



The Impact of Kampus Merdeka Policy on Entrepreneurship Education: A Qualitative Study of Quality Graduate Development

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ABSTRACT

Entrepreneurship values play a fundamental role in the development of high-quality and sustainable higher education institutions. The effectiveness of educational outcomes is assessed through their contribution to creating competitive value, particularly in relation to industry and workforce needs. The government's Kampus Merdeka program provides opportunities for Islamic higher education institutions to foster innovation. This research aims to analyze entrepreneurship management within the context of the Kampus Merdeka policy to produce quality graduates. The study adopts an interpretative paradigm and employs qualitative literature review techniques (library research). Data sources for this research consist of 50 academic journals and other scholarly writings. The findings of this study are as follows: Kampus Merdeka encourages students to cultivate entrepreneurial interests; students can develop their potential based on their interests and talents, enabling them to pursue careers aligned with their expertise; Kampus Merdeka instills a competitive mindset and fosters a conservative thinking paradigm; Kampus Merdeka revitalizes the higher education system, making it more flexible, innovative, and technology-adaptive; Entrepreneurship values are reinforced through the enhancement of academic culture and a series of strategic policies.

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INTRODUCTION

In 2018, the Global Entrepreneurship Index (GEI) reported that entrepreneurs from diverse educational backgrounds in Indonesia scored only 21%, ranking 94 out of 137 countries surveyed (Acs et al., 2017). According to a 2019 study by the IDN Research Institute, however, 69.1% of Indonesian millennials are interested in entrepreneurship (Ogamba, 2019). However, the potential cannot be efficiently managed due to a lack of facilities and other support (Sindonews, 2019).

Alma stated that the mindset for entrepreneurial endeavors among students has not yet been developed, which is also due to the lack of parental support (Alma, 2019). Many parents believe that entrepreneurship does not guarantee their children's success. This paradigm must be altered because success is not exclusive to those in Civil Servant positions.

Entrepreneurship is a concern not only of universities but also of other educational levels, including schools and Islamic boarding schools (Sartika et al., 2022). This urgency indicates an increasingly competitive work environment that requires (Kazakeviciute et al., 2016; T. M. et al., 2024) .

The introduction of "Merdeka belajar" is viewed as a solution for academic participants, particularly on college campuses. According to Nadiem Makariem (2018), teachers must first understand the essence of Kampus Merdeka before teaching it to students (Mulyadi et al., 2022). According to Nadiem Makarim, no learning would ever occur in any teacher's competence without a translation process between essential competencies and previous curricula. Campus entrepreneurship management is an extension of educational management indispensable for achieving the desired academic objectives (Sharma et al., 2023; Susilowati & Suparyono, 2016).

This study focuses on the "Merdeka belajar" initiative launched by Minister of Education Nadiem Makariem, particularly regarding the implementation of entrepreneurship in universities within the context of "kampus Merdeka." The "Merdeka Belajar" program is a recent initiative by the government of Indonesia to reform the education system and improve the quality of education in the country (Alfiani, 2019; Ali et al., 2018). The program aims to give higher education institutions more autonomy and encourage a more student-centered approach to learning. Despite the program's potential benefits, its successful implementation requires a well-thought-out strategy that addresses the challenges and limitations of Indonesia's current educational system.

The lack of resources and infrastructure to support the implementation of the "Merdeka Belajar" program is one of the program's most significant obstacles (Azhari et al., 2023; Putra et al., 2020). This includes the requirement for qualified teachers and instructors, contemporary learning facilities, and digital technology access (K. M. et al., 2023). The government must invest in improving the quality of education and provide adequate funding to support the program's implementation in order to overcome this obstacle (Husen Ma'rif & Jasminto, 2019; Nurdin, 2013).

Another obstacle is the need to alter the traditional mindset of education in Indonesia, which focuses on the teacher rather than the student. This can be remedied by introducing innovative teaching techniques and training programs for teachers and instructors to foster a more collaborative and interactive learning environment (Moodley, 2019). Moreover, encouraging student engagement and participation in the learning process can assist in shifting the emphasis from rote memorization to critical thinking and problem-solving skills.

