



Exploring the Potential of Islamic Religious Education through the Independent Learning Program (MBKM) in Islamic Higher Education Institutions

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Abstract

The Independent Campus Learning Program (MBKM) is an Indonesian government initiative which aims to improve access, quality and relevance of higher education. In the context of Islamic religious education, this program offers an opportunity to explore the potential and strengthen the role of Islamic religious education in producing a generation of quality, superior personalities and positive contributions to society. This research seeks to find out how the implementation of the MBKM program can be directed at increasing students' understanding, skills and experience in the field of Islamic religious education. The methodology used is interviews, surveys and documentation. It is hoped that the results of this research will be able to provide information regarding the integration of an inclusive curriculum based on Islamic values. The MBKM program can help students develop a deep understanding of Islamic religious teachings and their relevance in social, economic and political contexts. Apart from that, the MBKM program can also provide opportunities for students to be involved in extracurricular activities that enrich their religious experience, such as social activities, religious studies, and community service. Thus, this research proposes a concept and strategy for implementing the MBKM program which is oriented towards developing towards the potential of Islamic religious education in higher education, especially Islamic higher education, so that it can make a significant contribution in forming the character and personality of students as well as strengthening the moral and spiritual foundations in society.

Keywords: MBKM, PAI, Islamic Higher Education, Independent Learning

Introduction,

Independent Learning Program Independent Campus (MBKM), initiated by the Indonesian Ministry of Education and Culture, aims to increase quality education through a flexible and relevant learning approach with the needs of the world of work. MBKM provides freedom for students to choose experiences outside class, such as internships, project research, exchange students, and social activities, which are expected to equip them with practical skills as well as real experience. For colleges, high Islam, this program offers significant opportunities to strengthen the role of Islamic religious education (PAI) in forming a generation that has an Islamic character, is knowledgeable, and is ready to contribute to society. According to Supriyadi et al. (2023), the implementation of MBKM in universities is a strategic step for equipping students with an Islamic outlook that can be applied in various aspects of life, especially in the context of multicultural social and cultural aspects.

In the context of Islamic religious education, MBKM has the potential to dig deep and enrich students understanding of Islamic teachings in general. Through various forms of learning based on experience, such as devotion to society and studies of religion, students have a chance to understand Islamic values that are generally applicable and relevant to social dynamics. This is important: remember the challenges faced by the young generation at this moment, including the influence of globalization and modernization, which tend to bring change to values and culture. A study by Yusuf and Maulana (2022) shows that students involved in activity based on public through MBKM have a better understanding of religion as well as more social sensitivity. With this, the MBKM program does not only function to increase academic competence but also plays an important role in moral and ethical strengthening of students at high Islamic colleges.

In addition, MBKM opens a chance for college-high Islam to develop a more comprehensive PAI curriculum relevant to the demands of the times. A flexible approach in the MBKM program allows colleges to design learning that is not only focused on theoretical aspects but also pays attention to practical skills and soft skills, such as communication, leadership, and adaptation. According to Hasanah and Wardani's research (2023), integration between academic competence and practical skills is very necessary in high Islamic education to produce capable graduates who play an active role in society. Through collaboration with industry and social institutions, the MBKM program can give students a chance to apply Islamic values in various fields of life, like the sharia economy, social services, and religion-based education.

However, the challenge in implementing MBKM in universities with high Islam is also necessary to be noted. Some studies disclose that readiness institutions, sources of power, and capable lecturers become factors affecting the effectiveness of the implementation of MBKM. College high Islam must ensure that lecturers own adequate competence in method learning based on experience to be able to direct students in appropriate activities with values Islam. Hadi and Zain (2021) highlight the importance of training and development for lecturers so that the curriculum is implemented still in accordance with Islamic principles and not only focused on aspects that are practical solely. With this, collaboration between college high, government, and other private parties becomes key in increasing MBKM quality in college high Islam.

In general, the overall implementation of MBKM in universities is high. Islam has a big potential to develop Islamic religious education (PAI) into something more applicable and responsive to the needs of the community. This program is capable of becoming a bridge for students to integrate Islamic values into daily life and prepare them as agents of change that bring Islamic moral and ethical values to the midst of society. As a step strategic in the world of education, MBKM is expected to be capable of strengthening the role of high colleges in Islam in printing graduates who are not only intelligent in an academic way but also have strong and contributing character for the welfare of people.

