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# THE MBKM PROGRAM'S DEVELOPMENT IS THE AL ISLAM KEMUHAMMADIYAHAN SUBJECT AT THE FACULTY OF ISLAMIC RELIGION MAKASSAR MUHAMMADIYAH UNIVERSITY

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## ABSTRACT

This study aims to analyze the development of the Merdeka Learning Campus Merdeka (MBKM) program with the subject of Al Islam and Kemuhammadiyah (AIK), in order to create an educated generation who master science and technology (IPTEK) and have Islamic character at the Faculty of Islamic Religion (FAI), Makassar Muhammadiyah University (Unismuh Makassar). The research method used is the research and development (R and D) method, in which researchers attempt to produce a particular product and test the effectiveness of the product. In this research, a product was developed and produced in the form of guidelines for the implementation of MBKM in Al Islam and Kemuhammadiyah subjects. There are 10 steps carried out in development research according to Sugiyono's theory, namely (1) Potential and Problems, (2) Data Collection, (3) Product Design, (4) Design Validation, (5) Revision Design, (6) Product Trial, (7) Product Revision, (8) Trial use, (9) Product Revision, (10) Mass production. The results showed that: 1. MBKM in Al Islam and Kemuhammadiyah subjects can be implemented well, based on the results of a survey conducted on lecturers and students, 2. MBKM in Al Islam and Kemuhammadiyah subjects in its implementation need to prepare supporting documents first, in this is the AIK MBKM guidebook and SOP, 3. MBKM in the Al Islam and Kemuhammadiyah program needs to be socialized in stages to all Muhammadiyah Makassar University academics and campus partners, and 4. MBKM in Al Islam and Kemuhammadiyah subjects can be implemented in various forms of programs, namely: Internships, Thematic KKN, and Research.

**Keywords:** Al Islam and Kemuhammadiyah (AIK), Islamic Education, MBKM Program's Development.

## ABSTRAK

Penelitian ini bertujuan untuk menganalisa pengembangan program Merdeka Belajar Kampus Merdeka (MBKM) dengan subjek pelajaran Al Islam dan Kemuhammadiyah (AIK), guna menciptakan generasi terdidik yang menguasai ilmu pengetahuan dan teknologi (IPTEK) dan berkarakter Islami di Fakultas Agama Islam (FAI), Universitas Muhammadiyah Makassar (Unismuh Makassar). Metode penelitian yang digunakan adalah metode penelitian dan pengembangan (R and D), di mana peneliti berupaya menghasilkan suatu produk tertentu dan menguji keefektifan produk tersebut. Dalam penelitian ini, dikembangkan dan dihasilkan suatu produk berupa pedoman pelaksanaan MBKM pada mata pelajaran Al Islam dan Kemuhammadiyah. Ada 10 langkah yang dilakukan dalam penelitian pengembangan sesuai teori Sugiyono, yaitu (1) Potensi dan Masalah, (2) Pengumpulan Data, (3) Desain Produk, (4) Desain Validasi, (5) Desain Revisi, (6) Uji Coba Produk, (7) Revisi Produk, (8) Penggunaan percobaan, (9) Revisi Produk, (10) Produksi besar-besaran. Hasil penelitian menunjukkan bahwa: 1. MBKM pada mata pelajaran Al Islam dan Kemuhammadiyah dapat diimplementasikan dengan baik, berdasarkan hasil survey yang dilakukan terhadap dosen dan mahasiswa, 2. MBKM pada mata pelajaran Al Islam dan Kemuhammadiyah pada pelaksanaannya perlu terlebih dahulu menyiapkan dokumen pendukung, dalam hal ini buku panduan dan SOP AIK MBKM, 3. MBKM dalam program Al Islam dan Kemuhammadiyah perlu dilakukan secara bertahap sosialisasi kepada seluruh sivitas akademika Universitas Muhammadiyah Makassar dan mitra kampus, serta 4. MBKM mata pelajaran Al Islam dan Kemuhammadiyah dapat dilaksanakan dalam berbagai bentuk program, yaitu: Magang, KKN Tematik, dan Penelitian.

