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## The Power of the Mobilizer Lecturer in the Independent Campus Program: An Exploration of Roles, Strategies, and Impact

Indra Prasetia\*<sup>ID</sup>, Fajar Pasaribu<sup>ID</sup>, Nurmadiah<sup>ID</sup>  
Universitas Muhammadiyah Sumatera Utara  
Medan, Indonesia

Muhammad Arifin<sup>ID</sup>, Dewi Kesuma Nasution<sup>ID</sup> and Edy Suprayetno<sup>ID</sup>  
Faculty of Teacher Training and Education  
Universitas Muhammadiyah Sumatera Utara  
Medan, Indonesia

**Abstract.** Mobilizer lecturers are the drivers of educational change, and their existence is crucial to the success of the independent campus program. This study aimed to explore in depth the roles and strategies of mobilizer lecturers in the independent campus program and their impact on the quality of higher education. This study used a qualitative approach with six mobilizer lecturers from public universities in Medan City, Indonesia. For data collection, the research employed semi-structured interview techniques, with data analysis performed using thematic analysis. The study found that lecturers effectively drive the independent campus program through three roles, namely (1) mobilizer of education and learning, (2) mobilizer of innovation through research, and (3) mobilizer of community service. They also mobilize the independent campus through five strategies, namely (1) facilitating off-campus learning, (2) empowering students and other lecturers, (3) expanding learning opportunities, (4) optimizing the use of technology, and (5) building synergies with the industrial world. The study also found a relationship pattern between the roles and strategies of lecturers and their impact on student motivation and the development of practical and soft skills of students. Given that mobilizer lecturers are an important factor in the success of the independent campus program, universities and the government need to support them in executing their duties so that they can continue to make maximum contributions.

**Keywords:** independent campus program; mobilizer lecturer; mobilizer strategies; roles; student competence

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\*Corresponding author: *Indra Prasetia*; [indraprasetia@umsu.ac.id](mailto:indraprasetia@umsu.ac.id)

## 1. Introduction

Higher education in Indonesia after the Covid-19 pandemic continues to strive to improve the quality of education to prepare quality higher education graduates who are competent and globally competitive. This endeavor can be attributed to the decline in the quality of higher education (learning loss) in Indonesia. One of the efforts to improve the quality of education in higher education is the “independent campus” program. The independent campus is an education policy initiated by the Indonesian Ministry of Education in 2020 that aims to prepare university graduates to have abilities that are relevant to the needs of the world of work.

The independent campus is the right solution for improving the quality of education today due to the concept of education that brings universities closer to business and industry. This program aims to improve the quality of university graduates by providing opportunities for students to develop their abilities according to their talents and interests and gain work experience that is relevant to the world of work. The independent campus also aims to encourage students to be more creative and innovative in learning.

The independent campus is closely related to the mobilizer lecturer. The mobilizer lecturer is a pioneer lecturer of change (agent of change) who prepares a flexible future campus, an adaptive campus, a campus that provides the widest possible space for students to find their identity and potential so that they can become superior graduates (Andrian et al., 2022). The mobilizer lecturer plays a role in facilitating the engagement of students in learning activities, research, and community service (*tri dharma*) in the independent campus program so that students can gain knowledge, skills, and real experience and are relevant to the world of work (Syahrudin & Tambaip, 2023).

To face the 21st century, higher education in Indonesia needs competent and motivated lecturers who have the habit of constantly seeking new knowledge and finding others who can support student learning in their classrooms. Indonesia has 303,000 lecturers in 2397 universities. If one lecturer thus mobilizes 30 students in one year, altogether 9,090,000 students will have been mobilized. Achieving this number will show that Indonesia’s vision of education is increasingly realized. Although mobilizer lecturers in Indonesia are not the be-all and end-all, if Indonesia were to advance, they are the right place to start.

Mobilizer lecturers are an important part of the independent campus program as well as the students. The independent campus will be successful if it is supported by qualified lecturers and mobilizers who fulfill their roles optimally. Several studies have shed light on the independent campus program and its impact on students. As shown through a survey by the Indonesian government of 824 university leaders, 14,869 lecturers, and 124,562 students on independent campuses, basically all the leaders (99%), lecturers (98%), and students (98%) considered the independent campus program to be beneficial and have an impact on graduates (Kemendikbud & Tohir, 2020).

Another survey showed that 93% of students were satisfied with the internships and certified independent study programs in Indonesia, as these programs

provide space for students to learn and strengthen their career paths and provide students with social benefits. The implementation of the independent campus policy at university has shown significant benefits for students and lecturers (Syahrudin & Tambaib, 2023). Independent campuses have a positive impact on lecturers, such as increasing competence through off-campus experiences, providing opportunities for career improvement by earning credit points, and increasing participation in the tri dharma activities of higher education (Mulyana et al., 2022). Universities need to encourage lecturers to improve the quality of their education, research, and community service to have a positive impact on their academic reputation (Nurhadi et al., 2024).

The mobilizer lecturer is a key element in the education system and plays a major role in improving the quality of education in Indonesia, especially in the independent campus program. This is because the success of mobilizer lecturers is supported by various factors, both internal and external. Internal factors include lecturer competence, job satisfaction, motivation, and attitude. External factors include support from the campus environment, community, and government, as well as supporting facilities and infrastructure. However, the issue of how far mobilizer lecturers can bring change and contribute to the quality of education still needs to be studied and researched. Many today still question the existence of the mobilizer lecturer. The independent campus paradigm does not yet have a concrete picture related to the role of the mobilizer lecturer (Andrian et al., 2022).

