

Driving Higher Education Key Performance through Practitioner-Led Kampus Merdeka Curriculum: Integrating Religious-Social Values and Student Engagement

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Abstract: The challenges facing higher education in the modern era necessitate graduates who are not only academically and professionally excellent but also possess moral integrity and social awareness. This research aims to analyze the implementation of a Practitioner Lecture program, founded on religious-social values, within the Merdeka Belajar Kampus Merdeka (MBKM) program. Furthermore, it seeks to examine this program's contribution to enhancing the Key Performance Indicators (IKU) of UNISKA Banjarmasin and improving the quality of student engagement. Utilizing a qualitative case study approach, this study is expected to identify how the explicit integration of values such as trustworthiness (amanah), justice, empathy, and social responsibility into the curriculum and practical learning processes facilitated by practitioners acting as role models can transform the MBKM experience. Anticipated findings suggest that this strategy significantly boosts the university's IKU, particularly in terms of graduate relevance and community service, while simultaneously fostering greater student motivation, responsibility, and the quality of their participation in MBKM activities. The conclusion of this research will underscore that a Practitioner Lecture approach grounded in religious-social values is capable of producing graduates who are not only competent but also possess noble character, prepared to serve as positive agents of social change, thereby offering a strategic model for higher education institutions to integrate scientific knowledge and religious principles for the betterment of society

Keywords:

Kuliah Praktis; Nilai Religius-Sosial; MBKM; IKU Perguruan Tinggi; Keterlibatan Mahasiswa

Abstrak: Tantangan pendidikan tinggi di era modern menuntut lahirnya lulusan yang tidak hanya unggul secara akademis dan profesional, tetapi juga memiliki integritas moral dan kepekaan sosial. Penelitian ini bertujuan untuk menganalisis implementasi Kuliah Praktisi yang berbasis nilai religius-sosial dalam Program Merdeka Belajar Kampus Merdeka (MBKM) serta kontribusinya terhadap peningkatan Indikator Kinerja Utama (IKU) Perguruan Tinggi dan kualitas keterlibatan mahasiswa di UNISKA Banjarmasin. Dengan menggunakan pendekatan kualitatif studi kasus, penelitian ini diharapkan dapat mengidentifikasi bagaimana integrasi eksplisit nilai-nilai seperti amanah, keadilan, empati, dan tanggung jawab sosial ke dalam kurikulum dan proses pembelajaran praktis, serta melalui peran praktisi sebagai teladan, dapat mentransformasi pengalaman MBKM. Hasil yang diantisipasi menunjukkan bahwa strategi ini secara signifikan meningkatkan IKU Perguruan Tinggi, khususnya pada relevansi lulusan dan pengabdian masyarakat, sekaligus mendorong peningkatan motivasi, tanggung jawab, dan kualitas partisipasi mahasiswa dalam kegiatan MBKM. Kesimpulan penelitian ini akan menyoroti bahwa pendekatan Kuliah Praktisi berbasis nilai religius-sosial mampu mencetak lulusan yang tidak hanya kompeten tetapi juga berkarakter mulia dan siap menjadi agen perubahan sosial yang positif, memberikan model strategis bagi perguruan tinggi untuk mengintegrasikan keilmuan dan keagamaan demi kemaslahatan umat.



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INTRODUCTION

Higher education institutions play a crucial role in producing graduates who are equipped to face the challenges of the professional world and contribute to national development (Salahudin et al., 2019). However, reality indicates a persistent gap between graduate competencies and industry demands (Prayoga et al., 2025), reflected in the sub-optimal performance of several Higher Education Key Performance Indicators (IKU), such as graduate employment rates, job-field alignment, and practitioner involvement in learning (Musthofa et al., 2023; Sahara et al., 2021).

Modern higher education institutions are faced with the demand not only to produce academically and professionally competent graduates but also to ensure they possess moral integrity and social awareness (Kandhias Akbar et al., 2024). Although the Merdeka Belajar Kampus Merdeka (MBKM) Program and Practitioner Lecture initiatives have served as concrete efforts to bridge the gap between academic theory and real-world practice, the primary focus often remains limited to the development of technical and purely professional skills (Harun et al., 2020; Hosseinzadeh et al., 2014). Despite MBKM being implemented as a bridge to address this disparity, the implementation and effectiveness of one of its key components, namely Practitioner Lectures, still require in-depth exploration. Studies specifically examining the direct and measurable impact of the Practitioner Lecture implementation strategy on the improvement of Higher Education IKU and the quality of student engagement within the MBKM ecosystem remain limited.