**Kata Kunci:** Al Islam dan Kemuhammadiyah (AIK), Pendidikan Islam, Pengembangan Program MBKM.

## A. INTRODUCTION

Merdeka Belajar Kampus Merdeka (MBKM) launched in 2020 is a policy of the Minister of Education and Culture, one of whose programs is the Right to Study Three Semesters outside of the study program. This is done in order to prepare students to face the dynamics of social change, culture, the world of work and fast and rapid technological advances (Samsidar, *et.al.*, 2019). The Merdeka Campus is a form of learning in universities that is autonomous and flexible so as to create a learning culture that is innovative, not restrictive and in accordance with the needs of students (Kemal, 2022). The learning process in the Merdeka Campus is one of the manifestations of student-centered learning which is very essential. Learning on an independent campus provides challenges and opportunities for developing innovative creativity, capacity, lecturersality and student needs as well as developing independence in seeking and knowledge through realities and dynamics in the field.

The objective of the Merdeka Belajar-Merdeka Campus policy, the “right to study three semesters outside the study program” program is to increase the competence of graduates, both soft skills and hard skills, so that they are more

prepared and relevant to the needs of the times, preparing graduates as superior future leaders of the nation and lecturersality. It is hoped that experiential learning programs with flexible pathways will be able to facilitate students in developing their potential according to their passions and talents (Tohir, 2020).

This policy does not only apply to tertiary institutions within the Ministry of Education and Culture, but also within the ministry of religion. Islamic tertiary institutions respond to this MBKM program with the aim; (1) Maintain existence as an Islamic higher education institution; and (2) increasing the competitiveness of graduates of Islamic tertiary institutions with public universities (Kodrat, 2021). The MBKM program initiated by this program offers a simpler learning process and provides challenges and opportunities for developing students' creativity, capacity, lecturersality and needs as well as developing independence in seeking and finding knowledge through realities and field dynamics such as ability requirements, real problems, social interaction, collaboration, self-management, performance demands, targets and achievements. Learning models that students can choose from in the MBKM program are; (1) Student Exchange; (2) Apprenticeship/work

practice; (3) teaching assistance in education units; (4) Research/research; (5) Humanitarian Projects; (6) Entrepreneur; (7) Independent study/innovative work; and (8) Building thematic villages/KKN (Saswandi & Sari, 2019).

Al Islam and Kemuhammadiyah are very relevant to be conceptualized in the form of MBKM with 8 forms of activities. Al Islam and Kemuhammadiyah subject are compulsory subject and must be followed by students studying at Muhammadiyah and Aisyiyah Universities. Al Islam and Kemuhammadiyah subject is a compulsory subject that must be programmed by students of Muhammadiyah and Aisyiyah Universities. With the expectation that this subject will provide knowledge and understanding of Al-Islam and Kemuhammadiyah values which students are expected to be able to implement in their daily lives, the quality of AIK learning is the foundation in students' self-improvement in religious attitudes. Al-Islam Kemuhammadiyah should ideally be the spirit/spirit and vision for other subject, not merely stand alone separately as one of the Muhammadiyah higher education subject. Al-Islam Kemuhammadiyah (AIK) is the hallmark of Muhammadiyah college graduates who will later serve in society.

The Islamic provisions that are expected to be possessed by Muhammadiyah Higher Education graduates are strong Islam, understanding the meaning of Muhammadiyah struggle, tolerance and so on (Sintiawati, *et.al.*, 2022).

Al-Islam and Kemuhammadiyah learning in Muhammadiyah tertiary institutions occupies a strategic position and even becomes the driving force and main mission of organizing Muhammadiyah tertiary institutions. Al-Islam and Kemuhammadiyah education are also the strengths of Muhammadiyah tertiary institutions because they can become the basis for spiritual, moral and intellectual strength for the entire academic community (Aminu, 2022).

The Al-Islam Kemuhammadiyah subject is presented in 2 credits with the distribution of the subject matter in accordance with the Muhammadiyah higher education curriculum, as follows: *first*, Religion; Humanity and faith. *Second*, Worship, Morals, Mu'amalah; Mahdhoh worship and Ghairu Mahdhah, the scope of worldly morality and Mu'amalah. *Third*, Muhammadiyah; historical, ideological, and organizational approaches. *Fourth*, Islam and science; the heyday of Islam in the field of science and technology, the era of Islamic decline in the field of science and technology, efforts to revive Islam in the field of science and

technology and signs for the development of science and technology in the Qur'an (Jayanti, 2018).