The independent campus is a new program and is still in dire need of human resources (mobilizer lecturers) so that the process of activities carried out can run smoothly (Bainuan & Tarigan, 2024). Lecturers feel burdened with many performance achievement mandates, but no processes are managed or supported, so creativity and innovation are stifled (Ishak, 2021; Ladyanna & Aslinda, 2020).

In the implementation of an independent campus, lecturers face various problems, ranging from curriculum adaptation and limited resources to changes in mindset and bureaucracy, which need to be overcome for the success of the program (Ishak, 2022; Kania, 2022; Mujiwati et al., 2023). Kholik et al. (2022) concluded that in relation to the implementation of curriculum development using the independent learning platform of the independent campus, there are still obstacles. This is especially the case for universities that are not yet prepared with the relevant human resources and infrastructure, which has an impact on partnerships and collaboration between universities.

Although research related to mobilizer lecturers has been conducted, the existing research is scant and limited in scope. Existing research tends to be limited to satisfaction surveys on the independent campus program and has not explained in depth how mobilizer lecturers carry out the independent campus program and what the impact is on students and universities. Therefore, this study aimed to explore the roles and strategies of mobilizer lecturers as well as their impact on the development of student competencies and the quality of higher education, thus providing new insights and knowledge about the existence of mobilizer lecturers in advancing higher education. In addition, this study aimed to identify relationship patterns between the roles and strategies of mobilizer lecturers and

their impact on universities. This research attempted to answer the following questions:

- 1) What are the roles and strategies of mobilizer lecturers in the independent campus program and what is their impact on the quality of higher education?
- 2) What are the relationship patterns between the roles and strategies of mobilizer lecturers and their impact?

## 2. Literature Review

### 2.1 Mobilizer Lecturers in the Independent Campus Program

The independent campus is a program of the Ministry of Education and Culture of the Republic of Indonesia that provides opportunities for students to master various sciences as preparation to enter the world of work (Kemendikbud & Tohir, 2020; Sari, 2021; Wibisono & Umiyati, 2023). The independent campus aims to create college graduates who are creative, innovative, and ready to face the 4.0 industrial era (Muchtar et al., 2023). Learning on an independent campus emphasizes the concept of in-depth learning in a more real-life community environment (Rachman et al., 2022). According to Freire (2011), education should be a means toward the liberation of the shackles of learning activities, as when students learn in a passive position, they are actually in a shackled and unfree position. A humanizing learning process empowers and involves students.

The independent campus is related to the mobilizer lecturer. Mobilizer lecturers as selected lecturers carry out the role of activator to students in activities on and off campus. In the context of education, the designation of *mobilizer lecturer* is the same as *agent of change* or *driver of educational change*, driving students and universities to be more progressive and more adaptive to existing developments (Meke et al., 2022). The mobilizer lecturer acts as a pioneer lecturer of change, as well as a driver and inspirer of students and other lecturers (Belisle et al., 2024; Muchtar et al., 2023). The mobilizer lecturer has a role as a driver of the independent campus program. The driving role involves encouraging holistic improvement in students' non-academic achievements and motivating other lecturers to promote student-centered learning (Ishak, 2021).

Certain characteristics define these mobilizer lecturers (Ishak, 2021; Meke et al., 2022; Muchtar et al., 2023). First, they are motivators, motivating students to learn effectively and efficiently, and can also identify students' potential and encourage them to develop their talents and interests. Second, they are inspirators, who inspire students to keep learning and developing themselves. They liberate students in their way of thinking to get out of their comfort zone, encouraging creativity and innovation. Mobilizer lecturers are also facilitators, as they facilitate getting students to be actively involved in various educational activities, both in class and outside the classroom. Lastly, they are mentors and companions. In this regard, they guide and accompany students in formulating complementary competencies, provide direction on study plans, and help students who experience obstacles (Ishak, 2021; Meke et al., 2022; Muchtar et al., 2023).

## **2.2 Roles and Strategies of Mobilizer Lecturers in the Independent Campus**

The mobilizer lecturer is not only a teacher but also a professional researcher to conduct research in their field of expertise for the benefit of society (Frederik & van der Sijde, 2023). Mobilizer lecturers act as the main actors in driving the tri dharma of higher education. This role includes (1) education and teaching, (2) research, and (3) community service (Budiman, 2023; Chairunnisa & Istaryatiningtias, 2022; Mujiwati et al., 2023; Wibisono & Umiyati, 2023).

In the independent campus program, mobilizer lecturers play a supportive role in students' academic development (Sarmiento et al., 2023). This role includes facilitating students' carrying out of learning activities, motivating students, carrying out research involving students, and providing guidance on student learning activities (Anwar et al., 2024; Dewi et al., 2023; Gultom & Hernawaty, 2022). The mobilizer also acts as a facilitator by nurturing the spirit, potential, talents, and strengths of students to make positive changes in the community. Furthermore, they focus on education by facilitating a learning process that is intellectual and advanced. The mobilizer also takes on the role of encouraging students to grow and develop their awareness as global citizens.

Lastly, they must be equipped with technical know-how, as they need to develop students' research, digital literacy, and communication skills, and need to be able to compose ideas and proposals for activity programs and carry out community service (Dang et al., 2024; Iskandar et al., 2024; Rochana et al., 2021). To achieve the objectives of the independent campus program, mobilizer lecturers need strategies. This involves driving learning innovation, developing an output-based education curriculum, driving off-campus learning and activities, and mobilizing students in research and community service (Bainuan & Tarigan, 2024).