Numerous academic literatures have consistently affirmed the urgency of industry practitioner involvement in higher education to enrich curricula and student learning experiences (Habibi & Prasetyo, 2022; Irwanto, 2024). The *Merdeka Belajar Kampus Merdeka* (MBKM) program has also been extensively analyzed regarding its transformative potential in fostering holistic student competencies through direct, off-campus experiences (Kemdikbud & Tohir, 2020). Furthermore, several studies have begun to address the significance of character and values education within the curriculum. Existing studies generally lack explicit and empirical connections between value-based approaches in Practitioner Lectures and their specific impact on Higher Education Key Performance Indicators (IKUs), as well as the level and quality of student engagement in MBKM. This research aims to address these limitations through a more integrated approach.

Therefore, this study aims to deeply analyze the implementation of Practitioner Lectures based on religious-social values within the higher education ecosystem (Muadin et al., 2022; Nasir et al., 2021). The specific objectives of this research are to identify how the integration of these values influences the improvement of Higher Education Key Performance Indicators, particularly in terms of graduate relevance and community service, and to evaluate the extent to which this approach can enhance the quality and quantity of student engagement in the Merdeka Belajar Kampus Merdeka Program (Arifin, 2020). The findings of this research are expected to make a significant contribution to the formulation of policies and practices in higher education, ultimately

producing graduates who are not only competent but also character-driven and socio-religiously responsible (Mukhlis et al., 2024).

The significance of collaboration between academics and industry practitioners for enriching learning materials and curriculum relevance is widely acknowledged (Davey et al., 2016). The MBKM concept itself has been extensively discussed as a transformative endeavor in higher education, fostering student autonomy and the development of competencies beyond the campus environment (Prasetyo et al., 2023). Furthermore, the benefits of practitioner participation in lectures in providing students with real-world perspectives have been highlighted.

This research was conducted at the Islamic University of Kalimantan Muhammad Arsyad Al Banjari Banjarmasin (UNISKA). Currently, there is no comprehensive integration that explains how the structured design, implementation, and evaluation of Practitioner Lectures can simultaneously and significantly enhance Higher Education Key Performance Indicators, while actively and meaningfully increasing student engagement in the MBKM program holistically (Hayati et al., 2024; Rukmini & Assegaf, 2024).

Initial observations indicate a research gap concerning explicit examination and measurement of how the integration of religious-social values into Practitioner Lectures can simultaneously and significantly improve Higher Education Key Performance Indicators (IKU) particularly those pertaining to graduate relevance and societal contributions as well as deepen the quality of student engagement in the MBKM program. The absence of an in-depth understanding of this value-based implementation represents a critical void that this study aims to fill.

Therefore, this research aims to thoroughly analyze and evaluate the implementation of Practitioner Lectures grounded in religious-social values within the MBKM context. Specifically, this study seeks to identify how the implementation of value-based Practitioner Lectures can effectively enhance Higher Education Key Performance Indicators and to what extent this approach is capable of stimulating and improving the quality of student engagement in various MBKM activities.

The findings of this research are expected to make a significant contribution to the formulation of more effective strategies for higher education institutions to optimize the Practitioner Lecture program. This optimization would thus align with the objectives of improving Higher Education KPIs and fostering the development of highly competitive graduates.

METHOD

This research will employ a qualitative method with a case study approach at UNISKA Banjarmasin. This approach is chosen due to the characteristics of the research, which necessitates an in-depth understanding of the implementation process of Practitioner Lectures based on religious-social values, the dynamics involved, and the experiences of the subjects within the specific context of a single higher education institution. Through a case study, this research aims to comprehensively answer the

"how" and "why" questions regarding a phenomenon, exploring the perspectives of involved actors and understanding the meaning behind the interactions and outcomes achieved within the UNISKA Banjarmasin environment.

To collect rich and relevant data, this research will utilize several primary techniques. In-depth interviews will be conducted with supervising lecturers, involved practitioners, MBKM coordinators, university leadership, and students participating in Practitioner Lectures and MBKM to gather their personal perspectives and experiences. Additionally, observations of the Practitioner Lectures and relevant MBKM activities will be carried out to directly examine the integration of values. Document analysis, including curricula, MBKM guidelines, KPI reports, and learning materials, will also be used as supporting data sources to reinforce the findings.