METHOD

This study is qualitative research that employs literature or library research techniques. Various references and scientific journals from previous researchers provide the data. The advantage of this study over previous studies is that earlier research primarily discussed entrepreneurship in state universities, whereas this study applies the recently promoted "Merdeka Belajar" concept. Consequently, it is not considered duplicate research. The author hopes that this research will be useful and can serve as a foundation for further studies to yield more precise outcomes. Furthermore, this research aims to explore new possibilities for entrepreneurship within higher education institutions through the Merdeka Belajar concept, thereby establishing a foundation that can promote students' creativity and innovative thinking. Future researchers can use the data and analyses presented in this study to conduct an in-depth investigation of various aspects of entrepreneurship, providing a multifaceted analysis of its impact on the higher education system. The author anticipates that the findings of this research will contribute to the development of educational policies and the direction of entrepreneurship education.

RESULT AND DISCUSSION

The Concept of "Merdeka Belajar"

Developing into a developed nation is a goal shared by all members of society. The younger generation is the nation's best hope for national development. The Minister of Education has introduced the concept of "Kampus merdeka," in which students and universities are responsible for recognizing that "Merdeka belajar" is not merely a slogan. As is common knowledge, the primary policies of "Merdeka belajar" from "kampus Merdeka" are the opening of new study programs, accreditation systems for higher education, legal entities for higher education, and the right to study for three semesters outside of the study program.

Entrepreneurship is one example of an activity that students can engage in off-campus. Students can independently develop their entrepreneurial abilities through explanations or proposals for entrepreneurial activities. In addition, consumer transactions and employee pay stubs demonstrate the student entrepreneurship process. Obviously, students require the guidance of a lecturer or teacher to engage in these entrepreneurial activities.

Moving towards a better future is impossible without unrestricted ecosystem space for movement and expansion. The Minister of Education and Culture, Nadiem Makarim, has implemented policies such as independent learning and independent campuses, which have come to dominate both the classroom and non-formal settings. Academic communities and the public have exhibited a range of responses, accepting, or rejecting the policies. However, it is essential to remember that the proximity of quality university campuses to the job market can make them a catalyst for rapid movement.

Entrepreneurship in Islamic Universities

According to research from the British Council and UNESCAP (The United Nations Academic and Social Commission for Asia and the Pacific), the proportion of social businesses in the creative industry was 22% of respondents (Hariyanti, 2018).

As reported by the Organization for Economic Cooperation and Development (OECD), Indonesian university graduates are unable to keep up with the market target because they lack sufficient work experience. They are busy with theory without adequate practical training, resulting in graduates' quality that does not match the needs of the job market.

According to Ronstadt in, an entrepreneur is someone who undertakes to organize, manage, and assume the risk of a business. Therefore, an entrepreneur

is someone who strives to organize, manage, and be prepared to bear the risks of their own business. The entrepreneurship program for students was launched by the ministry in response to high unemployment rates among university graduates, especially alumni. Data from the Indonesian Central Bureau of Statistics show that the number of unemployed graduates reached 360,000 people in 2013. This is a setback and raises many questions for a few people.

Brown (2010) states that entrepreneurial education is designed to enhance the competencies, skills, and values necessary to recognize business opportunities, organize and start new businesses. Basically, entrepreneurship education aims to improve life skills for participants (Wiyono et al., 2019). The entrepreneurial spirit in young people is a significant force in boosting the nation's economy. Intreprenuers play a role in determining a nation's progress, as has been implemented in various developed countries such as Japan, America, Singapore, and others. Therefore, Islamic Universities such as PTAIN need to establish the Islamic Entrepreneurship and Business Development Institute (LPKBI) on their campus. With the existence of LPKBI, it will provide a platform for strengthening and developing Islamic entrepreneurship on campus.