Furthermore, lecturers' strategies in implementing an independent campus include guiding students to become the best and most mobile individuals, equipping them with broad knowledge, encouraging them to be useful, leading them to career success, and involving them in research and community service (Syahrudin & Tambaip, 2023; Yusuf, 2021). Other effective strategies that can accelerate students' success on independent campuses include providing appropriate career guidance, helping students understand the opportunities that exist in their field, and facilitating networking with professionals in related industries (Hermanto et al., 2022; Rohman et al., 2023).

## **2.3 Impact of Mobilizer Lecturers on Independent Campuses**

The mobilizer lecturer is very effective in developing student skills, such as critical thinking, communication, creativity, and collaboration (Syahrudin & Tambaip, 2023). Mobilizer lecturers are professionals who can produce graduates who are superior, independent, creative, and resilient and become good learners in accordance with the concept of independent campus learning (Gultom & Hernawaty, 2022). Mobilizer lecturers contribute positively in shaping students who are competent, independent, creative, and ready to compete in the global job market in the era of globalization (Astuti & Atmaja, 2023). Mobilizer lecturers always think creatively and innovatively and use new ways of learning. In addition, they involve students in research for the students' benefit by developing

students' competence, shaping their character, fostering a spirit of resourcefulness and a critical spirit, and producing high impact works (Budiman, 2023).

The mobilizer lecturer has a significant impact on the quality of higher education, both for individual students and for universities (Murti & Prasetio, 2023; Rachman et al., 2022). Mobilizer lecturers who play an active role in education, research, and community service have a significant positive impact on the quality of higher education (Gultom & Hernawaty, 2022; Novitasari, 2020; Sari, 2021). Effective mobilizer lecturers in independent campus programs influence students to gain competence, decent jobs, and experience off campus (Avianti & Utami, 2024; Kholik et al., 2022; Prasetyo et al., 2022). Existing research shows that mobilizer lecturers can increase student learning motivation, positively affect student academic grades, develop lecturers' careers, improve the performance of other lecturers, and promote the success of higher education goals (Murti & Prasetio, 2018; Prasetyo et al., 2022; Sudarjo & Suyitno, 2023).

### **3. Research Methods**

#### **3.1 Research Design**

This research was qualitative in nature, which is research conducted to understand social phenomena, culture, or human behavior in depth. A qualitative approach was chosen because it focuses on exploring the meanings, experiences, and perspectives of individuals or groups in a particular context (Corbin & Strauss, 2015; Creswell & Creswell, 2018). The qualitative approach was used to explore and describe in depth the roles and strategies of mobilizer lecturers on the independent campus and their impact on students and universities. Qualitative research requires a smaller but focused sample as it is used to investigate, discover, and emphasize meaning rather than make generalizations (Denzin & Lincoln, 2009).

#### **3.2 Participants**

The research participants were determined purposively. Purposive sampling is a sample selection technique that requires special consideration by the researcher in selecting subjects for the research (Maxwell, 2012; Taherdoost, 2016; Turner, 2020). Six mobilizer lecturers were selected from three state universities in Medan City, Indonesia. To be eligible for selection, universities had to be public universities with a "superior" accreditation rating. This is because all study programs in state universities have been accredited as a requirement for an independent campus. In addition, Medan City was selected as research setting because it is a multi-ethnic city and center of the industrial and business district that represents Indonesia.

Furthermore, the criteria for mobilizer lecturers included that they had to be (1) a permanent lecturer, (2) have a doctoral degree, (3) be a head lecturer, (4) serve as a mobilizer lecturer, and (5) have experience in the independent campus program of at least two years. Table 1 presents the demographic information of the six participants.

#### **3.3 Data Collection Procedure**

Research data were collected using semi-structured interview techniques. The questions asked in semi-structured interviews have been prepared in advance but can be adapted according to the participants' requirements (Creswell & Creswell,

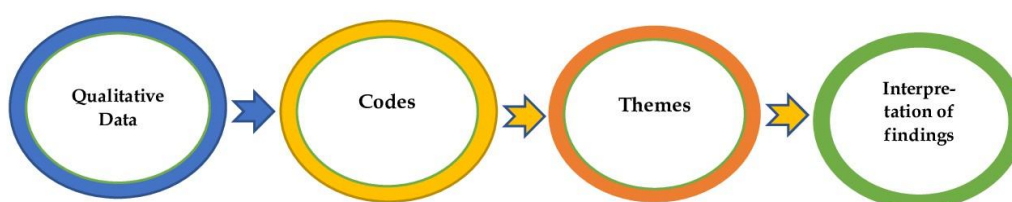
2018; Denzin & Lincoln, 2009; Prasetia, 2020). The data collection procedures in this study included preparing questions, conducting interviews, and recording interviews. A guide was prepared with the interview questions but allowed for follow-up questions and open discussion. Interviews were conducted face to face and recorded.

**Table 1: Research participant information**

Participant initials	University	Gender	Age	Expertise
JS	State university A	Female	43 years	Mechanical engineering
GS		Male	51 years	Information systems
BN	State university B	Female	53 years	Accounting
JJ		Male	47 years	Education
BIS	State university C	Female	45 years	Management
SN		Male	56 years	Medical education

### 3.4 Data Analysis

The research data collected were analyzed using thematic analysis techniques. The thematic analysis focused on the opinions and experiences of the participants as mobilizer lecturers, their roles and strategies in driving the independent campus program, and their impact. Thematic analysis begins with grouping the data, determining patterns and codes, building themes, and interpreting the findings (Clarke & Braun, 2017; Denzin & Lincoln, 2009; Miles et al., 2014). All themes and meanings are interpreted according to the participants' perspectives (Clarke & Braun, 2017; Lochmiller, 2021). Thematic analysis is a qualitative research method used to identify patterns and themes in data (Clarke & Braun, 2017; Dawadi, 2020; Douglas, 2022). The stages of thematic data analysis in research are (Figure 1): (1) reading and understanding the data, (2) marking parts of the data and creating initial codes, (3) generating, defining, and naming themes, and (4) interpreting the findings in the context of the research question/s.