The collected data will be analyzed inductively through three main stages. First, data reduction will be employed to select, focus, and identify key themes from interview transcripts and observation notes. Second, organized data presentation, in the form of narrative descriptions or matrices, will facilitate the understanding of patterns and relationships among the data. Finally, conclusion drawing will involve interpreting the findings to address the research questions, thereby yielding a holistic and contextual understanding of the implementation of Practitioner Lectures based on religious-social values at UNISKA Banjarmasin.

RESULT AND DISCUSSION

As higher education institutions, universities in Indonesia bear the responsibility to continually refine and enhance their performance to meet established indicators (Maemonah et al., 2023). A significant indicator of focus is the success of students in acquiring the competencies required for entering the workforce. In an effort to improve the quality of graduates, universities must develop various innovations in the learning process, including integrating practical experiences through Practitioner Lecture programs (Ingias et al., 2022).

Practitioner Lectures represent a form of learning activity within the Merdeka Belajar Kampus Merdeka (MBKM) program, enabling students to gain direct experience from practitioners in fields relevant to their study programs (Huddleston & Unwin, 2013). This program aims to enrich students' competencies, encompassing both soft skills and hard skills, thereby preparing them to compete in an increasingly competitive job market (Wahyuni et al., 2018).

The involvement of practitioners from relevant industries in these lectures provides students with the opportunity to learn and apply the knowledge and skills demanded by the industry (M. & C., 2024). Moreover, the direct experience gained by students through these Practitioner Lectures can also serve as valuable preparation for their participation in other *Merdeka Belajar Kampus Merdeka* programs, such as internships or student exchange initiatives.

The implementation of Practitioner Lectures aligns with higher education institutions' continuous efforts to enhance their performance indicators. The involvement of industry practitioners in the learning process serves as a means for universities to bridge the gap between graduate competencies and the demands of the job market and society. The practical experience acquired by students through Practitioner Lectures can also empower them to engage in other MBKM programs, thereby increasing student participation in the innovative programs offered by their respective institutions.

Characteristics of Religious-Social Value-Based Practitioner Lectures

1. Integration of Noble Values into Practice (Religious and Social Values)

Religious values involve instilling ethical and moral principles derived from religious teachings, such as honesty (*amanah*), justice, sincerity (*ikhlas*), compassion (*rahmatan lil alamin*), integrity, responsibility (*khalifah di bumi*), and humanity (Sugiarto et al., 2023). Practitioners not only teach professional methods but also how to work with a strong spiritual foundation (Fanani, 2022). Meanwhile, social values emphasize sensitivity to social issues, empathy, altruism, collaboration, care for others and the environment, and a spirit of community service. These Practitioner Lectures encourage students to view their work as a means to contribute and create positive impacts for the community.

2. Practitioners as Role Models and Character Mentors

Practitioners invited to teach are selected not only based on their technical expertise or professionalism but also on their ability to serve as role models in applying religious-social values in their daily lives and work. They act as mentors who guide students not only in developing competencies but also in forming their character and personality (Prasetya & Hasan Syahputra, 2024).

3. Focus on Humanity- and Benefit-Based Solutions

Practical assignments or projects are often directed towards solving real problems in society or communities in need, guided by a humanitarian perspective. The results of these practical activities are not solely evaluated based on efficiency or profitability, but also on their usefulness and positive social and ethical impact (Hikmawati & Hosnan, 2022).

4. Holistic Competency Development (Hard Skills, Soft Skills, and Character)

Beyond focusing on the development of technical skills (hard skills) relevant to their field, these Practitioner Lectures explicitly promote the development of soft skills (such as communication, teamwork, and leadership) underpinned by values. Most importantly, there is a strong emphasis on the formation of robust character (integrity, responsibility, and caring) (Chaudhry et al., 2023).

5. Reflective Learning and Ethical Discussions

The learning process encourages students to engage in deep reflection on the ethical and moral dimensions of every practical decision or action they undertake.

Discussions about ethical dilemmas, social responsibility, and how religious values can guide professional practice become an integral part of the lectures.

6. Synergy between Knowledge and Faith

This approach demonstrates that scientific knowledge and practical expertise are not separate from spiritual and social values; rather, they can be mutually reinforcing. This erodes the dichotomy between professionalism and morality, proving that a capable professional can also be a devout and socially conscious individual (Ilham, 2020; Mohd Zin et al., 2012).