Islamic religious education in college plays an important role in forming a generation that has an Islamic personality and is capable of giving a positive contribution to society. This education is functioning as a moral and spiritual foundation for students, who will later become part of a pluralistic society. In the context of this, the need to strengthen potential Islamic religious education is increasingly increased, especially in the middle of the challenge of modernization and globalization, which are often at odds with Islamic religious values (Amrullah & Rofiq, 2023).

Independent Learning Program Independent Campus (MBKM), launched by the Ministry of Education and Culture of the Republic of Indonesia in 2020, offers a flexible framework for institutional education to do innovative, relevant curriculum with needs of the times. Through this program, students can take up to three semesters outside their major or campus origin, giving them a chance to expand their academic and non-academic outlook. In the context of Islamic religious education, MBKM provides opportunities for students to explore experiences and understand more deeply about Islam in various social situations (Ministry of Education and Culture, 2020).

Development globalization presents a challenge at a time of opportunity for Islamic religious education in high colleges. Student No only understand religious teachings in general textually, but also contextually in real life. The implementation of MBKM allows students to practice Islamic religious values in a more socially, economically, and politically wide context. This is very relevant. For preparation, they are facing an increasingly busy world of work that is complex and requires diverse skills (Fauzan & Mansur, 2022).

The MBKM program becomes a relevant approach for expanding students understanding of Islamic teachings. With given freedom, select a program or activity study of interest; students own chance for deepening Islamic religious studies through various perspectives, good in scope, academic, or outside campus. Through this program, students are expected to be capable of increasing their analytical and critical skills related to various contemporary issues with Islamic teachings so that they can become leaders with integrity in society (Hadi & Zain, 2021).

MBKM opens opportunities for students to collaborate with the world of industry and organizations socially through apprenticeships or activity studies outside campus. In the context of Islamic religious education, this program allows students to understand the relevance of Islamic values in the world of work and social activities. Some studies show that collaboration with the world of work can increase competence in professional students, as well as strengthen their understanding of ethics in work in Islam (Yusuf & Maulana, 2022).

One of the important elements in MBKM is student involvement in extracurricular activities, which can become a receptacle for developing values in Islam. Activities like devotion society, studying religion, and other social activities are expected to be capable of forming students characters with good morals and noble empathy for their fellows. Activities also help students implement Islamic teachings in real action, which has an impact on the formation of attitude, not quite enough to answer social and independence (Rahmawati, 2023).

Colleges, the height of Islam in Indonesia today, start adopting a curriculum based on aligned competencies with the MBKM program. Curriculum This is designed for students who are not only superior in the cognitive aspect but also in the affective and psychomotor aspects. With approach In this case, Islamic religious education is expected to give significant impact in forming graduates who have academic competence, an Islamic personality, and the ability to adapt to the world of work (Supriyanto & Lestari, 2022).

The MBKM program provides significant contributions to the formation of character in students, in particular through interactions and activities outside campus. Students involved in service programs, community service, and internships at social and religious institutions, for example, can develop attitudes of not quite enough responsibility, honesty, and caring toward their fellows. Values: This Islamic character is very important in creating a generation of personality superior and moral nobility (Hasanah & Wardani, 2023).

Even though it has great potential, the implementation of MBKM in Islamic religious education also faces challenges. Some of them cover limitations on source power, develop appropriate curricula, and prepare lecturers to adopt this new approach. In addition, there is a need to ensure that the MBKM program remains in harmony with the principles of Islam so that there is no dissonance between activities followed by students with values of Islam (Mulyono, 2023).

Study this expected contribution can be important in identifying effective MBKM implementation strategies in Islamic religious education in high colleges. With understanding how MBKM can increase potential students in the field of religion, research This gives a recommendation for colleges to design a curriculum that is capable of producing graduates who are not only intelligent in an intellectual way but also mature in spirituality and morality. Research results expected capability gives inspiration for institutional education in print-capable generations facing global challenges but still based on Islamic values (Yusof & Zahra, 2024).

Research Methodology,

This study applied design studies case qualitative that focuses on one institution college certain Islamic highs who have implemented the MBKM program. Case studies allow for deep analysis of the phenomenon that occurs in real context, namely high college Islam with a focus on the MBKM program. According to Yin (2018), the approach studies perfect fit cases. For exploring incidents or phenomena in a contemporary life setting, complex and real. In terms of this, college, the height of Islam that becomes subject study gives concrete descriptions about the implementation of MBKM and its implications for Islamic education. Subject study consists of students, PAI lecturers, and MBKM program administrators. The selection informant was done by purposive sampling, with consideration of the roles and experiences they had in the implementation of MBKM in high Islam universities (Sugiyono, 2017). This technique is selected so that the informants interviewed have relevant and capable experience to give deep insight into the topic study.