Al Islam and Kemuhammadiyah (AIK) is a compulsory subject that must be followed by students studying at Muhammadiyah and Aisyiah Colleges (PTMA). By studying AIK, students are expected to have competence not only in science and technology but also in Islamic character. To achieve this goal, of subject, an adequate learning program design is needed (Duani, 2021).

Al-Islam Kemuhammadiyah subject has a vision of forming learning lecturers who are pious, have noble character, are progressive and excel in science and technology as the embodiment of *tajdid da'wah amar ma'ruf nahi munkar*. The main mission of organizing PTM is if Al-Islam Kemuhammadiyah learning can take place effectively and can achieve goals, then the main mission of organizing Muhammadiyah tertiary institutions will succeed and vice versa. The MBKM policy aims to create competitive human beings; That is, humans are healthy, intelligent, adaptive, creative, innovative, skilled, dignified, productive, and have character according to Pancasila values (Amini, *et.al.*, 2019).

Based on the explanation above, it can be concluded that Al-Islam Kemuhammadiyah subject is a

compulsory subject that must be programmed by PTM students. This subject is expected so that students are able to instill Islamic and Muhammadiyah values as an increase in religiosity which will later be actualized in the community environment.

Al-Islam Kemuhammadiyah subject is a characteristic of Muhammadiyah tertiary institutions, this subject has 2 credits with the distribution of subject matter according to the curriculum of Muhammadiyah tertiary institutions. Al-Islam Kemuhammadiyah has a vision, namely the formation of learning lecturers who are pious, have noble character, are progressive and excel in science and technology as the embodiment of *tajdid da'wah amar ma'ruf nahi munkar*.

## B. METHOD

The research method used the research and development method, commonly known as the Research and Development (R and D) method, where the researcher produced a particular product and tested the effectiveness of that product (Assingkily, 2021). In this research a product was developed and produced in the form of guidelines for the implementation of MBKM in Kemuhammadiyah subject. There are 10 steps that carry out in development research according to Sugiyono, namely 1.



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Potential and Problems, 2. Data Collection, 3. Product Design, 4. Validation design, 5. Revision design, 6. Product Trial, 7. Product Revision, 8 .Trial usage, 9.Revision of Products 10.Massive production. The following figure shows the research design and development of Sugiyono's model (Sugiyono, 2014).

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The research was carried out at the Faculty of Islamic Religion, Universitas Muhammadiyah Makassar by involving a team whose competent in their field. The output and target achievement of this research was to find the concept of developing the MBKM program in Al-Islam Kemuhammadiyah subject at the Faculty of Islamic Religion, Universitas Muhammadiyah Makassar, which can be used as a recommendation for the leadership of the Faculty of Islamic Religion and the Leadership of Universitas Muhammadiyah Makassar.

### C. RESULTS AND DISCUSSION

Through the independent learning-free campus program, it provides 1 opportunities for students to develop creativity, innovation, lecturersality, and student independence in seeking and discovering new sources of knowledge (Mekke, *et.al.*, 2019). The MBKM program is expected to make learning at the Faculty of Islamic Religion more

flexible and open so that a creative and innovative learning culture is created according to the needs of students and the demands of time.

Thus, the Faculty of Islamic Religion of Unismuh Makassar always innovates in realizing and implementing MBKM programs. One of the MBKM programs that needs to be implemented is the development of the MBKM program is Al Islam Kemuhammadiyah subject. 15 The implementation of the AIK MBKM program requires support and common thinking by all leaders in the Faculty of Islamic Studies and Study Programs, especially AIK lecturers and students. With positive support, the AIK MBKM program can be planned and implemented properly and provides benefits to institutions, students, as well as MBKM partners.