**Figure 1: Stages of thematic analysis**

The data validation of this research was done using member-checking, which involves asking the participants to verify the findings drawn from the interviews. The tabulated interview data were sent to participants for feedback to ensure that the themes identified matched their perspective so that ambiguous data could be refined and reinterpreted.

## 4. Results and Discussion

This section presents the findings relating to mobilizer lecturers' roles and strategies and their impact on students and institutions. The research findings show that the mobilizer lecturer is the main actor in the implementation of the independent campus. They act as the mobilizers of education, research, and community service. The following themes were identified during data analysis.

### 4.1 The Roles of the Mobilizer Lecturer and Their Impact

It was found that mobilizer lecturers fulfill the roles of mobilizing education, research, and community service. These efforts and actions are reflected in the three mobilizer roles they play, namely (1) mobilizer of education and learning, (2) mobilizer of innovation through research, and (3) mobilizer of community service.

#### 4.1.1 Mobilizer of education and learning

The role of lecturers in the education and learning aspect is to implement learning that supports the development of student skills. This is done, for example, by applying problem- and project-based learning methods to support students in developing practical skills and creating learning experiences that are more interesting, interactive, and relevant to the world of work. The following excerpts substantiate this point:

*"Creating an active and effective learning atmosphere is our goal in order to maximize students' learning experience ... implementing problem- and project-based learning, which can develop students' practical skills and support self-directed learning by being a facilitator, providing formative evaluation, and strengthening interaction in a hybrid environment."* (JS)

*"In education, we place ourselves as mentors, aiming to help students develop their potential and talents; and the tutoring process is not only in the classroom; guidance is carried out on research activities and field practices such as internships and independent studies."* (GS)

JS and GS explained that their role is to foster creative, innovative, and collaborative learning. They need to conduct discussions and practices with students enrolled in the independent campus program and facilitate hybrid learning by utilizing existing technology. Outside the classroom, they mentor students in various learning activities or independent campus program projects, such as internships, independent studies, or teaching on campus. The findings show that mobilizer lecturers play an important role in learning that connects students to real life.

For example, campus teaching activities aim to equip students with expertise and skills. The teaching campus invites students to become partners with teachers and schools in developing learning models to foster creativity and innovation in school learning, which is expected to have an impact on strengthening literacy and numeracy learning in schools.

The mobilizer lecturer acts not only as a teacher but also as a planner and facilitator for the achievement of the curriculum. As a curriculum planner, lecturers play an active role in designing course materials and providing assignments that are in accordance with the learning objectives. They design and

assign field projects that can help improve student understanding of course material. The following interview excerpts prove this:

*“Driving the curriculum on campus is not about creating the best lesson plans or developing the perfect set of classroom projects and assignments. Rather, it’s about aiming to meet the needs of students by ensuring materials are easy to master and apply inside and outside the classroom.” (JJ)*

*“Lecturers are responsible for developing and refining the curriculum of independent campus programs, including designing course objectives, learning materials, evaluation, and assessment.” (BIS)*

In their statements, JJ and BIS explain that mobilizer lecturers manage the curriculum and teaching process through planning, implementation, and evaluation. For example, in the practice of campus teaching, planning is done by lecturers together with students and involves the school after analyzing the results of the initial visit to the school. In its implementation, lecturers provide guidance to students from the beginning to the end of campus teaching activities. As supervisors for students, lecturers monitor the implementation of activities in the field. Lecturers’ monitoring in the field covers three main activities, namely student teaching practice activities, student adaptation to technology in schools, and school administration. Through these three activities, the lecturer evaluates or assesses the teaching campus practice. After the lecturer conducted an assessment and reported the results to the campus, they then ended the practical activities by picking up students from the training location to return to campus.

The learning experience outside the classroom is typical of an independent campus, providing students with experience to be better able to apply their knowledge in real life (Indarta et al., 2022; Kania, 2022). Learning outside the classroom benefits students in developing skills and gaining experience in industry and society (Kholik et al., 2022; Zulhawati & Ariani, 2023). The mobilizer lecturer designs courses, implements learning with the latest developments in the field of study, and ensures the relevance of the curriculum to the needs of industry and society (Hutahean et al., 2024).

#### *4.1.2 Mobilizer of innovation through research*

Mobilizer lecturers conduct research together with students and guide, collaborate with, and motivate students. They guide, monitor, and evaluate the implementation of student research, guide the dissemination of research results, and assess student research reports. In this regard, participants had this to say:

*“The success of students in the independent campus program is to involve them in research roles, such as direct involvement in experiments or field research ... assisting in data collection, sample processing, or making research-related observations ... involving students in research will benefit students, such as developing a deeper understanding of research methodology and the scientific process as a whole.” (SN)*

*“The specialization of the research program at the independent campus has encouraged and motivated students to engage in research activities with lecturers, research institutions, or industry or grant-funded research ... the role of collaboration in research to enhance students’ research skills*

*and create meaningful experiences for students. In addition, research results can contribute to the development of science and are recognized as part of student academic credit. (JS)*

SN and JS explained their role in encouraging students in research through the mentoring process in independent research projects, collaborative research, or funded research. Participants explained that student research programs or student participation in lecturer research can provide long-term benefits in the development of their abilities and skills, such as research capabilities. In addition, it can expand their academic networks as they are learning from the experiences of more experienced students, as with research in the independent campus program. In the research program, students are directly involved in research activities with lecturers, research institutions, or industry. The program aims to improve students' analytical, critical thinking, and innovation skills in solving scientific-based problems.