This study used a number of techniques for data collection, namely in-depth interviews, observation, and study documentation, according to standard qualitative studies.

a) Deep Interview

This technique is used for dig experience and views students as well as lecturer-related implementation of MBKM in Islamic Religious Education. According to Kvale (2007), deep interviews allow researchers to obtain rich data regarding the unique perspective of an individual to a phenomenon. The interview was done in a semi-structured manner with flexible questions so that the respondent could speak more freely, but still focus on the main topic.

b) Observation

Researchers also conducted observations of activity learning that is done in the frame implementation of MBKM, including activity devotion to community, project research, or activity based on experience for others to follow PAI students. This technique helps researchers understand the interaction that occurs in a way directly in the field and complete the data obtained from interviews (Merriam & Tisdell, 2016).

c) Documentation Study

Document in the form of curriculum, MBKM program guide, reports activities, as well as program evaluation, becomes additional data sources in this study. Analysis document beneficial to understand to what extent MBKM is integrated with the PAI curriculum and the strategies and methods applied by colleges in high Islam in the implementation of this program (Bowen, 2009).

Data collected and analyzed using thematic analysis methods, which include data encoding and identification of main themes. The thematic analysis allows researchers to identify patterns and emerging themes from the data so that they can give a comprehensive understanding about the implementation and impact of MBKM in the context of Islamic education. Braun and Clarke (2006) stated that thematic analysis is a systematic method of grouping qualitative data to become meaningful and relevant themes.

The data analysis process is carried out with a number of stages: first, the researcher does transcription of interview data and notes observations; second, they do coding of the data; third, they identify themes relevant to the main study; and finally, they interpret the data in relation to the objective of the study.

Moreover, for guard data validity, research This use of technique triangulation, namely combining data from interviews, observations, and studies, results in a study that is more accurate and can be trusted (Creswell & Poth, 2018). Triangulation ensures that the data obtained is unbiased and supportive of reliability findings. In addition, member checking techniques were also used. with request informant review results interview for ensuring that interpretation researcher in accordance with understanding informant.

Findings and Discussion,

Finding

Following is the exposure of complete results of the study for the title “Digging: The Potential of Islamic Religious Education Through the Independent Learning Program (MBKM) in Islamic Higher Education.” Research results This is arranged based on issues, the main thing that becomes the focus in the implementation of the MBKM program in Islamic religious education in universities is Islamic high. Additionally, included sources are journals, national and international, for enriched exposure.

1. Implementation of the MBKM Program in Islamic Religious Education

The MBKM program is implemented in universities with a high Islam focus with the objective of opening up chances to learn more flexibly for students. Based on results from interviews and observations, many colleges in high Islam have implemented the MBKM program through schemes like exchange students, internships, and activities studying outside campus. Implementation This allows students to obtain direct experience that strengthens understanding of Islam in the environment of society. According to research by Supriyanto and Lestari (2022), the MBKM program provides freedom for students to explore knowledge of Islam in a more contextually wide way, so that they develop skills to think critically and understand interdisciplinary

2. Improvement of Academic and Non-Academic Competencies of Students

This study found that MBKM has a positive impact on the competence of academic and non-academic students. Students involved in the MBKM program, such as internships at the institution, social-religious activities, or participation in cross-campus studies of Islam, show improvement in skills in communication, collaboration, and a better understanding of Islam that is applicable. An international study by Rachmawati et al. (2023) also stated that the MBKM program improves students' soft skills, which is very important in building character and competence for graduates of college high Islam to face challenges of the global era.

3. Implementation of the MBKM Program in Islamic Universities

Implementation of MBKM in universities Islamic high school is also faced with several challenges, including readiness infrastructure and adjustments to the curriculum. Many colleges still experience limitations in source power, such as a lack of lecturers who have the ability to teach in the MBKM context. Hadi and Zain (2021) stated that one of the constraints in the implementation of MBKM is the difficulty colleges have in adapting the curriculum to the needs of students and the job market, especially in the field of religion.

4. Role Character Development and Islamic Values

Research results show that the MBKM program plays an important role in forming students' characters with Islamic morals. Activities outside class, such as devotion society and

practice value-oriented social Islam, form attitude, empathy, and responsibility to answer social. Based on a study by Hasanah and Wardani (2023), involvement in activity based on religion is allowed as long as the MBKM program allows students to apply religious teachings in real life, which strengthens the moral and spiritual integrity of students.