#### ***A. THE ROLE OF THE FACULTY OF ISLAMIC RELIGION ON AIK MBKM PROGRAM***

The Faculty of Islamic Religion Unismuh Makassar in organizing Higher Education Caturdarma has a role to carry out and develop Education and teaching, as well as carry out research and PKM activities for the development of knowledge. To carry out the role of the faculty, within the scope of MBKM, the Faculty of Islamic Religion Unismuh

Makassar plays a role in the following matters (a) implementing university policies related to MBKM activities; (b) providing space for study programs to carry out MBKM activities such as providing subject across study programs; (c) monitoring and evaluating MBKM activities; (d) socializing MBKM activities to lecturers, students, and staff; and (e) establishing cooperation and collaboration with partners in implementing the MBKM program.

The MBKM implementation has been carried out since 2021 at the Faculty of Islamic Religion but is not yet specific to Al-Islam Kemuhammadiyah subject even though it is very relevant for the MBKM program. This study aims to examine the concepts and policies in the form of learning activities for Independent Campus Merdeka Learning which can be equivalent to the Kemuhammadiyah subject at the Faculty of Islamic Religion, Universitas Muhammadiyah Makassar.

**Preparation of AIK MBKM Handbook**

The handbook is a guide in developing instruments for implementing the AIK MBKM program and as a reference in implementing the AIK MBKM program. Basically, Unismuh Makassar already has MBKM guidelines in general, but the technical implementation of MBKM lies in the

duties and authority of the respective Faculties and Study Programs. So, the Faculty of Islamic Religion Unismuh Makassar must first prepare the AIK MBKM manual book and make adjustments to government policies, strategic university programs, scientific developments, stakeholder needs, and changes to the study program curriculum.

The handbook is a mandatory document that needs to be produced by the Faculty of Islamic Religion so that the MBKM program can be implemented properly. One of the contents of the guide is how to integrate the study program curriculum into the MBKM program. The priority for the development of the MBKM program is Al Islam and Kemuhamadiyah subject.

Based on the survey results relating to the need for the preparation of the AIK MBKM Handbook can be seen in the following graphite image:

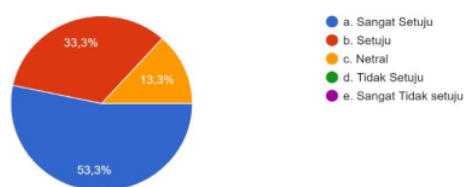


Figure 1. Response to the Preparation of the AIK MBKM Handbook

Based on the results of a survey of AIK lecturer responses related to the preparation of the MBKM AIK

handbook. The survey results showed that as many as 14 lecturers or 93.3% (strongly agreed), 1 lecturer or 6.7% (agreed), and while those who answered neutral, disagreed and strongly disagreed.

From the survey results above, it shows that most of the lecturers at the Faculty of Islamic Religion strongly agree to organize or compile AIK MBKM manuals.

**Preparation of SOP MBKM AIK**

*Standard Operating Procedure* (SOP) is a set of instructions or activities carried out by a lecturers in order to complete work safely, without any adverse impact on the environment (complying with relevant laws and regulations) as well as meeting operational and production requirements. [Kenneth A. Friedman, PhD] This SOP is a written agreement that contains rules, policies, technical specifications that must be used consistently to guarantee the processes, products and services that are the output are in accordance with the specified objectives and quality.

There are at least 6 main reasons why the Unismuh Makassar Islamic Faculty must have SOPs: (1) Knowing the roles and positions of each who participates in the implementation of MBKM AIK; (2) Providing clarity

regarding work processes and respective responsibilities in the implementation of MBKM AIK; (3) Explaining the duties and responsibilities of each AIK MBKM team, taking into account the interrelationships between one work process and other work processes; (4) Maintaining consistency in running the AIK MBKM program; (5) Minimizing the occurrence of imbalances and procedural errors in implementing the AIK MBKM program; (6) Helping evaluate the planning and implementation of the AIK MBKM program.

