectiveness of learning and others, but there are still some obstacles, including the low knowledge of lecturers, students and academic staff, as well as the readiness of universities that have not fully met the desired standards. so that the main purpose of the new curriculum has not been going well. In this study, an analysis was carried out on how the influence of lecturers' knowledge level and PT readiness on the implementation and impact of MBKM. The research was conducted at the Islamic University of Malang. The purpose of this study was to analyze the level of knowledge of lecturers and PT's readiness to implement MBKM. The research was conducted at the Islamic University of Malang, East Java. The study used a survey method, carried out to all lecturers. The research will be conducted in December 2021. The research uses primary data, collected via the SPADA DIKTI link with a research sample of 309 lecturers. Data analysis used multiple linear regression model approach. The results of the study obtained information on how the influence of each variable on the implementation and impact of MBKM at the Islamic University of Malang, whether it had an effect on increasing or decreasing the implementation of MBKM. Through the results of this study, it is hoped that it can

become valuable information for universities and related institutions in an effort to develop policy strategies to optimize the implementation of MBKM in universities.

2. METHODS

2.1. The location, the time period, the sample size, and the research data

This study was conducted at University of Islam Malang. This study was place in December of 2021. The research method uses a survey method. The research data using primary data collected through the SPADA DIKTI link with a total sample of 309 lecturers. The research data includes lecturer knowledge data (X1) which is measured by two questions, namely X1.1 and X1.2, higher education readiness data (PT) which is measured by one question. Meanwhile, MBKM implementation data is measured by four indicators or four questions, and MBKM impact data is measured by seven questions. In detail, all questions as data sources are presented in Table 1. Data analysis used a multiple linear regression model approach.

2.2. The quantification of research variables

This study uses qualitative data. This is an explanatory study that discusses the causal link model established in the study between many variables. These variables include the following: the lecturer's information about MBKM policy (X1.1), lecturer's information about the number of semesters in MBKM (X1.2), PT's readiness in MBKM implementation (X2), MBKM implementation (Y1) and the impact of MBKM (Y2). Measurement of indicators on each variable using a ratio scale. Variables that have more than three choices of answers are categorized into three levels, namely from low to high (Low, Medium, High) or from not good to good (Not good, fairly good, and Good). Table 1 presents the variables and indicator variables for MBKM implementation.

Table 1. The variables and indicator variables for implementasi and impact of MBKM.

Variable	Description of variables
X1	Lecturer knowledge, consisting of two questions
X1.1	How well do you know about the Independent Learning-Independent Campus (MBKM) policy?
X1.2	In SN-Dikti (Permendikbud No. 3 of 2020), up to how many semesters can be used to conduct MBKM activities outside the university?
X2	PT's readiness has 7 items of questions, namely:
X2.1	How is your involvement in activities to prepare for the implementation of MBKM in study programs or universities?
X2.2	Have you ever been a KKN field supervisor or student entrepreneurial activity supervisor or internship supervisor or student exchange supervisor before the MBKM Program existed?
X2.3	Have you ever helped Study Programs in compiling CPL or calculating/equalizing credits?
X2.4	Have you ever studied the Guidebook for Merdeka Learning-Independence Campus?
X2.5	Have you ever participated in the socialization of driving lecturers either directly or through the Directorate General of Higher Education's YouTube?
X2.6	Are you willing to become a supervising lecturer in MBKM activities?
X2.7	Will you take an active role in suggesting/encouraging students to take MBKM activities?
Y1	Implementation before MBKM consisted of three question items, namely: <ol style="list-style-type: none"> 1. Does your study program have any previous programs that match the form of the Independent Learning-Independent Campus (MBKM) activity? 2. If the answer is yes, select the form of MBKM activity that has been previously owned. 3. 3. In your study program, how many credits of courses are recognized/equalized with the form of MBKM Learning Activities?
Y2	To what extent does the MBKM program have an impact on the student learning process?

2.2. Data analysis: multiple linear regression model approach

In this study, we want to see how the influence of each variable on the implementation and impact of MBKM. The choice of the analytical model using multiple linear regression analysis is considered appropriate because the dependent variables are more than one, namely X1 and X2 as shown in Table 1, and the dependent variable is a data ratio measured with a scale that is not good, quite good and good. To meet the requirements of regression analysis, the data was tested for data normality.