Research results can contribute to the development of science and are recognized as part of the student's academic credit. In this research activity, the mobilizer lecturer acts as a supervisor to guide, supervise, and assess the student research. The mobilizer lecturer plays a role in guiding students in designing research activities and monitoring and evaluating the implementation of student research activities. They also guide students in disseminating the results of research activities. Furthermore, they conduct assessments of activities and review research activity reports, as well as assess student activities, products, and activity reports.

Student participation in research provides valuable experience, enhances academic skills, and helps advance knowledge in their field of interest. When students conduct research with lecturers, this impacts their opportunity to improve their understanding of the research topics they are exploring (Gultom & Hernawaty, 2022). Good collaboration between students and lecturers in research results in meaningful contributions to the development of science and technology. Lecturer research plays a crucial role in various aspects, that is, for the advancement of science, enhancement of the quality of education, and the self-development of the lecturers themselves (Damayanti et al., 2023).

#### *4.1.3 Mobilizer of community service*

In the role of mediator, lecturers and students spread knowledge and innovation and impact the community. Although mediation might look simply, it can mobilize students to carry out learning and service projects, as explained in the following interview excerpt:

*"Our job as mobilizers is to mediate for students to carry out community service. This mediator role is effective in encouraging student involvement in social community projects ... it aims to build students' awareness of community life and [to] participate in building the community so that they will be more critical, sympathetic, and empathetic towards others. They are also taught to be aware of social issues that occur in the community." (BIS)*

The explanation by BIS means that mobilizing community service activities has specific goals and impacts students. This includes building social awareness and forming positive student attitudes, such as critical, sympathetic, and caring attitudes. BIS also mentioned two forms of participatory community service that have been carried out with students in the independent campus program, namely the campus teaching program and village projects. The campus teaching program has made a positive contribution to students developing their teaching skills. They can develop creative and innovative ideas in learning that will enable them to contribute and add variety to their school projects. The village development program has also made a significant contribution to community empowerment to improve community capabilities. The mobilizer lecturer trains students to get out of their comfort zone and provides guidance to students in carrying out projects and providing solutions to problems encountered in the field or at the project site.

During the project, the lecturer guides, assists, and mediates these activities, and students will participate and collaborate with local residents. Lecturers conduct monitoring through field observations to ensure that the implementation of projects by students goes well. The role of the lecturer at the end of the project implementation is to evaluate or assess the performance of students in the project and provide a report on the results of the project to the campus. Lecturers as drivers of student experience in community service activities allow students to adapt to different community environments. This enriches their horizons, especially in terms of culture, customs, and ways of life. The following excerpt serves as evidence:

*“Mobilizing students in community service with the aim of increasing students’ experience and awareness of their social environment ... students go directly to the community, are expected to gain valuable experience that is not obtained on campus and apply the knowledge they have learned.” (SN)*

The effectiveness of the mobilizer lecturer as a driver of community service can be seen from the existence and growth of student abilities. By learning and gaining experience outside campus, students will be exposed to different ways of learning. Through community service activities, students interact and communicate directly with residents. The development of communication skills is an important goal of the activity. In addition, social behavior also needs to be improved through service activities so that students can understand the background and needs of residents who are different from the academic scope. The findings of this research also show that the service program develops an attitude of independence and an understanding of ethical and social values in community life.

Community service enriches students’ skills, including creativity, collaboration, effective communication, and the ability to build good relationships. The mobilizer lecturer plays a big role in students’ participation in community service programs, increasing students’ confidence to face various aspects of life more prepared and confident (Gultom & Hernawaty, 2022). Community service programs not only provide academic benefits but also shape students holistically to face the challenges of the world of work and community life (Avianti & Utami,

2024). Developing the personality and identity of a future leader requires a learning process, which can be achieved through community service as one of the practices of the tri dharma of higher education (Bandono et al., 2023). Table 2 presents a summary of the interview results and findings in relation to the themes of the roles of mobilizer lecturers on the independent campus.

**Table 2: Summary of research findings on the roles of independent campus mobilizer lecturers**

Role	Sub-role	Actions	Impacts
Education and learning mobilizer	Mobilizing learning innovation	<ul style="list-style-type: none"> <li>• Create an active, creative, and innovative learning atmosphere</li> <li>• Encourage student engagement in learning</li> <li>• Facilitate student and community-based learning</li> <li>• Utilize technology in learning</li> <li>• Provide and facilitate learning resources</li> </ul>	<ul style="list-style-type: none"> <li>• Students are motivated to learn and improve their academic performance</li> <li>• Students explore science and technology</li> <li>• The campus has the power to drive breakthroughs and changes in learning</li> <li>• Student works are created that have a broad impact</li> </ul>
	Driving the curriculum	<ul style="list-style-type: none"> <li>• Establish additional learning outcomes, conduct mentoring, and capture student grades</li> <li>• Design course materials and assign tasks in line with learning objectives</li> <li>• Adjust the curriculum to the development of science and industry needs</li> <li>• Adjust the curriculum to the needs of students</li> </ul>	<ul style="list-style-type: none"> <li>• A campus academic culture is created</li> <li>• The curriculum is relevant</li> <li>• Learning innovation is emphasized</li> <li>• Quality of learning is improved</li> <li>• Graduate competence increases</li> </ul>
	Mobilizing off-campus learning	<ul style="list-style-type: none"> <li>• Facilitate students' execution of learning activities outside the classroom</li> <li>• Provide guidance and accompanying practical and internship activities</li> <li>• Introducing practitioners from the industrial world</li> <li>• Build cooperation and partnerships with the community and the industrial world</li> </ul>	<ul style="list-style-type: none"> <li>• Students' abilities, skills, and life skills are developed</li> <li>• Students' imagination and creativity are fostered</li> <li>• An appreciation and understanding of the world is developed</li> <li>• Students' self-confidence is increased</li> </ul>
	Mobilizing collaboration	<ul style="list-style-type: none"> <li>• Encourage students to work in groups</li> <li>• Facilitate the exchange of ideas</li> <li>• Facilitate collaboration with the community, business, and industry</li> <li>• Design programs that are relevant to student needs</li> </ul>	<ul style="list-style-type: none"> <li>• Collaboration skills and abilities are enhanced</li> <li>• Leadership and communication skills are improved</li> <li>• Adaptability is improved, networks are expanded, and</li> </ul>