This SOP needs to be prepared so that it can describe a process for implementing the AIK MBKM program which involves more than 1 (one) Section, and or requires a choice condition (decision). The MBKM AIK SOP is very important to prepare in advance, just like the MBKM AIK handbook. Based on survey results related to the need to prepare MBKM AIK SOPs, it can be seen in the following circle graphite:

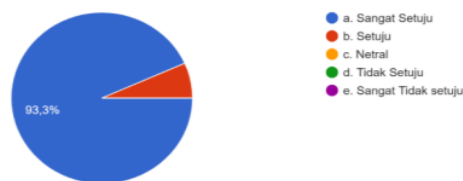


Figure 2. Respondents' Responses in Preparing the MBKM AIK SOP



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Based on the results of a survey of AIK lecturer responses related to the preparation of the AIK MBKM SOP. The survey results showed that as many as 14 lecturers or 93.3% (strongly agreed), 1 lecturer or 6.7% (agreed), and while those who answered neutral, disagreed and strongly disagreed. From the survey results above, it shows that most of the lecturers at the Faculty of Islamic Religion strongly agree to hold or prepare MBKM AIK SOPs.

***Carrying out FGD (Focus Group Discussion)***

The AIK MBKM program is a new program that implemented by FAI Unismuh Makassar which is adapted to the study program curriculum. So that everyone understands well, especially the AIK FAI Unismuh Makassar lecturer, it is necessary to have an FGD (Focus Group Discussion). The aim of the AIK MBKM FGD is to be held in order to equalize perceptions and be able to make agreements in supporting the implementation of the AIK MBKM program. The results of a survey conducted regarding the need to carry out FGD (Focus Group Discussion) for AIK lecturers, can be seen in the following graphite image:

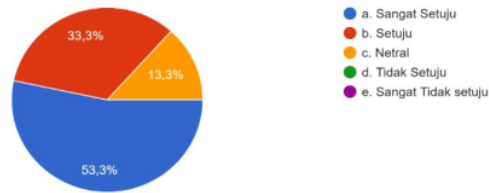


Figure 3. Respondents' Responses to the Implementation of the FGD (Focus Group Discussion)

Based on the survey results of AIK lecturer responses related to FGD (Focus Group Discussion). The survey results showed that as many as 8 lecturers or 53.3% (Strongly agreed), 5 lecturers or 33.3% (agreed), and those who answered neutral were 2 lecturers. The results of the survey above show that most of the AIK lecturers at the Faculty of Islamic Religion strongly agree to carry out FGDs (Focus Group Discussions).

***B. IMPLEMENTATION OF MBKM AIK AT THE FACULTY OF ISLAMIC RELIGION UNISMUH MAKASSAR***  
***Understanding of AIK Lecturers and students of the MBKM Program***

The socialization of MBKM both online and offline by tertiary institutions is the most important platform for lecturers and students to find out about MBKM

programs and policies. The role of lecturers and students in implementing MBKM is very important because lecturers have a strategic role for the success of students in participating in the learning process and students can have new experiences.

Therefore, the leaders, both at the university, faculty and study program levels, have the responsibility to socialize the MBKM program to lecturers and students. With socialization activities, lecturers and students will have knowledge related to the MBKM program. To find out whether AIK lecturers and students have knowledge related to the MBKM program can be seen in the survey results in the following diagram:

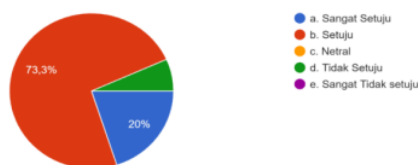


Figure 4. Respondents' Responses Regarding AIK Lecturer's Knowledge of the MBKM Program

Based on the results of a survey of AIK lecturers' responses related to lecturers' knowledge of the MBKM program. The survey results showed that as many as 11 lecturers or 73.3% (Strongly agreed), 3 lecturers or 20.% (agree), and 1 lecturers or 6.7% (1 neutral), while those

who answered disagree and strongly disagree did not exist. who responds. The results of the survey above show that most of the lecturers at the Faculty of Islamic Studies already know and understand the MBKM program. Thus researchers can predict that the MBKM program can be implemented and implemented.