There are two regression models in this study, the first dependent variable is the implementation of MBKM and the second model is the impact of MBKM. In model 1 the dependent variable is measured through three indicators, namely 1) Does your study program have a previous program that is in accordance with the form of the Independent Learning-Independent Campus (MBKM) activity?, 2) If the answer is yes, choose the form of MBKM activity that has been previously owned, and 3) In your study program, how many credits of courses are recognized/equalized with the form of MBKM Learning Activities? In the second model the dependent variable is measured by one indicator, namely the extent to which the MBKM program has an impact on the student learning process. The model of lecturer knowledge and PT's readiness to implement MBKM (Y1) and the model of lecturer knowledge and readiness of PT to impact MBKM (Y2) are written as follows:

$$Y_1 = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + e_i$$

$$Y_2 = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + e_i$$

Description:

- Y1 : MBKM implementation
 Y2 : impact of MBKM
 β_0 : constant
 X_1 : lecturer knowledge about MBKM policy
 X_2 : Higher Education readiness in MBKM
 β_1, β_2 : regression coefficient
 e_i : error term

Prior to analysing the model of new curriculum, it is important to run it through the F_{test} . The F_{test} can be used to determine whether or not the model is significant (Bradshaw et al., 2020; Hayes et al., 1990). The following is the test hypothesis for the new curriculum model:

The following are the model test hypotheses:

Ho: $\beta_1 = \beta_2 = 0$

H1: a minimum of one of $\beta_i \neq 0$

Decision-making rule:

- If $F_{test} \leq F_{table}$, then accept Ho or reject H1, indicating that lecturer knowledge and PT readiness simultaneously have no effect on MBKM implementation. In other words, the model is irrelevant.
- If $F_{test} > F_{table}$, accept H1 or reject Ho, indicating that lecturer knowledge and PT readiness simultaneously affect the implementation of MBKM.

Along with the model test, the model must be evaluated for determination (R^2), which requires seeing all variables able to explain the MBKM implementation model. R^2 explain how far the knowledge of lecturers and the readiness of universities to explain the implementation of MBKM at UNISMA (Chicco et al., 2021). In the second model, R^2 indicates that the extent to which lecturer knowledge and PT readiness are able to explain the impact of MBKM on student learning at UNISMA. After determining that the model is significant and obtaining the coefficient of determination, the following test is a partial test. The partial test was used to determine the influence of each variable on the implementation of MBKM or the impact of MBKM. The following is the hypothesis for the partial test:

Ho: $\beta_i = 0$

H1: $\beta_i \neq 0$

Decision-making rule:

- If $t_{test} \leq t_{table}$, accept Ho or reject H1, which indicates that the variable has no effect on implementation of MBKM
- If $t_{test} > t_{table}$, accept H1 or reject Ho, indicating that the variable has an effect on implementation of MBKM.

4. RESULTS AND DISCUSSIONS

4.1. Data normality test

Data normality test In order for the MBKM implementation model or MBKM impact model to be interpreted, one of the requirements is that the data meet the normality test. This is as a requirement in the multiple linear regression models. Therefore, the data of this study were also tested for normality of the data. The results of data analysis showed that the research data met the requirements for interpretation because the data were normal. This is indicated by the results of the Kolmogorov-Smirnov test where two variables are valid (Table 2).

Table 2. The results of the normality test of lecturer knowledge data

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
MBKM knowledge	309	100.0%	0	.0%	309	100.0%
PT readiness	309	100.0%	0	.0%	309	100.0%

Source: Author's computation, 2021.

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
MBKM knowledge	.309	309	.000	.780	309	.000
PT readiness	.369	309	.000	.632	309	.000

a. Lilliefors Significance Correction

4.2. The effect of lecturer knowledge and PT readiness on MBKM implementation

The knowledge of the lecturers reflects how much the lecturers understand about MBKM, both in terms of substance and implementation. Lecturer knowledge is obtained from information related to how far lecturers know MBKM policies and

information in accordance with SN-Dikti (Regulation of The Minister of Education and Culture of The Republic of Indonesia No. 3 of 2020), up to how many semesters can be used to carry out MBKM activities outside of Higher Education. The higher the lecturer understands of MBKM policies, the better the implementation of MBKM at UNISMA. The model of the influence of lecturer knowledge and PT readiness on the implementation of MBKM can be written as follows:

$$Y1 = 2.434 - 0.275X1 + 0,067X2$$

The results of data analysis using the F test show that the MBKM implementation model is very significant (Table 2). This means that simultaneously the knowledge of lecturers and the readiness of universities greatly affect the quality of MBKM implementation. The coefficient of determination produced is 0.117%. It can be interpreted that the knowledge and readiness of PT is able to explain the implementation of MBKM at UNISMA by 11.7%, while the remaining 89.3% is explained by variables that are not included in the model. Variables that are not included in the model include student knowledge about MBKM, academic staff knowledge about MBKM and others. To see how far each variable has an effect on the implementation of MBKM, a partial test is carried out using the t test. The results of the partial test analysis can be seen in Table 2.