Students and lecturers can also participate in entrepreneurship workshops, soft skill training such as event organizers, and other training programs. It is important for universities to evaluate entrepreneurship programs launched by campus leaders, then determine opportunities for applying entrepreneurial models by highlighting the Islamic entrepreneurship concept known as the Islamic Entrepreneurial Campus (Prasetyo et al., 2022). Most of Indonesia's Muslim population makes the development of entrepreneurship with an Islamic basis an important and prospective issue.

Asha Gupta (2004) states that universities can become entrepreneurship institutions and organizations that can utilize specific human resources. Students and lecturers are integrated with business, industry, and community institutions by renewing and introducing science to industry. This is in line with the launch of independent learning on independent campuses. As the nation's future leaders, students must use this opportunity to produce goods and services by using resources and technology wisely. Furthermore, there must be a commitment among lecturers, students, and university employees to

implement independent campuses in the context of entrepreneurship by providing support, motivation, or encouragement.

The seriousness and dedication of universities in developing Kampus Merdeka is the best mission to create a young generation with an entrepreneurial spirit. To support the Islamic Entrepreneurial University's Kampus Merdeka, things that need to be implemented include creating an integrated entrepreneurship curriculum, improving human resources, collaborating with businesses or having partners, establishing business units for students, and collaborating with financial institutions. Entrepreneurship education has the potential to produce a deeper understanding than other forms of knowledge because it requires action and practice (Leher and Greene: 2011).

Saeid Karimi (2016) proposed findings from Fayolle & Gailly (2008), stating that entrepreneurship is a planned behavior that can improve economic efficiency, bring innovation to the market, create jobs, and improve the quality of work. Hadiyati (2018) cites the thoughts of Remeikiene et al. (2013), explaining that entrepreneurship education can impact entrepreneurial personality traits, such as risk-taking, attitudes and behaviour, achievement needs, and the ability to control the environment. Entrepreneurship education starts with the entrepreneur's personality. The ability to read situations and see opportunities is a challenge entrepreneurs (businesspeople) face, even in the most difficult situations (Arteaga & Hyland, 2013).

By learning or participating in entrepreneurship activities, students can anticipate various problems that may arise when they practice these activities after graduation (Balasi et al., 2023). This is easy for students because they already have basic knowledge and experience in entrepreneurship.

Entrepreneurship Model in the Context of Free Learning

In the era of the millennials, job competency requirements are becoming increasingly stringent. As society and students are beginning to do, entrepreneurs must compete in entrepreneurship and develop a personal brand. The current issue is the need for students and graduates to be creative and not rely excessively on existing work environments. Following the development of the times, students should be able to create their own employment opportunities whenever possible.

The education system, which discourages students from becoming entrepreneurs, significantly impacts entrepreneurial spirit. The tendency

toward a theoretical learning model is the root cause of students' lack of entrepreneurial motivation. Students become passive and minimal in their creative exploration after a lack of practice and dominant learning activity.

Several empirical studies, as noted by Agung Winarno (2015), indicate that formal education falls short of entrepreneurship education goals. Students' contributions are called into question because they do not meet the specified qualification requirements and are unprepared to become entrepreneurs.

The entrepreneurship program on free campuses encourages and assists students interested in entrepreneurship. Additionally, the presence of entrepreneurial activities on free campuses can address the issue of graduate student unemployment.

The program for entrepreneurship development through several strategies, including: (1) enhancing students' entrepreneurial abilities through development programs to improve company performance, creating goods and services that are beneficial to the community and the national economy; (2) directing students to cultivate entrepreneurship comprehensively and integrated in various profitable economic activities that the public can imitate; and (3) fostering resource development. Similarly, the government plays an important role in fostering and providing infrastructure, which includes providing students with capital.

Entrepreneurship is essential for the growth of a highly competitive student-based economy. To keep up with the times, students require inputs for advanced development, whether in terms of skills, knowledge, or mindset when pursuing business goals. To adapt to changes in the business climate, knowledge should be enhanced. Entrepreneurial development is a human trait that contributes to business management. Entrepreneurial zeal is characterized by dynamism, innovation, and adaptability with regard to the advancement of science and technology (Kaur et al., 2023; Yang et al., 2024).