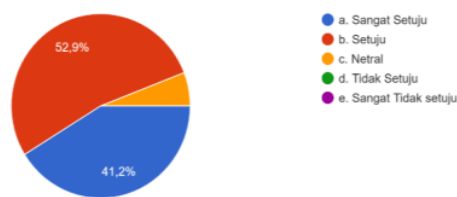


Figure 5. Respondents' Responses Regarding Student Knowledge of the MBKM Program

Based on the results of a survey of AIK lecturers' responses related to lecturers' knowledge of the MBKM program. The survey results showed that as many as 13 lecturers or 41.1% (strongly agreed), 16 lecturers or 52.9% (agreed), and 1 lecturers or 6.7% (1 neutral), while those who answered disagree and strongly disagree did not anyone respond. The results of the survey above show that students in general already have knowledge related to the MBKM program.

***The AIK subject is equivalent to the MBKM program***

Universitas Muhammadiyah Makassar is a tertiary institution which has characteristics in carrying out educational functions, namely caturdarma, education and teaching, research, PKM (Community Development), and Al-Islam and Muhammadiyah. This 4th Caturdarma is the hallmark of Muhammadiyah higher education or a differentiator from other tertiary institutions.

The form of the catur dharma is in the form of implementation, namely: lectures, research and , PKM (Community Development). So that the curriculum structure includes Al-Islam and Kemuhammadiyah subject. One of the compulsory subject in the student program is the Al-Islam and Kemuhammadiyah (AIK) subject. AIK subject is generally taught to students in class, not yet integrated with research and PKM (Community Development) in a structured and formal way. With the Government's policy regarding the MBKM program, of subject, it provides a legal umbrella for the implementation of the curriculum, not only implemented in the form of lectures, but can be converted into the MBKM program.

The survey results related to AIK subject are equivalent through the MBKM program, as follows:

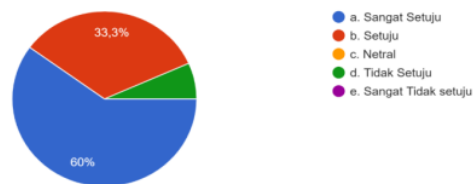


Figure 6. AIK Lecturers' Responses to AIK Subject equivalent through the MBKM program

The survey results showed that as many as 9 lecturers or 60% (strongly agreed), 5 lecturers or 33.3% (agreed), and disagreed 1 lecturer or 6.7%. Based on the survey results, it can be concluded that the majority of AIK lecturers agree that AIK subject are equivalenced through the MBKM program. The statements from students regarding the AIK subject being equivalent through the MBKM program can be seen in the following graphite image:

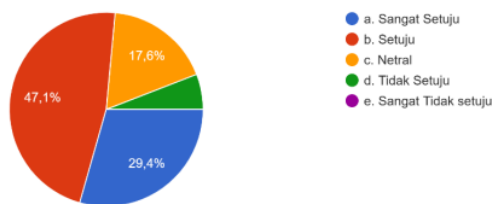


Figure 7. Lecturers Responses to the AIK Subject equivalent through the MBKM program

AIK Lecturer's Response to the AIK Subject in Comparison through the

MBKM program. The survey results show that as many as 9 lecturers or 29.4% (Strongly agree), 13 lecturers or 47.1% (agree), 17.6%, 7 lecturers or 17.6% and 1 lecturer or 6.7%. Based on the survey results, it can be concluded that the majority of lecturers agree that the AIK subject is equivalent through the MBKM program.

### The Form of Implementation of AIK MBKM Program

The MBKM policy provides opportunities for students to gain a broader learning experience and new competencies through a number of learning activities through the Merdeka Learning Campus Merdeka (MBKM) program which has eight (8) learning activities. According to Permendikbud Number 3 of 2020 Article 15 paragraph 1, the eight activities include: 1. Student exchange program 2. Internship or work practice 3. Teaching assistance in educational units 4. Research 5. Humanitarian projects 6. Entrepreneurial activities 7. Independent studies or projects 8. Building thematic villages or Community Service Programs.