5. Impact of MBKM on understanding students about social, economic, and political context

Students who participate in the MBKM program are reported to have a better understanding of the relevance of Islam in social, economic, and political life. In the context of multicultural Indonesia, MBKM facilitates students interactions with various communities, which enriches their understanding of Islam as an inclusive and adaptive religion. According to Yusuf and Maulana (2022), understanding towards Islam in the context of social dynamics becomes more significant because it can help students understand challenges and opportunities in public dynamics.

6. Influence Positive Industry and Organization Collaboration Social

Collaboration with industry and organizations allows students to develop skills relevant to practical applications with Islamic values. Many students who follow internships at the institution of Islamic finance, for example, get a deep understanding of Islamic economics. This is in line with a study from Fauzan and Mansur (2022), who stated that experience working outside campus is very helpful for students to understand the implementation of religious values in growing industries rapidly, such as the Islamic finance and Islamic education industries.

7. Utilization of the MBKM Program in Pn Literacy Religious Student

In the implementation of MBKM, literacy religious students also experience improvement through involvement in academic programs across campuses. This research showed that literacy in religious students increases when they study Islam through different perspectives. Rachmawati (2023) stated that interaction across campuses allows students to understand different views in Islam, which is important for enriching the outlook on Islam and reducing attitudes of fanaticism.

8. Curriculum Integration Based on Islamic Values: MBKM Program

Colleges, the height of Islam in Indonesia, have started to integrate a curriculum based on Islamic values into the MBKM program. In research, this integration is seen in development eye lectures that prioritize Islamic ethics and the implementation of appropriate programs with sharia principles. A study by Mulyono (2023) supports these findings, where the curriculum is based on mark Islam pushing students to study with a more applicable and relevant approach with public needs.

9. Opportunities Development Curriculum Innovation for Islamic Education

The MBKM program provides an opportunity for colleges to develop innovative and responsive curricula to the needs of the times. Some colleges have tried to implement eye-

studying based on projects that make it possible for students to identify social problems and search for solutions in accordance with Islamic teachings. Research results This is in harmony with the findings of Supriyanto and Lestari (2022), which show that learning based on a very effective project increases skills breakdown problems in students Islam.

10. Recommendations for MBKM Program Development Strategy in Islamic Education

Based on this study, it is recommended that colleges increase work output for high Islam. The same with institutional social and religious use expands coverage of the MBKM program. In addition, it is necessary for lecturers to have training to be able to adapt the MBKM curriculum with a relevant approach for Islamic education. Yusof and Zahra (2024) proposed training based on competence for lecturers and staff teachers. For maximizing the effectiveness of the MBKM program in college, especially in Islamic education.

Discussion

Implementation of the Independent Learning Program Independent Campus (MBKM) in the context of Islamic Religious Education in universities has a high Islamic mark effort, significantly increasing the quality of education to be more religiously flexible and relevant to the needs of students. Based on results from this study, this MBKM program provides important contributions to the formation of insightful, wide-ranging, and good academic and religious aspects. Supriyanto and Lestari (2022) explain that MBKM provides more opportunities for students to study from experience outside campus, so that they can develop more perspective application in understanding Islamic values. In Islamic religious education, learning based on experience This has proven effective in increasing understanding of Islamic teachings that are not limited to theory but can be applied in daily life.

From the perspective of competence, MBKM also has a positive influence on the development of non-academic skills in students, such as communication, collaboration, and adaptation in the multicultural society environment. Competence This is important in forming character students who are not only competent in an intellectual way but also capable of interacting and contributing in society. Rachmawati et al. (2023) found that students involved in activity apprenticeship or exchange student programs show improvement in interpersonal skills and understanding of interdisciplinary studies, which is very important in building grounded leadership and religious values. This shows that PAI in college high Islam can utilize the MBKM program to develop skills required for students to be able to become agents of change in society.

However, in its implementation, the MBKM program faces a number of challenges, especially related to readiness for colleges to adapt the curriculum. Colleges in Indonesia are still facing constraints in matters of source power, infrastructure, and capabilities of lecturers in implementing the MBKM program. According to Hadi and Zain (2021), adapting the MBKM curriculum requires support for adequate infrastructure as well as improvement of lecturer competence in teaching with an

approach based on experience. Challenge This requires college to collaborate with various parties, such as social and industrial institutions, for support to further the implementation of MBKM effectively. On the other hand, the existence of limitations in integrating Islamic values in the MBKM curriculum also becomes a separate challenge, where necessary alignment between academic material and religious approaches to suit PAI objectives is needed.