The presence of entrepreneurship in management can sustainably or continuously improve the situation. Rapid progress and increasing time, along with the sophistication of technology and the advancement of science, can make entrepreneurship an important and frequently discussed topic.

Students of the Millennial generation are required to master business trends, keep up with the times, and contribute to business development by generating innovative concepts. Entrepreneurship should be realized by enhancing skills in tandem with business requirements, and by cultivating the

appropriate mindset. Entrepreneurship causes embarrassment and insecurity for many students. In fact, it is something for which to be proud and thankful. At the very least, the results can be used to cover living expenses and other needs while studying. Existing mentality must be fundamentally altered for the better.

Hadiyati (2018) Entrepreneurship is not only a subject matter, but also a discipline that must be developed, studied, and taught. The desired outcomes are not limited to material or customer satisfaction, but also encompass the impact on the surrounding community. Therefore, entrepreneurial development can be effectively programmed to produce entrepreneurs who are competitive and highly competitive (Novita et al., 2022).

According to the findings of Pamungkas and Fauziah's (2014) evaluation of entrepreneurship programs, there is a strong correlation between the success of the program and the suitability between needs and participation, student knowledge, motivation, student characteristics and resource persons, funding, and infrastructure. Entrepreneurship training programs that incorporate both theoretical and practical learning as well as innovative training techniques have a significant impact on the intended outcomes.

The realization of entrepreneurship programs is supported by high student motivation and positive responses from stakeholders. Additionally, adequate funding sources and infrastructure impact the program's viability. Educators or instructors must provide entrepreneurs with entrepreneurship education in order for programs to function properly. Before launching a business or while it is already in operation. Student entrepreneurs may encounter difficulties in achieving their desired levels of performance if there is a great deal of global business competition. Therefore, the independent campus institution must adequately and maturely prepare students.

Entrepreneurship development programs should emphasize creativity and innovation, according to Saragih (2017). Observant of opportunities, as well as receptive to changes and challenges. In his research on developing creative, innovative, and useful businesses through the application of social entrepreneurship, he concludes that the concept of entrepreneurship is an innovative means of resolving social issues and effecting positive social change.

Entrepreneurship is dynamic or in a state of constant change, and the processes encountered can change rapidly. Entrepreneurs who are innovative and creative will face global competition with ease. The entrepreneurship

development process is a long-term program designed to create innovative, competitive entrepreneurs with the mentality to face a variety of business challenges. Therefore, it is essential that students receive entrepreneurship education, and various programs are required to provide space and opportunities for students to develop their entrepreneurial skills.

Utomo (2010) argued that becoming an entrepreneur necessitates not only technical skills (hardskills), but also interpersonal or soft skills. According to his research, a person who can live and work harmoniously with others must cultivate attitudes of tolerance, sympathy, empathy, emotion, ethics, and other psychological characteristics in addition to technical skills. In addition to having an entrepreneurial mindset, entrepreneurs possess both technical and soft skills. This allows one to calculate the level of competition among new entrepreneurs.

Institutions of learning must continue to develop entrepreneurship education in order to better prepare students for the global competition they will face after graduation. Entrepreneurship on a Kampus Merdeka aims, among other things, to enhance life skills in this digital age.

Life skills must be improved in the context of a Kampus Merdeka because they provide students with mental health and competitiveness resilience. In addition, students' personalities must be shaped so that they become independent individuals.

The Indonesian government has launched the "Independence Campus" program to improve the quality of higher education in the country, with the goal of encouraging students to actively cultivate their interests and skills, especially in the area of entrepreneurship. The "Independence Campus" policy can encourage students to cultivate an interest in entrepreneurship through the following methods:

First, the Merdeka Campus can provide students with entrepreneurship training programs that can help them gain a deeper understanding of the world of business and entrepreneurship. Second, the Merdeka Campus can offer business incubators to students who desire to develop business concepts. In a business incubator, students can receive guidance and support for the development of their business concepts from business professionals.

Thirdly, the Merdeka Campus can conduct open-to-all-students business competitions to encourage innovative and creative business ideas. Fourthly, the Merdeka Campus can provide students with access to business financing so

they can launch their own businesses. Students with viable business concepts but limited financial resources can benefit from this opportunity.