These eight activities can be implemented by the campus to be followed by every student as well as students outside the relevant tertiary institution. In addition, students are also given the

freedom to participate in learning activities outside their study program at the same tertiary institution with a certain credit score. This can be seen from the survey results in the following graphite images:

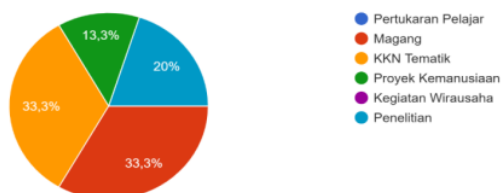


Figure 8. Responses from AIK Students on the Forms of Implementation of AIK's MBKM

In addition to the AIK lecturers who gave statements related to the form of the AIK MBKM program, students also gave statements, this can be seen from the following graphite image:

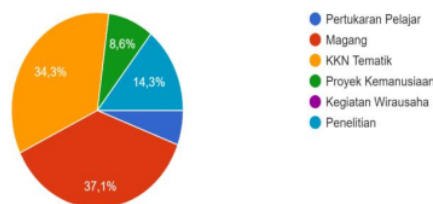


Figure 9. Students' Responses to the Implementation of AIK MBKM

In the AIK MBKM form item above, when respondents were asked to choose the AIK MBKM program they wanted to participate in, the apprentice/work practice and thematic

KKN programs were the most in demand. Meanwhile, no one chooses activities in the form of entrepreneurial activities.

**The readiness of AIK lecturers and students to participate in socializing the AIK MBKM program**

MBKM socialization needs to be carried out by various parties, both universities, faculties, study programs, lecturers and students. The role of lecturers is very important in the implementation of the Independent Campus. Lecturers have a role in helping study programs to socialize the MBKM program, especially the AIK MBKM.

The survey results related to the readiness of AIK students to participate in socializing the AIK MBKM program, can be seen in the following survey results:

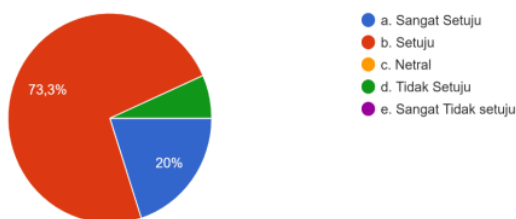


Figure 10. AIK students Responses to the readiness to socialize the AIK MBKM Program

The readiness of AIK students to participate in socializing the AIK MBKM program. The survey results showed that

as many as 11 students or 73.3% (Strongly agreed), 3 students or 20% (agreed), and 1 students or 6.7% disagreed. Based on the survey, it can be concluded that most AIK lecturers agreed to socialize the AIK MBKM program if it could be implemented at FAI Unismuh Makassar. The survey results related to the readiness of students to participate in socializing the AIK MBKM program, can

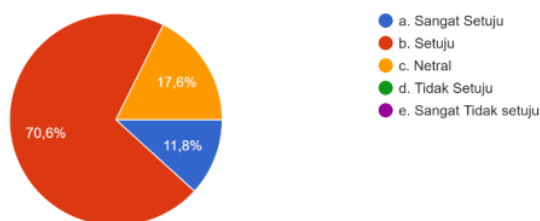


Figure 11. Students' Responses to readiness to socialize the AIK MBKM Program

Student response in socializing the AIK MBKM program. The survey results showed that as many as 5 students or 11.8% (strongly agreed), 22 students or 70.6% (agreed), 3 students 17.6% were neutral, and none disagreed. The data above shows that the majority of students agree to participate in socializing the AIK MBKM program.



***Readiness of AIK lecturers to Become Field Supervisors for the AIK MBKM Program***

The duties and responsibilities of lecturers are not only carried out more in education and teaching but more than that, lecturers are required to play an active role in carrying out research and community service. Apart from his/her main duties as a lecturer, he/she also carries out the mentoring process with students. The role of lecturers is very important in the implementation of MBKM. Lecturers have a main role as assistants and mentors of students in conducting learning and internships where lecturers are no longer a source of knowledge for students.