		<ul style="list-style-type: none"> <li>• Guide and assist students in completing the independent campus program</li> </ul>	lecturers become agents of social change
Research mobilizer	Involving students in research	<ul style="list-style-type: none"> <li>• Seek, create, and develop science and technology</li> <li>• Implement research activities</li> <li>• Publish research results with students in the form of scientific publications</li> <li>• Engage students and other faculty in research projects</li> </ul>	<ul style="list-style-type: none"> <li>• The quality and competitiveness of higher education are improved</li> <li>• Students' research skills are developed</li> <li>• Lecturers become more professional</li> <li>• The quality and quantity of research are improved</li> </ul>
Community service mobilizer	Involving students in community service	<ul style="list-style-type: none"> <li>• Carry out community service together with students</li> <li>• Encourage students to carry out community service</li> <li>• Guide and assist students in community service activities</li> <li>• Build community partnerships</li> <li>• Facilitate cooperation with the community</li> </ul>	<ul style="list-style-type: none"> <li>• Science that benefits society is developed</li> <li>• The community is empowered and developed</li> <li>• Service is delivered to the community</li> <li>• Public trust increases</li> <li>• Cooperation and partnership with the community are established</li> </ul>

#### 4.2 Mobilizer Lecturer Strategies and Their Impact

Specifically, this study identified five findings related to mobilizer lecturers' strategies in implementing an independent campus, namely facilitating off-campus learning, empowering students and other lecturers, expanding learning opportunities, optimizing the use of technology, and building synergies with the industrial world. Here is some evidence from the interviews with participants:

*"Students should be mobilized through learning opportunities outside the classroom and choose programs of interest according to their needs, such as industrial internships, independent study, campus teaching, and others. Learning outside the classroom is done so that students can gain experience in the community and develop their abilities and skills after graduating from higher education."* (SN)

*"We make efforts to empower students and other lecturers. Students are given the confidence to manage their learning and the programs they choose, allowing them to explore their interests and abilities in various campus programs .... It also encourages the use of information technology through digital platforms and online learning resources to expand students' access to digital knowledge and skills, as well as mobilizing students to undertake research and community service projects."* (GS)

The explanations by SN and GS show that in driving the independent campus, mobilizer lecturers use several strategies, including facilitating learning outside the classroom, providing opportunities for students to choose programs of interest, and involving students in research and community service with lecturers. Using these strategies, lecturers can be very effective in developing social awareness, building networks, and developing community leadership skills.

There are a number of obstacles and challenges in implementing the independent campus program, but mobilizer lecturers can nonetheless encourage and mobilize students to be active and involved in the program. The interview excerpt below illustrates this point:

*“the most important thing for us is to pay attention to the obstacles in the implementation of an independent campus, such as the mismatch of programs with student interests, administrative problems, student attitudes and discipline towards the programs they implement, and their understanding of information technology ... so we need to make sure that they have good learning, effective mentoring, and training so that they can carry out the program well ... it is also important for me to equip students with research skills and involve them in research and community service.” (BN)*

BN described the obstacles in implementing the independent campus program. She explained that not all study programs in universities are able to offer a variety of independent campus programs to students, hence the chosen programs not aligning with their interests and talents. Meanwhile, student participation and involvement in the independent campus program are very high. This is due to the limited human resources in the form of lecturers with expertise that support the program. BN explained that to overcome these obstacles, the study program collaborates with experts from outside the study program or university, although these efforts sometimes do not optimally meet the needs of students in obtaining expert assistance in accordance with the program.

In addition, these obstacles can be overcome by conducting off-campus lectures to cover content for various independent campus programs, expanding learning opportunities for students by arranging student exchanges or internships in the industrial world, and utilizing technology in learning and the implementation of independent campus programs to make them more effective and efficient. However, sometimes, the strategies and efforts executed are not optimal. For example, there are still students who are constrained by their ability in the field of information technology and administration, such as errors in inputting practice reports on the college data portal.