The Merdeka Campus can also organize seminars and workshops on entrepreneurship for students, which can help them acquire a deeper understanding and perspective of the business world. With the implementation of the Merdeka Campus policy, it is anticipated that students will become more engaged in developing their entrepreneurial interests and abilities. As a result, it is likely that many pupils will become successful business owners and contribute to the development of the Indonesian economy in the future.

Students can cultivate their potential based on their particular interests and abilities in the context of Indonesia's "merdekalearning" policy by taking the following steps:

Self-evaluation. Students should start by thinking about their interests and abilities. They can consider what hobbies they enjoy, what abilities they have, and what motivates them. Students can set goals that correlate to their skills after identifying their interests and abilities. They can make a plan explaining how they will reach these goals and then work towards them.

Seek assistance, Students can seek advice from academic advisers or career counselors to help them explore career alternatives that match their interests and talents. They might also seek guidance from professionals in their respective industries to gain insight into their desired career path. Internships, volunteering, and extracurricular activities are examples of activities that students can participate in based on their interests and abilities. These opportunities can help individuals gain valuable practical skills and information for their future employment. Students should embrace a lifelong learning mindset and constantly improve their knowledge and talents. They can keep up with the latest advancements and trends in their field of interest by attending seminars, conferences or online courses.

Students can achieve employment fulfillment based on their skills by growing their potential based on their interests and abilities. In Indonesia, the "merdekalearning" policy encourages students to take ownership of their education and pursue their passions, allowing them to reach their full potential and achieve their goals.

For a long time, the conservative mindset in Indonesia has held that a civil servant position is the sole legal kind of employment. The "independent campus" policy, on the other hand, seeks to modify this perspective by

encouraging a competitive mindset and supporting entrepreneurship as a method of creating employment prospects for others. This mental transformation is critical for Indonesia's economic growth and development.

Encouragement of entrepreneurship is crucial since it can lead to job creation and economic development. By founding a firm, entrepreneurs can create work chances not only for themselves but also for others. This strategy can potentially reduce the country's unemployment rate while also boosting economic growth.

However, it is vital to assess the phenomenon objectively. While entrepreneurship can lead to job opportunities, it is not a sure way to success, and not everyone has the skills or finances to establish and maintain a successful business. Furthermore, entrepreneurship should not be promoted at the expense of civil servant positions, which are still important to the proper government operation and public services.

Furthermore, the government must foster an environment conducive to entrepreneurship. Access to money, legal and regulatory frameworks, and enabling infrastructure are all part of this. It is also critical to give entrepreneurship education and training to provide potential entrepreneurs with the necessary skills and expertise.

In conclusion, while the "independent campus" policy's emphasis on encouraging entrepreneurship is admirable, it is necessary to critically assess the phenomena and ensure that it does not diminish the relevance of civil servant jobs. Furthermore, the government must foster an atmosphere conducive to entrepreneurship, including access to capital and education.

The "Kampus Merdeka" policy is a program initiated by the Indonesian government to improve the country's higher education quality. This policy aims to revitalize higher education by making it more adaptable, innovative, and technologically savvy. This essay will discuss how the "Independence Campus" policy can help achieve this goal.

The "Kampus Merdeka" policy can revitalize the higher education system by encouraging flexibility. This policy allows students to customize their learning paths based on their interests and abilities. It allows students to select courses that align with their interests and aspirations, allowing them to pursue a personalized learning experience. Furthermore, this policy encourages universities to collaborate with industries, government agencies, and other

stakeholders to develop relevant and up-to-date curricula that meet the workforce's needs.

Second, the "Independence Campus" policy can foster innovation in the higher education system. It encourages universities to use innovative teaching and learning methods such as blended learning, e-learning, and gamification. This approach can boost student engagement and motivation while also improving learning outcomes. Furthermore, the policy encourages research and innovation by funding and supporting research and development activities. This can result in the generation of new knowledge and innovations that can help the country's economic and social development.