Table 3. Analysis of the influence of lecturer knowledge and PT readiness on the implementation of MBKM

Model Dependent Variable: Implementation Level Before MBKM		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.434	0.150		16.201	0.000*
	Knowledge MBKM	-0.275	0.042	-0.349	-6.475	0.000*
	PT readiness	0.067	0.053	0.067	1.249	0.213

Source: Author's computations, 2021

R² adj=0.117 (11.7%)

*=high significant (alpha 1%).

The level of knowledge of lecturers about MBKM policies greatly influences the quality of MBKM implementation at UNISMA. This is indicated by the results of data analysis that the lecturer's knowledge is significant at alpha 0.00 (99%) with a negative regression coefficient (Table 3). The meaning of the negative coefficient is that if the understanding of the lecturer is increased, the implementation of MBKM will decrease. The implication of the results of this analysis is that the knowledge of the lecturers about MBKM is sufficient so that for the time being there is no need to further socialize the understanding of the lecturers' understanding of MBKM policies.

The readiness of PT in implementing MBKM does not affect the implementation of MBKM at UNISMA. The results of data analysis showed that the significance of the PT readiness variable was only 0.218 (79%). It can be interpreted that socialization to lecturers about the seven items as shown in Table 1 has not been fully understood by all lecturers. Those lecturers understand that they must be involved in MBKM so that the optimal implementation of MBKM is only about 79%, there are still 21.3% of lecturers who do not understand the need for lecturer involvement in MBKM. This is supported by field information that there are still quite a number of lecturers who do not fully understand that the involvement of lecturers in MBKM will determine the success of MBKM. Therefore, socialization is still needed in an effort to increase the involvement of lecturers in the implementation of MBKM.

4.3. The effect of lecturer knowledge and PT readiness on the impact of MBKM

In this study also conducted an analysis of how the influence of the level of knowledge of lecturers and PT readiness on the impact of the implementation of MBKM. The impact of MBKM is measured by how far the involvement of lecturers in the implementation of MBKM is obtained from one information from the data of the extent to which the MBKM program has an impact on the student learning process. The higher the knowledge of the lecturers and the readiness of the PT, the higher the impact of MBKM. From the results of data analysis, it was found that the lecturer's knowledge model and PT's readiness to the impact of MBKM can be written as follows:

$$Y2 = 0.433 + 0.237X1 + 0.068 X2$$

This model is very significant, as can be seen from the results of the F test analysis of 0.01. The results of this analysis conclude that the level of knowledge of the lecturers and the readiness of universities greatly affect the impact of MBKM. The results of data analysis on how far the level of knowledge of lecturers and PT's readiness to explain the impact of MBKM is shown by the coefficient of determination. The adjusted R² value was obtained at 0.118, meaning that the knowledge of the lecturers and the readiness of the PT were able to explain the MBKM impact model by 11.8%, while the rest were variables that were not included in the model, including student and technical knowledge in understanding MBKM, what form of MBKM activities were chosen by students? Internship, student exchange, research, independent study, and others. The results of data analysis on the effect of PT knowledge and readiness on the impact of MBKM can be seen in Table 4.

Table 4. Analysis of PT's knowledge and readiness for the impact of MBKM

Dependent Variable Model: Lecturer Involvement in MBKM	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t	
1 (Constant)	0.433	0.134		3.228	0.001*
Knowledge MBKM	0.237	0.038	0.337	6.261	0.000*
PT readiness	0.068	0.048	0.077	1.437	0.152

Source: Author's computations, 2021

R^2 adj=0.117 (11.7%)

*=high significant (alpha 1%).

Lecturer knowledge about MBKM policy greatly influences lecturer involvement in implementing MBKM. This is indicated by the significance of the results of data analysis of 0.000, meaning that the level of knowledge of the lecturers has a very significant effect on the impact of MBKM, especially on the student learning process. The positive regression coefficient means that the higher the lecturer's understanding of the MBKM policy, the higher the quality of the student learning process. In other words, the higher the lecturer's knowledge about MBKM, the higher the impact of MBKM on the student learning process.

In the second model, the results of the analysis are in line with the first model that PT readiness is also not significant to the impact of MBKM, indicated by the results of data analysis that PT readiness is significant at 15% alpha. It can be interpreted that as many as seven items of PT readiness indicators still need to be improved so that MBKM immediately has an impact on improving learning for UNISMA students. Some things that need to be done by universities include increasing the involvement of lecturers in activities to prepare for the implementation of MBKM at the study program or university level, increasing the role of lecturers in guiding KKN or guiding student entrepreneurial activities or internship supervisors or student exchange supervisors before the MBKM program, increasing the role of lecturers in helping study programs develop CPL, increasing the role of lecturers in understanding the MBKM guidebook, increasing the role of lecturers in participating in the socialization of driving lecturers either directly or participating in socialization through the Directorate General of Higher Education youtube, increasing the role of lecturers as mentors in MBKM activities, or increasing the role of lecturers to play an active role in suggest or encourage students to take MBKM activities.