To obtain information regarding the readiness of AIK lecturers to become field supervisors in the AIK MBKM program, the survey results can be seen in the following graphite image:

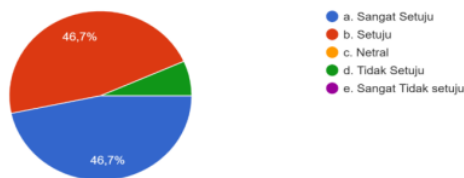


Figure 12. AIK Lecturers' Responses to their readiness to become mentors for the AIK MBKM Program

Readiness of AIK lecturers to participate as field supervisors of the AIK

MBKM program. The survey results showed that as many as 7 lecturers or 46.7% (strongly agreed), 7 lecturers or 46.7% (agreed), and disagreed 1 lecturer or 6.7%. The data above shows that the majority of AIK lecturers strongly agree if they are involved in supervising students in the AIK MBKM program.

***Readiness of students to take part in the AIK MBKM Program***

The MBKM program provides opportunities and opportunities for students to choose an MBKM program that they are interested in not only from lectures. but can also participate in activities carried out outside the campus. The positive response shown by students to participate in the AIK MBKM program, can be seen in the following survey results:

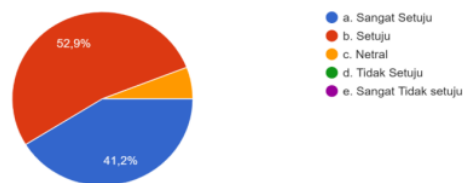


Figure 13. Student responses regarding readiness to take part in the AIK MBKM Program

The results of the survey above show that as many as 11 students or 41.2% (Strongly agree), 3 lecturer or 52.9% (agree), and 1 lecturers or 6.7% (1 neutral), while those who answered disagree and

strongly disagree no one gave a response. The results of this survey research show that students of the Faculty of Islamic Religion Unismuh Makassar gave a positive response to MBKM program. This positive response can be measured because the majority of students gave statements agreeing to be involved in the AIK MBKM program.

#### *Partners of AIK MBKM FAI Unismuh Makassar*

Partners are one of the important components that support the running of the AIK MBKM program. This is in line with the collaborative MBKM program so that the MBKM program can be implemented. In addition, to support the learning outcomes that have been set in the Study Program, collaboration with partners is required. The Faculty of Islamic Religion Unismuh Makassar has partnered for the implementation of Caturdarma among Muhammadiyah Organizations, Muhammadiyah Charities (Schools, Islamic Boarding Schools and Muhammadiyah Universities) in various corners of the country.

It is expected that the partnership involved in the MBKM Curriculum can provide a principle of benefit and become part of the innovation in the development of science for tertiary institutions and have a positive impact on all stakeholders

involved such as students and lecturers, as well as those who are partners. The MBKM program can of subject be collaborated with various parties, especially in the Muhammadiyah organization. This can be shown based on the survey results through the following diagram:

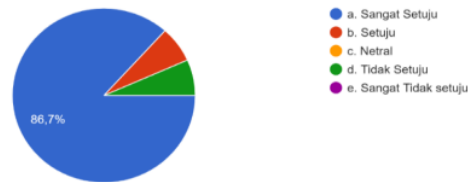


Figure 14. AIK Lecturer's Responses to AIK's MBKM Partners

AIK lecturers' perceptions of the MBKM program in partnership with the Muhammadiyah Association, AUM (Business and Charity Unit) and PT Muhammadiyah (Muhammadiyah Organization). The survey results showed that as many as 13 lecturers or 86.7% (strongly agreed), 1 lecturer or 6.7% (agreed), and disagreed 1 lecturer or 6.7%. From the survey results above, it can be concluded that the MBKM program can be implemented in partnership with Persyarikatan Muhammadiyah (Muhammadiyah Organization), Business and Charity Unit and PT Muhammadiyah.

#### **D. CONCLUSION**

Based on the results described above and the discussion that follows, it is concluded that first, MBKM in Al Islam and Kemuhammadiyah subjects can be implemented properly, based on the results of a survey conducted on lecturers and students. Second, MBKM in the Al Islam and Kemuhammadiyah subjects in its implementation needs to prepare supporting documents in advance, in this case the AIK MBKM guidebook and SOP. Third, MBKM in the Al Islam and Kemuhammadiyah programs needs to be disseminated in stages to all Muhammadiyah Makassar University academics and campus partners. Fourth, MBKM for Al Islam and Kemuhammadiyah subjects can be carried out in various forms of programs, namely: Internships, Thematic KKN, and Research.

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