Third, the "Independence Campus" policy has the potential to make the higher education system more technologically savvy. It encourages universities to embrace technology and incorporate it into the learning process. This policy encourages the use of digital platforms, such as online learning management systems, to facilitate learning and provide students with access to educational resources. Furthermore, the policy promotes the development of digital literacy skills among students, preparing them for the demands of the digital age.

Finally, the "Independence Campus" policy in Indonesia has the potential to revitalize the higher education system by encouraging flexibility, innovation, and technology integration. This policy allows students to design their own learning paths, promotes innovative teaching and learning methods, and encourages the use of technology to aid learning. These initiatives can help to develop a high-quality, relevant, and responsive higher education system that can meet the needs of the workforce while also supporting the country's economic and social development.

The statement "Entrepreneurial values can be instilled in higher education by strengthening academic culture and implementing a series of strategic policies" is accurate. Institutions of higher education can play a significant role in instilling entrepreneurial values in students. Strengthening the academic culture and implementing strategic policies can foster an environment that encourages students to be creative, imaginative, and risk-takers, which are all essential characteristics for entrepreneurship.

Nevertheless, fostering entrepreneurial values at a public Islamic religious university presents a unique challenge. Such Islamic beliefs and concepts as social justice and community development may conflict with the individualistic and profit-driven mindset of entrepreneurship. Therefore, it is essential to

create a balance between these values in order to foster an entrepreneurial spirit while respecting Islamic principles.

Focus must transition from traditional academic disciplines to an interdisciplinary approach that emphasizes creativity, innovation, and problem-solving skills in order to develop the academic culture of a public Islamic religious university. This can be achieved by fostering inter-disciplinary collaboration, promoting experiential learning, and providing students with opportunities to engage in research and innovation.

Islamic postsecondary institutions may employ the following strategic initiatives to foster an entrepreneurial mindset:

Including entrepreneurial instruction in the curriculum, incorporating entrepreneurship education into the curriculum can provide students with the knowledge and skills required to launch and manage a successful business. Additionally, it can help children develop a mindset that values innovation, risk-taking, and inventive problem-solving.

Establishing enterprise incubators, students can find a supportive environment at business incubation centers to develop and test their business concepts. These institutions provide access to resources such as money, mentorship, and opportunities for networking.

Encourage collaboration with industry, industry collaboration can provide students with practical experience and exposure to real-world challenges. It can also help students develop an understanding of market demands and create products or services that meet those requirements.

Offering entrepreneurship support services, such as business planning, legal counsel, and marketing assistance, which can assist students in overcoming common obstacles in starting and maintaining a business. Increasing social enterprise: Encouraging students to launch businesses that address social and environmental problems can be consistent with Islamic values and principles and make a significant contribution to society.

Lastly, establishing an academic culture and implementing strategic policies contribute to the promotion of entrepreneurial principles in institutions of higher education. In order to foster an entrepreneurial culture at a public Islamic religious university, it is essential to strike a balance between Islamic ideals and principles and entrepreneurial values. Incorporating entrepreneurship education into the curriculum, establishing business incubation centers, encouraging industrial collaboration, providing

entrepreneurship support services, and promoting social entrepreneurship can help create an environment that encourages students to be innovative, creative, and socially responsible entrepreneurs.

The comparisons between transformational and instructional leadership, as well as the five leadership dimensions, indicate that the more leaders focus on their relationships, work, and learning on the core business of teaching and learning, the more influence they have on student outcomes. The article concludes with a discussion of the importance of more closely linking leadership research and practice to evidence on effective teaching and effective teacher learning. Such alignment could significantly increase the impact of school leadership on student outcomes.

To successfully implement the "Merdeka Belajar" program, the government should also prioritize the formation of partnerships between higher education institutions and the private sector. This can give students access to real-world experience and the chance to apply their knowledge and skills in practical settings. Moreover, partnerships with the private sector can provide funding and resources to support the implementation of the program.

Finally, the government must promote a culture of innovation and entrepreneurship among students. This can be accomplished by providing students with opportunities to develop entrepreneurial skills and by fostering an environment that promotes innovation and creativity.