5. DISCUSSION

The results of this study contribute to the application of a new curriculum policy in higher education, namely "Independent Campus, Freedom to Learn" (Kampus Merdeka, Merdeka Belajar). Where the contribution of this research is that in general it shows that there is a significant influence between lecturer knowledge and PT readiness on the successful implementation and impact of MBKM policies on learning. In particular, the results of this study indicate that what have a significant effect are the knowledge of the lecturers rather than the readiness of the PT for the successful implementation and impact of the MBKM policy on learning.

The things that cause that the knowledge of lecturers has a significant influence on the implementation of MBKM as well as on the impact of MBKM, namely lecturers are staff in universities who have a very important role in the successful implementation of this MBKM. Various research results show that the more innovative the learning methods used by educators are, the more effective the educational process will be so that the quality of human resources will also increase (Piwowar-Sulej, 2021; Subarto et al., 2021; Tyas & Naibaho, 2021). Various research results also show that lecturers' abilities, lecturer knowledge, and material prepared by lecturers are easy to understand (Setiawan, 2021; Setiawan & Ayuningtyas, 2021a, 2021b; Setiawan & Syaifuddin, 2020). The results of this study extend the results of previous studies by showing that the knowledge of lecturers on MBKM policies as a whole has a significant effect. Therefore, it is important to disseminate MBKM in order to increase the knowledge of lecturers. So that the implementation of MBKM can run well. Where the higher the lecturer's understanding of MBKM policies, the higher the quality of MBKM implementation and the learning process for students. In other words, the higher the lecturer's knowledge about MBKM, the higher the impact of MBKM on the student learning process.

Another important finding is that higher education readiness does not significantly influence the success of MBKM and the impact of MBKM on learning. This is because the readiness carried out by universities is still focused on preparing lecturers to become Field Supervisors for off-campus activities and preparing lecturers in order to develop CPL study programs rather than preparing lecturers to apply MBKM in each lesson. The results of this study are in accordance with the results of previous studies which showed that the preparation of teacher or lecturer candidates can help develop knowledge and skills which will ultimately improve student achievement (Tom-Lawyer, 2015). Therefore, universities not only prepare lecturers for off-campus activities, but also prepare lecturers for on-campus learning activities that are in line with MBKM. This setup is a complex challenge for universities (Sá & Serpa, 2020), where the knowledge and skills of lecturers are increasing. So the future challenge that must be done by universities is to prepare the capacity of lecturers in implementing this MBKM policy.

From the results of the study, it was found that the knowledge of the lecturers had a significant effect on the success of the implementation of MBKM and the impact of MBKM on learning. Meanwhile, the readiness of PT has no significant effect. This is because PT's readiness only focuses on preparing lecturers for activities outside the campus rather than on campus. Therefore, it is a challenge for universities to be able to prepare lecturers to implement MBKM both outside and inside campus. As a

recommendation for further research is to identify the various efforts made by universities in order to prepare universities to implement MBKM which has a significant effect and which does not have a significant effect. These results will be very useful for the preparation of activities that must be carried out by PT in order to make MBKM successful.

6. CONCLUSION

This study describes the influence of PT knowledge and readiness in implementing MBKM at the Islamic University of Malang. The study used a survey method, conducted in December 2021. Research data using primary data was collected through the SPADA DIKTI link with a total sample of 309 lecturers. Data analysis used multiple linear regression model approach. It can be concluded that the MBKM implementation model and the MBKM impact model are very significant. The level of knowledge of lecturers is very influential both on the implementation and impact of MBKM at UNISMA. Meanwhile, the readiness of PT has no effect on the implementation or impact of MBKM. This finding demonstrates that socialization and increasing involvement of UNISMA lecturers are still needed regarding seven aspects related to PT readiness, namely: 1) lecturer involvement in preparing MBKM implementation in both study programs and universities, 2) lecturer involvement in guiding KKN fields, guiding student entrepreneurial activities, guiding internships or guiding student exchanges, 3) assisting study programs in preparing CPL or calculating or equalizing credits, 4) studying the MBKM guide book, 5) participating in the socialization of driving lecturers either directly or following through the YouTube channel of the Directorate General of Higher Education, 6) being a supervisor for activities MBKM, and 7) increasing the active role of lecturers in suggesting/encouraging students to take MBKM activities.

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