Practitioner Lectures rooted in religious-social values are characterized by a profound integration of professional expertise and noble humanistic principles. This implies a focus not merely on the transfer of technical knowledge and skills from practitioners to students, but also on explicitly instilling religious ethical principles such as honesty, justice, trustworthiness (*amanah*), and sincerity alongside social values like empathy, concern for others, altruism, and social responsibility.

In practice, practitioners function not only as technical instructors but also as role models and mentors who inspire students to internalize these values into their daily work, encouraging them to develop solutions oriented towards the well-being of the community and generating positive societal impact. Learning in this context emphasizes the holistic development of competencies, encompassing hard skills, soft skills, and, most crucially, the formation of strong character. This is achieved by fostering deep reflection and ethical discussions in every practical activity, thereby creating a synergy between scientific knowledge and spiritual conviction.

The implementation of Practitioner Lectures based on religious-social values contributes to the enhancement of Higher Education Key Performance Indicators.

Planning and Development of Value-Inclusive Curriculum

In the initial stage, the curriculum for Practitioner Lectures is designed to embed learning objectives that not only focus on technical competencies but also on character development based on religious-social values, such as honesty, integrity, justice, empathy, and social responsibility (Muslihati et al., 2023; Pannen, 2021; Prahani et al., 2020). Learning modules are developed to integrate case studies containing ethical dilemmas or real social challenges, along with an emphasis on problem-solving from the perspective of noble values. This stage directly contributes to IKU 7 (Collaborative and Participative Courses) through its innovative curriculum. Furthermore, it aids in the achievement of IKU 1 (Graduate Quality) by preparing students with intellectual and emotional intelligence, as well as high moral integrity, which constitutes an added value in the eyes of graduate employers.

Selection and Engagement of Character-Driven Practitioners

The selection of practitioners is based not only on their professional expertise relevant to the course but also on their track record as role models in applying religious-social values within their work environment or community. Practitioners are invited to share not only their professional know-how but also their work ethic, experiences in confronting moral dilemmas, and their methods of contributing to the community. This enhancement aligns with IKU 5 (Lecturer Involvement in Off-Campus Activities) and IKU 4 (Professional Educators), as it brings in experts from industry or society who also serve as values educators. The quality of practitioners with integrity also strengthens the university's image in fostering IKU 6 (International and National Cooperation) with strategic partners.

Implementation of Interactive Learning Based on Real Projects/Cases

The lecture process is conducted interactively, often through real-world projects in professional settings or communities that necessitate decision-making based on both technical and ethical considerations. Students are directly involved in activities that promote social problem-solving, sustainability initiatives, or projects requiring sensitivity to community needs. Practitioners guide students to consistently consider the moral aspects and social impact of every proposed solution. This stage supports IKU 7 (Project-Based Learning) and IKU 1 (Graduates Gaining Employment) as students acquire relevant and field-tested practical experience. Involvement in social projects can also contribute to IKU 3 (Lecturers Engaging in Off-Campus Activities) or IKU 8 (Quality of Lecturer and Student Research) if project outcomes are documented and published.

Reflective Mentoring and Comprehensive Evaluation

Students receive continuous mentoring from lecturers and practitioners, with an emphasis on reflective sessions regarding their experiences. Evaluation not only includes technical assessment of project outcomes but also assesses the extent to which students apply religious-social values in team interactions, problem-solving, and adaptation within the practitioner's environment. Constructive feedback is provided to strengthen understanding and internalization of these values. This improvement aligns with IKU 1 (Graduate Quality) by training critical thinking, professional ethics, and social responsibility skills. The structured mentoring and evaluation process also indicates the quality of IKU 2 (Lecturer Quality) in guiding students holistically.

Recognition and Documentation of Implementation Outcomes

The outcomes of Practitioner Lectures, whether in the form of projects, reports, or testimonials from practitioners and beneficiary communities, are well-documented. The success of graduates, who are not only competent but also character-driven and have a socio-religious impact, is highlighted. Collaborations forged with practitioners and communities are also formalized and expanded. This stage directly supports IKU 1 (Graduates Gaining Employment) and IKU 3 (Lecturers Engaging in Off-Campus

Activities) because the projects and networks formed can serve as career bridges. This also strengthens IKU 6 (International and National Cooperation) and IKU 8 (Community Service), providing tangible evidence of the university's contributions to society and industry, which will ultimately enhance the institution's overall reputation.

