

The Role of Student Interest and Satisfaction on the Performance of University MBKM Policy

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Abstract

The challenges faced by the accounting study program in implementing the Independent Learning Campus (MBKM) program need to be responded to immediately for the success of the program in the future. This research is needed to determine how much interest, motivation, and satisfaction of students and lecturers in the implementation of MBKM in 2021, as well as to explore corrective information needed. The qualitative method was chosen as the analysis method in order to capture as much information as possible in the research, including constraints and corrections to the implementation of MBKM in 2021. A total of 210 survey data that met the criteria were processed with NVivo and Pivot Table for analysis. The results showed that the implementation of MBKM in the Accounting Study Program is good, but not completely for students of the blended learning program. Most of the students' interests are still focused on internships, student exchange, and entrepreneurship. The motivation of the lecturers is very high, but the conversion of courses in the MBKM curriculum is one of the obstacles. The time between dissemination and program implementation is relatively short, so students have not all prepared themselves to join the program even though they are interested. This research can provide a reference for study programs and related policy makers in the subsequent implementation of MBKM, and overcome problems faced by both students and lecturers so that the role of study programs in bridging efforts to improve the quality of national education can be optimal.

Keywords: MBKM Implementation, Interests, Motivation, Students, Lecturers and Accounting Study Programs

INTRODUCTION

The 2019 National Teacher's Day (*Hari Guru Nasional/HGN*) introduced the concept of "Freedom to Learn Education". This concept is a response to the needs of an education system in the era of the industrial revolution 4.0. Nadiem Makarim stated that freedom to learn means freedom of thought. Freedom of thought is determined by the teacher [1, 2]. Therefore, the main character to support the new education system is the teacher. [3, 4] Stated that educators have a noble and difficult task. In the national education system, teachers are obliged to shape the nation's future but are given too many regulations than help. As we know, the gap between the readiness of study programs and the needs of the industrial world remains big [5-8]. There needs to be a connection between the two so that the quality of graduates can meet the criteria for global business needs [9, 10].



Figure 1.
Differences in Industry and University Expectations

Must-have skills to embrace the Big Data Era have encouraged the Government of Indonesia through the Ministry of Education and Culture to improve the quality of human resources (HR) who must have digital skills and creative thinking. In addition, the government is trying to reduce the national unemployment rate by synchronizing education with the world of work and industry so that university graduates are ready to work within the respective areas of expertise and the needs of the world of work. This effort is realized by the Ministry of Education and Culture by launching a new policy, namely Merdeka Belajar-Kampus Merdeka (Freedom to Learn-Independent Campus).

From the results of the analysis of the implementation of the MBKM program in the accounting study program at Pembangunan Jaya University, it was found that there were problems related to the lack of participants who took part in the program in eight choices of MBKM schemes. Therefore, this study aims: 1) to find the empirical evidence regarding the relationship between interest, satisfaction, and successful implementation of MBKM that reflects the performance of the study program; 2) to know student interest in the MBKM program; 3) to determine student satisfaction with the MBKM program; 4) to seek corrective information on the implementation of the MBKM program [11-15].

RESEARCH METHODS

Location of the Study

This study was conducted in the accounting study program at Pembangunan Jaya University, with student respondents from both regular and blended learning during the implementation period of the Merdeka Belajar-Kampus Merdeka program in 2021 [16-20]. This study employed a mixture of quantitative and qualitative methods (mix method) which is expected to capture all aspects of MBKM performance as measured by the success of program implementation. Information on the location of UPJ's accounting study program is shown in Figure 2.

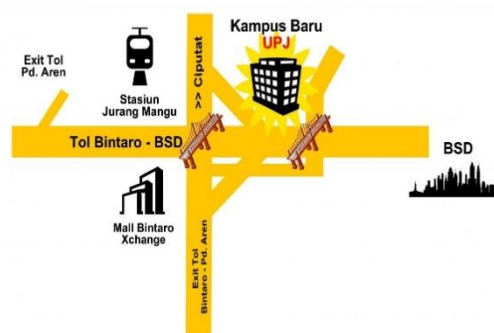


Figure 2. Map of Pembangunan Jaya University

The sample criteria in this study are: 1) active study program students, both regular and blended; 2) students who complete all the questions asked; 3) accounting students class of 2017-2021; 4) students who have participated in the dissemination of the MBKM program in 2021 [21-24].

Data Analysis

Qualitative methods were used to analyze open-ended questions with a focus on the dependent variable of the performance of the study. Meanwhile, the independent variable is the student interest and satisfaction. The data were processed and analyzed using NVivo version 12 and Pivot Table. The stages of the research were as follows:

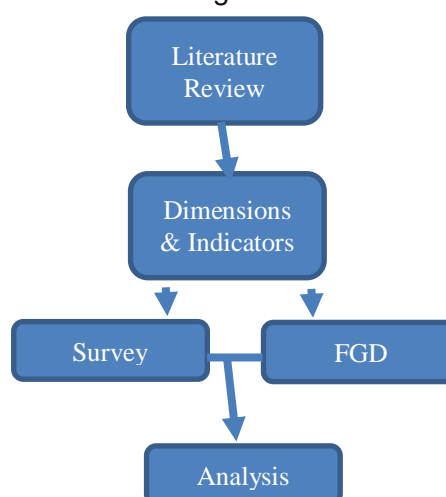


Figure 3. Research Process and Steps

RESULTS AND DISCUSSION

The qualitative data analysis from the distribution of questionnaires with open-ended questions followed by Forum Group Discussion (FGD) showed quite good results. The process of filling out the survey is as shown in the following figure.