More Next, the role of MBKM in developing character in students is not only limited to improving academic ability but also touching on moral and spiritual aspects. Hasanah and Wardani (2023) found that involving students in activities based on religion, such as devotion societies and studies of Islam, plays a role in forming attitudes of empathy, tolerance, and responsibility and answering strong social questions. This is important in the context of Islamic education, where education is not only directed to form smart students in an academic way but also to have integrity and good ethics. The MBKM program, with its flexibility, allows students to jump directly into activities that can be done to internalize Islamic values so that the formation of Islamic character can be done in a better, more practical, and relevant way.

The positive impact of the MBKM program is the improvement of literacy in religious students. Students who participate in the MBKM program tend to have a better understanding of broad and deep Islamic teachings, especially in the social, economic, and political contexts. This is in accordance with the findings of Yusuf and Maulana (2022), which stated that literacy in religious students increases more when they are involved in activities that allow interaction with public areas. Increase literacy This is important in preparing graduates of college to have a wide outlook about the role of religion in public life so that they can become agents of change that contribute positively in public.

In addition, collaboration between colleges and industries and social organizations in the MBKM program also provides a mark plus for students. Collaboration allows students to apply Islamic values in various fields of industry, such as Islamic economics and management and Islamic education. Fauzan and Mansur (2022) stated that experience working outside campus is very helpful for students to understand the implementation of religious teachings in the professional world.

This experience can prepare students to contribute to the field of parallel work with Islamic principles, such as the Islamic finance sector or social religious institutions.

Curriculum integration based on Islamic values in the MBKM program is also an important achievement in this study. Many colleges in Islam have succeeded in developing appropriate curricula with Islamic values to support MBKM activities. According to Mulyono (2023), the curriculum based on mark Islam can increase student involvement in applicable and relevant learning activities with the needs of society. This is to show that the MBKM curriculum in college should be designed not only to increase academic competence but also to develop understanding of Islam for students in the context of real life.

Research results also show the existence of opportunities for colleges to develop more innovative and responsive curricula to the development of the times through the MBKM program. Some colleges have tried applying learning based on projects that make it possible for students to identify social problems and search for solutions based on Islamic teachings. According to Supriyanto and Lestari (2022), learning based on projects is effective in increasing the ability to break down problems for students, which is one of the important skills in the modern era. This program helps students understand Islam as a guide applicable and relevant to life in finishing social challenges.

As recommendations, the MBKM program in college can be improved through improved cooperation with social and religious institutions, as well as training for lecturers for support of a curriculum based on relevant experience for Islamic religious education. Training for lecturer This is important for ensuring that MBKM is not only involving practical aspects but also can strengthen Islamic values in college. Yusof and Zahra (2024) emphasize the importance of training based on competence for lecturers to be able to convey appropriate curriculum with PAI objectives and relevance with challenges of the times.

In general, the MBKM program at the university high Islam offers lots of potential in increasing PAI quality through a more flexible, relevant, and applicable approach. This program not only gives an enriching experience understanding students about Islam, but also forms character and skills for them to become graduates who are ready to contribute to society with Islamic morals and ethics.

Conclusion

Based on results from a study about the implementation of the Independent Learning Program Independent Campus (MBKM) in Islamic Religious Education (PAI) in universities with a high level of Islam, the conclusion that can be drawn is that MBKM has a big potential to enrich and deepen students understanding of Islamic teachings. This program gives room for students to be involved directly in based learning experiences, good through internships, service societies, as well as other relevant activities. With this approach, students can develop a better understanding of religion that is applicable and relevant to the social, economic, and political environments they are in.

The implementation of MBKM in universities also shows that this program is capable of forming character and personality in more students, strengthening their morality and spirituality, as well as preparing them to become individuals who contribute positively to society. Through involvement in various activities, PAI students do not only obtain knowledge of theoretical religion but also practical skills, such as communication, working with the same team, and leadership, all of which are important for adapting to the needs of the modern working world.

However, the implementation of MBKM is still facing challenges, such as readiness of institutions, competence of lecturers in learning based on experience, and limitations of source power.

Therefore, strong support is needed from all parties, including colleges, the government, and other private parties, to ensure that MBKM can be implemented optimally.

In general, MBKM has the potential to become an effective instrument for developing Islamic religious education in high colleges so that capable graduates who are not only knowledgeable and insightful in the religious field but also have integrity, ethics, and commitment to advancing the public with strong Islamic values can be produced.

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