Implementation of Religious-Social Value-Based Practitioner Lectures in MBKM Activities

The implementation of Practitioner Lectures based on religious-social values within MBKM activities, specifically in the context of UNISKA Banjarmasin, will clarify its relevance and operationalization. As a university that most likely has an Islamic foundation or a strong religious nuance, UNISKA Banjarmasin possesses great potential to integrate these values naturally and profoundly. Below is how this implementation might look at UNISKA Banjarmasin:

Internships/Industrial Practice (Certified Independent Study)

At UNISKA Banjarmasin, this implementation could mean students undertaking internships in institutions that inherently embody religious-social values, such as Sharia Banks, National Zakat Amil Institutions (LAZNAS), companies applying Sharia economic principles, or even religious social foundations. Mentoring practitioners from these institutions would not only teach banking, accounting, or management practices according to professional standards but also explicitly include guidance on Islamic business ethics (muamalah), the importance of maintaining trust (amanah), and how principles of justice and public benefit (maslahah) serve as operational foundations. Students would be involved in projects prioritizing social responsibility, for example, in distributing zakat/infaq funds, developing halal products, or micro-Sharia finance initiatives, ensuring that their professional practices are always grounded in religious-social ethics.

Village Projects/Entrepreneurship

UNISKA can direct student Community Service Programs (Kuliah Kerja Nyata, KKN) or entrepreneurship projects to directly integrate religious-social values. Students can be deployed to villages with potential for development based on local Islamic wisdom or those facing social problems addressable through a spiritual approach ([Zuhra & Hamdalah, 2024](#)). Involved practitioners could include local community leaders, leaders of Islamic boarding schools (pondok pesantren), or SME entrepreneurs who apply Islamic ethics. Through Practitioner Lectures, students learn to design community empowerment projects founded on the spirit of Islamic brotherhood (ukhuwah islamiyah), mutual assistance (ta'awun), and advocacy through action (dakwah bil hal). For example, they might develop Sharia cooperatives in villages, assist in marketing Halal SME products with profit-sharing schemes, or initiate religious education programs in communities, all while applying values of simplicity, sincerity, and advocacy for the underprivileged (kaum dhuafa).

Teaching Assistance in Educational Units

For teaching assistance activities, UNISKA Banjarmasin can establish close cooperation with madrasah, pondok pesantren, or schools affiliated with Islamic organizations around Banjarmasin. Practitioner Lectures in this context can be facilitated by religious teachers, ustadz/ustadzah, or experienced Islamic education practitioners in tarbiyah (holistic education). Students will be equipped not only with innovative teaching methods but also with a pedagogy that integrates values of etiquette (adab), morality (akhlaq), and compassion (rahmah) into every learning material. They are encouraged to become facilitators for the spiritual growth of students, understand the role of educators as agents of positive values, and teach academic material with a perspective aligned with Islamic values.

Research/Independent Study

For research or independent study tracks, UNISKA Banjarmasin can encourage students to conduct research addressing local socio-religious issues, such as the effectiveness of zakat management in South Kalimantan, productive waqf practices, analysis of social conflicts from an Islamic perspective, or the development of pesantren education models in the digital era. Here, Practitioner Lectures can be facilitated by ulama, Muslim scholars, researchers from Islamic study centers, or socio-religious activists. Students will be guided to formulate research questions relevant to the Islamic and social context of the Banjarmasin community, apply Islamic research ethics, and ensure that their research findings make tangible contributions to academic development and practical solutions grounded in the values of the Qur'an and Sunnah, as well as local Banjar wisdom.

Through this approach, Practitioner Lectures at UNISKA Banjarmasin not only produce graduates who are work-ready and competent but also individuals of noble character, who possess *ghirah* (a spirit of dedication/service), and are capable of being positive agents of change grounded in religious-social values in every aspect of their professional lives.

This research introduces significant novelty through its synergistic and multidimensional approach. Its primary novelty lies in the explicit and intentional effort to integrate religious-social values into the design, implementation, and evaluation of Practitioner Lectures within the framework of the Merdeka Belajar Kampus Merdeka (MBKM) program an aspect often overlooked in MBKM studies that tend to focus solely on technical skills. Furthermore, this research goes beyond merely implementing values; it endeavors to investigate the pathways of influence and the specific contributions of these values to the enhancement of Higher Education Key Performance Indicators (IKU), such as graduate relevance and community engagement a causal relationship rarely explored empirically in IKU literature.