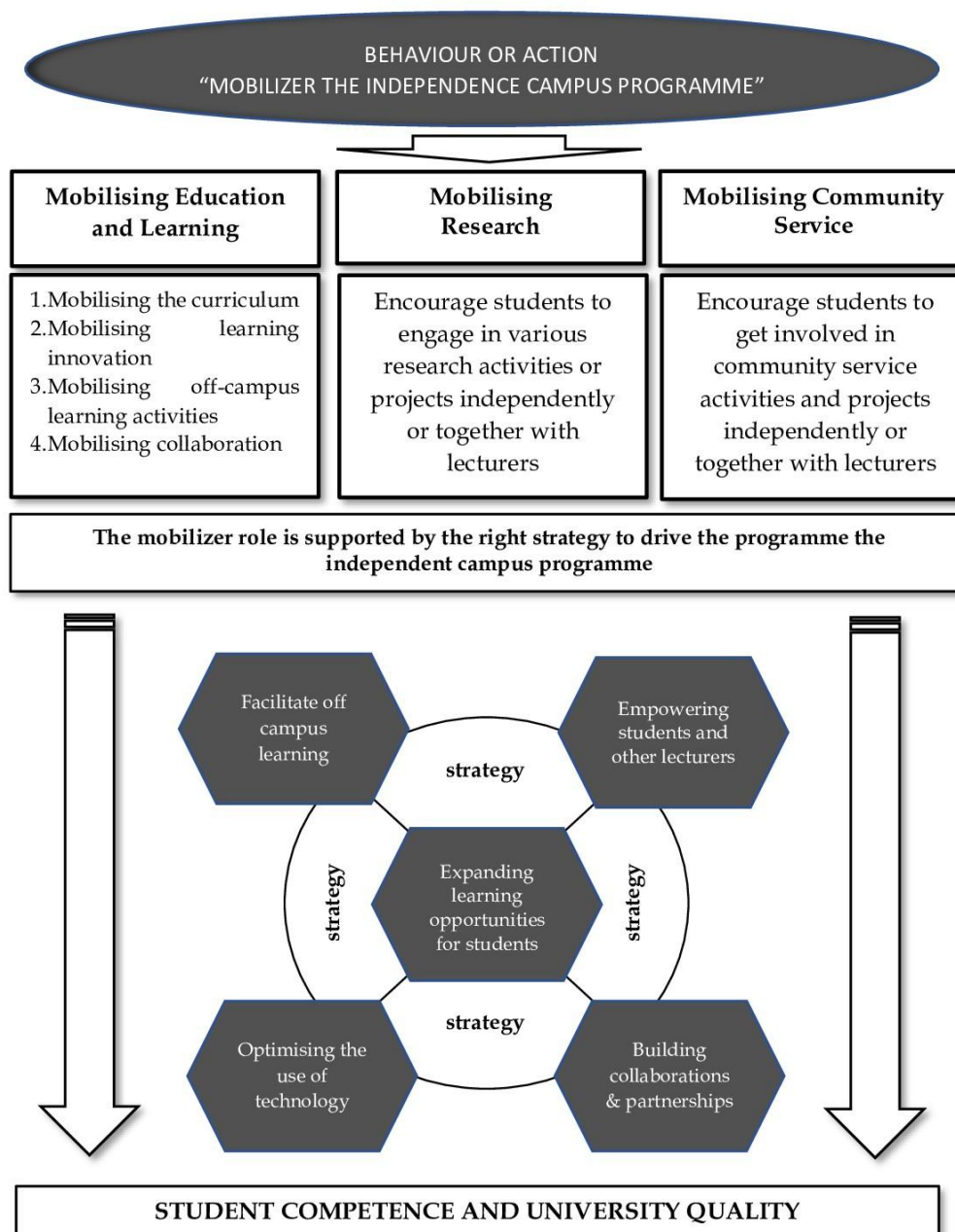
An effective strategy has positive impacts, such as improving operational performance, competitiveness, and profits, and helps accelerate the more efficient achievement of goals (Aljuwaiber, 2024; Esteve-Mon et al., 2022; Fadli et al., 2024). The implementation of the independent campus policy requires a strategy of collaboration and cooperation with partners or other parties related to the independent campus program so as to support the desired learning outcomes (Bainuan & Tarigan, 2024; Rohman et al., 2023). Table 2 presents a summary of the interview results and findings in relation to the themes of the strategies of mobilizer lecturers on the independent campus.

**Table 3: Summary of research findings on the strategies of independent campus mobilizers**

Strategy	Actions	Impacts
Facilitating off-campus learning	<ul style="list-style-type: none"> <li>• Facilitate engagement of students in off-campus learning, such as internships, independent projects, campus teaching, and others</li> <li>• Facilitate collaboration with the community, business world, and industry</li> <li>• Teach students how to use technology for learning</li> </ul>	<ul style="list-style-type: none"> <li>• Students' experience and skills are expanded</li> <li>• Learning innovation is increased</li> <li>• Cooperation with various parties is fostered</li> </ul>
Empowering other students and lecturers	<ul style="list-style-type: none"> <li>• Give students the confidence to manage their learning</li> <li>• Encourage students to have an opinion and contribute ideas or suggestions</li> <li>• Facilitate students' access to relevant resources, including the utilization of technology</li> <li>• Direct students to engage in research and community service with lecturers</li> <li>• Accompany students in the implementation of the independent campus program</li> </ul>	<ul style="list-style-type: none"> <li>• Students are motivated to learn</li> <li>• Student academic achievement increases</li> <li>• Student competencies are developed</li> </ul>
Expanding learning opportunities for students	<ul style="list-style-type: none"> <li>• Provide opportunities for students to choose programs and study off-campus</li> <li>• Provide space for students to be actively involved in off-campus learning</li> <li>• Train students to search, collect, and find the widest possible scope of information</li> <li>• Implement creative and innovative learning methods</li> </ul>	<ul style="list-style-type: none"> <li>• Quality of education and learning is enhanced</li> <li>• Student skills are developed</li> <li>• Cooperation networks are expanded</li> </ul>
Optimizing the use of technology	<ul style="list-style-type: none"> <li>• Facilitate students' use of technology</li> <li>• Select the right technology for learning in independent campus programs</li> <li>• Utilize the independent campus platform</li> </ul>	<ul style="list-style-type: none"> <li>• Quality of education and learning increases</li> <li>• Access to education and learning is widened</li> <li>• Students' digital skills are developed</li> </ul>
Building synergy with society, business, and industry	<ul style="list-style-type: none"> <li>• Involve the community in curriculum development</li> <li>• Facilitate cooperation between the campus and the world of business and industry</li> <li>• Present and involve practitioners in learning and independent campus programs</li> <li>• Guide and assist students in the implementation of the independent campus program</li> </ul>	<ul style="list-style-type: none"> <li>• Students' knowledge and practical experience in the world of work are increased</li> <li>• Students have more employment opportunities</li> </ul>

### 4.3 Relationship Patterns between Roles, Strategies, and Impacts

Mobilizer lecturers play an important role in the implementation of an independent campus, namely changing from being material deliverers to being facilitators and drivers of change who move students to learn more in the industrial world. Figure 2 is a schematic representation of the relationship between the roles, strategies, and impacts of mobilizer lecturers.