Fundamental to the implementation of an entrepreneurship program is the development of an entrepreneurial culture. The logical outcome that can be achieved is the creation of an ecosystem for entrepreneurship that is supported by multiple pillars of development and three major building blocks: attitudes toward entrepreneurship, entrepreneurial skills, and entrepreneurial aspirations. These pillars must have the same strength and height for a fully developed economy and require constant attention, improvement, and maintenance.

This model explains how the process of entrepreneurship programs on a Kampus Merdeka conforms to what the Indonesian Ministry of Education and Culture has outlined. Students who wish to pursue entrepreneurship on a free campus must adhere to the existing flow. Initially, students are permitted to enroll in entrepreneurship courses. Students must submit a proposal for entrepreneurial activities on their campus following registration. During the proposal writing process, students will be guided by lecturers or instructors.

After completing the proposal, the student entrepreneur will receive an evaluation and course credit. The student is then permitted to operate the business for one to two semesters.

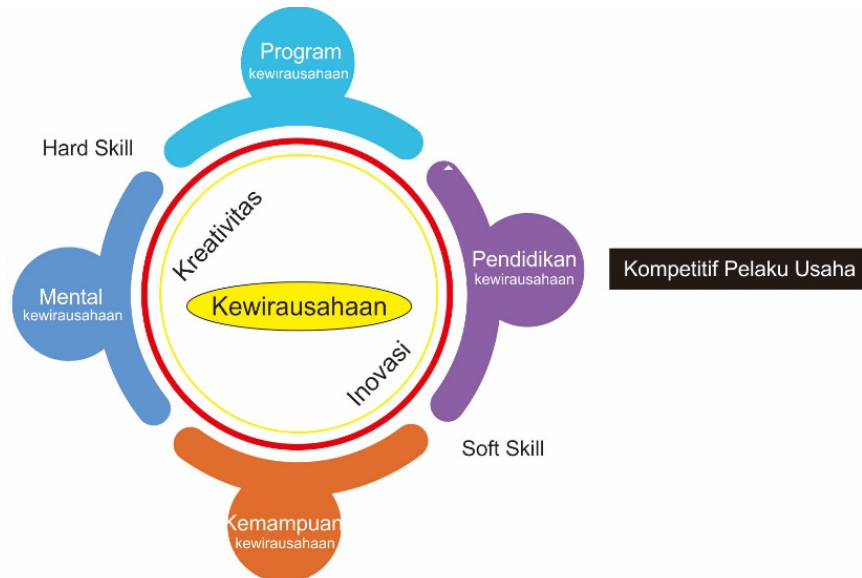


Figure 2: Conceptual Model

Figure 2 shows how the program develops entrepreneurs to create competitive business students. On a Kampus Merdeka, students must develop hard and soft skills. Students gain entrepreneurship education, entrepreneurial skills, and an entrepreneurial mindset, which are all components of entrepreneurial development programs.

The "Merdeka Belajar" program has the potential to enhance Indonesia's educational standards significantly. However, its successful implementation necessitates a well-planned strategy that addresses the obstacles and limitations of the current education system. This includes investing in resources and infrastructure, promoting a student-centered approach to learning, establishing partnerships with the private sector, and building an entrepreneurial and innovative culture (Agus et al., 2020).

CONCLUSION

This research highlight the fundamental role of entrepreneurship values in enhancing the quality and sustainability of higher education institutions, particularly within the framework of the Kampus Merdeka program. This initiative provides Islamic higher education institutions with the opportunity to innovate and adapt to industry demands, thereby fostering a culture of

entrepreneurship among students. By encouraging students to cultivate their entrepreneurial interests, the program enables them to develop their potential in alignment with their talents and career aspirations. Furthermore, Kampus Merdeka instills a competitive mindset while revitalizing the higher education system to be more flexible, innovative, and technology-adaptive. The integration of entrepreneurship values into the academic culture, supported by strategic policies, is essential for shaping an educational environment that promotes sustainable development and produces quality graduates equipped to meet the challenges of the modern workforce.

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