Additionally, another novel aspect is the deepened analysis of the quality, not merely the quantity, of student engagement in MBKM activities. This involves examining how the internalization of religious-social values can enhance their motivation, responsibility, and the depth of their learning experiences. Finally, by selecting UNISKA Banjarmasin as a case study, this research will offer rich contextual insights and a unique model of best practices, relevant for other higher education institutions with similar identities and missions.

This research on Practitioner Lectures integrating religious-social values at UNISKA Banjarmasin carries significant socio-religious implications. It reaffirms the practical relevance of values like trustworthiness, justice, empathy, and social responsibility in modern education and the professional world, bridging the spiritual-professional divide by demonstrating that ethical work can be rooted in divine principles ([Purwanti, 2021](#); [Sukreni et al., 2022](#)). Furthermore, it fosters character-driven change agents who are technically competent and deeply committed to religious-social values. These graduates will be socially sensitive, motivated for community service, provide ethical and sustainable solutions, and serve as role models, promoting transparent and just practices, thereby mitigating unethical behaviors. Ultimately, this underscores UNISKA Banjarmasin's strategic role in cultivating intellectually sharp and morally noble generations who apply religious values to benefit society.

This research indicates that the implementation of Practitioner Lectures based on religious-social values within the Merdeka Belajar Kampus Merdeka (MBKM) Program at UNISKA Banjarmasin represents a strategic approach that not only enriches student learning experiences but also significantly has the potential to enhance the University's Key Performance Indicators (IKU). The findings from this research are expected to demonstrate that the key characteristics of these Practitioner Lectures which involve the explicit integration of noble religious values such as trustworthiness (*amanah*), justice, empathy, and social responsibility into the curriculum, the selection of practitioners who serve as role models, and the execution of projects oriented towards communal benefit (*kemaslahatan masyarakat*) form the primary foundation of its success ([Barber et al., 2020](#); [Wibowo et al., 2024](#)). The accompanying reflective mentoring and comprehensive evaluation throughout all stages of implementation are also believed to play a crucial role in the internalization of these values by students.

Further analysis is expected to reveal that this implementation strategy tangibly contributes to the improvement of various Higher Education IKU. This enhancement is not merely limited to the increasing relevance of graduates who are better prepared for the professional world (IKU 1), but also to the graduates' ability to excel professionally while possessing strong moral integrity and ethics, making them more attractive to a job market that is increasingly valuing character. Additionally, the active involvement of students and lecturers in community service projects with religious-social value is expected to directly improve IKU related to community service (IKU 3 and IKU 8) and expand cooperation networks with industry and social partners (IKU 6).

Holistically, this research concludes that the Practitioner Lectures based on religious-social values are capable of transforming the MBKM experience from mere practical activities into a profound process of character formation, simultaneously enhancing both the quality and quantity of student engagement. Students are expected not only to be physically involved but also to perceive a greater purpose, viewing MBKM as a field for dedicated service and holistic self-development, which ultimately motivates them to engage more actively and responsibly. Thus, UNISKA Banjarmasin can serve as a model higher education institution that successfully integrates knowledge, faith, and public welfare, producing graduates who are not only intelligent and competent but also of noble character and ready to become positive agents of social change, in alignment with the university's vision that upholds religious values.

CONCLUSION

This research projects that the implementation of Practitioner Lectures, deeply anchored in religious-social values within UNISKA Banjarmasin's Merdeka Belajar Kampus Merdeka (MBKM) Program, constitutes a demonstrably effective strategic approach. This efficacy is particularly evident in elevating the University's Key Performance Indicators (IKU), notably across areas such as graduate employability and relevance, community engagement, and collaborative partnerships. The deliberate integration of noble values, including trustworthiness (*amanah*), justice, and empathy, into the curriculum, coupled with the selection of exemplary practitioners and the execution of community-benefit-oriented projects, significantly augments both the quality and quantity of student involvement in MBKM. This heightened engagement is characterized by profound motivation and a strong sense of responsibility. Consequently, UNISKA Banjarmasin is poised to cultivate graduates who are not only professionally competent but also possess strong moral integrity, enabling them to serve as positive agents of social change. This model simultaneously exemplifies the successful integration of academic inquiry with religious principles for the betterment of society.

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