**Figure 2: Schematic representation of the relationship between the roles, strategies, and impact of mobilizer lecturers**

Figure 2 is a schematic representation of the research findings in relation to the relationship patterns between the roles and strategies of mobilizer lecturers and

their impact. The success of lecturers in implementing the independent campus program is highly dependent on the power of action manifested in their roles and strategies. The relationship between lecturers and student development and university quality is mutually beneficial and dynamic. The mobilizer lecturers impact the development of student competencies and the quality of higher education. Through an active and innovative role and effective strategies, students are encouraged to develop their potential and competence through various learning activities and relevant programs in collaboration with various parties, including business and industry. This collaboration aims to improve the relevance of higher education to the needs of the world of work. Colleges, students, and industry partners work together in various forms, including internships, independent studies, projects, and student exchanges, to provide more practical and relevant learning experiences. The roles of the mobilizer lecturer include driving education and learning, driving research, and driving community service. The strategies of the mobilizer lecturer include providing a teaching style that motivates students to learn off-campus and facilitates the process, encouraging active student participation in learning, empowering students and providing directed guidance, and utilizing technology. These roles and strategies help students develop skills, experience, and knowledge relevant to the world of work.

The mobilizer contributes greatly to student progress, both in terms of knowledge, skills, and experience and motivation to learn. The mobilizer lecturer can facilitate students' active involvement in various educational activities, both in the classroom and outside the classroom. In addition, they help students gain broader knowledge, develop relevant skills, and gain real experience that is useful for their future. With the support of mobilizer lecturers, universities can produce the next generation of quality graduates who are ready to face the challenges of the future.

The concept of the mobilizer lecturer emphasizes that students need to be directly involved in real activities that are relevant to the lecture material taught in class (Sari, 2021). The application of real-life concepts is a strategy used by mobilizer lecturers to solidify students' understanding and skills in the world of work (Bandonno et al., 2023; Indarta et al., 2022). The lecturer is an influential figure in students' academic journey and holds the key to their success and future (Ghamrawi et al., 2024; Ytterstad & Olaisen, 2023; Zulhawati & Ariani, 2023).

## **5. Conclusion**

This research highlights the roles and strategies of mobilizer lecturers and their impact on the independent campus program. Mobilizer lecturers have three roles in driving the independent campus program, namely (1) mobilizer of education and learning, (2) mobilizer of innovation through research, and (3) mobilizer of community service. To achieve the objectives of the independent campus program, mobilizer lecturers implement various strategies. These are (1) facilitating off-campus learning, (2) empowering students and other lecturers, (3) expanding learning opportunities, (4) optimizing the use of technology, and (5) building synergies with the industrial world. Through effective roles and strategies, mobilizer lecturers impact student motivation and the development of practical skills and soft skills. This shows that for the independent campus

program to succeed, it needs the transformative efforts by and roles and strategies of the mobilizer lecturers.

Given that mobilizer lecturers are an important factor in the success of the independent campus program, it is important for universities and the government to support them in carrying out their duties so that they can continue to make maximum contributions to the advancement of higher education. In addition, given the global challenges and complexity of higher education in Indonesia, the development of lecturers needs to be continued, especially in fostering their ability and expertise in the tri dharma of higher education.

This research has limitations. The first is the small number of participants, representing only three public universities. Future research can use more participants and a variety of universities. Secondly, the focus of this research is limited to the roles and strategies of mobilizer lecturers and their impact on the quality of higher education. As such, the research did not cover all the problems related to mobilizer lecturers in the era of independent campuses in Indonesia.

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## Appendix 1

Interview guide.

<b>Interview Guide</b>	
<b>A. Existence of mobilizer lecturers</b>	
1.	How is your presence in the independent campus program? 1.1. What is your presence like in the independent campus program? 1.2. Is your presence important to the program?
<b>B. Mobilizer role</b>	
2.	What is your role in the independent campus program? 2.1 What role do you play in the independent campus program? 2.1. Is your role effective in developing students' abilities and skills? 2.2. What is the impact of your role on students and the university? 2.3. Are there any benefits of your role to the development of students and the college? 2.4. What efforts have you made to maximise the role of the university's tri dharma drivers?
<b>C. Mobilizer strategy</b>	
3.	What is your strategy in driving the independent campus program? 3.1 Is your strategy important to achieving the objectives of the independent campus program? 3.2 What are your strategies for achieving the objectives of the independent campus program? 3.3 Are your strategies effective in mobilising students in the free campus program? 3.4 What is the impact of your strategy on the student and academic development of the college? 3.5 Do you implement strategies to overcome problems and obstacles in the independent campus program? What are the strategies?
<b>D. Impact of Mobilizer Lecturer</b>	
4.	Describe your contribution as a mobilizer lecturer? 4.1. Does your existence support the tri dharma of higher education? 4.2. Does your existence have an impact on students and institutions? What kind of impact?