Figure 4. Offline Questionnaire Filling

The empirical data showed that the information of the dissemination of MBKM conducted by the study program was clear. It also appears that most students were interested in participating in the MBKM internship program, followed by student exchange, entrepreneurship, village empowerment, research projects, humanitarian activities, and finally assistant lecturer [25-28].

The results of data analysis showed that many accounting students had problems in participating in the MBKM because the announcement of registration was too close to the closing of registration. This happened because the dissemination was carried out relatively quickly and shortly, as shown in the following figure.



Figure 5. MBKM Dissemination

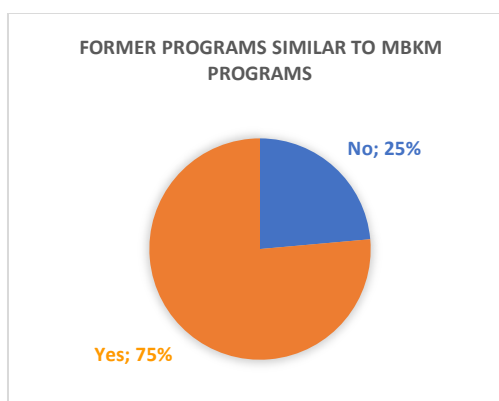


Figure 6. MBKM Implementation

The data of the previous program before MBKM which was owned by the accounting study program at Pembangunan Jaya University was known by 75% and 25% did not know. This showed that students' understanding of the programs that synergize with MBKM was good but not optimal [29-33].

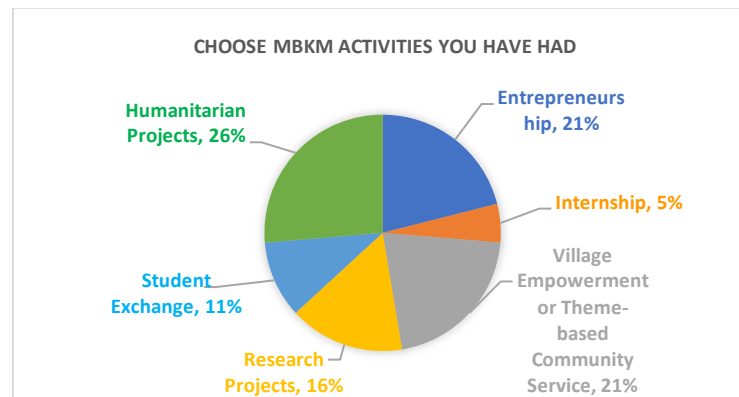


Figure 7. Implemented MBKM Programs

The students were familiar with the programs similar to MBKM which are implemented by the accounting study program at Pembangunan Jaya University. The most prominent activity was the humanitarian project, followed by village empowerment or theme-based community service, entrepreneurship, research projects, and student exchange.

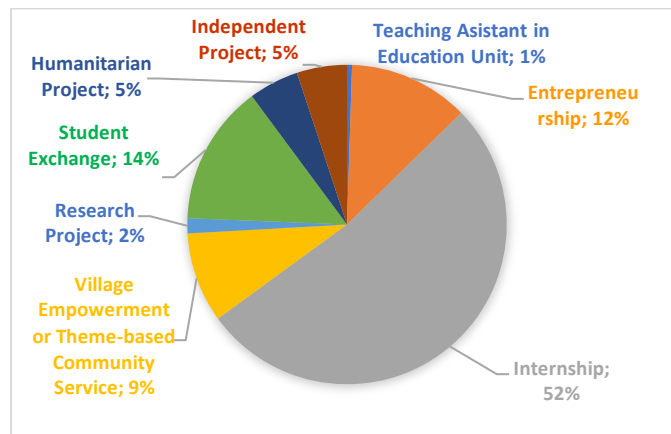


Figure 8. The Most Popular MBKM Program

UPJ's accounting study program students had the highest interest in internships (52%), followed by entrepreneurial activities (12%), student exchange (14%), community service (9%), and humanitarian projects and independent projects which are both equal to 5%.



Figure 9.
NVivo Output of Student Corrective Information

This research also explores corrective information from students of the accounting study program at Pembangunan Jaya University and obtains input that dominates the time given between MBKM dissemination and the opening of MBKM activities that students can choose from in addition to the need to conduct dissemination more intensively and periodically.

CONCLUSION AND SUGGESTIONS

Not all students knew about the MBKM program, especially the students from blended learning program. The relatively short time was also an obstacle. Although the dissemination of the MBKM program in the accounting study program was quite good, student interest was still too concentrated on one type of activity, namely internship, in line with the characteristics of most accounting students in general. There was still no clear guideline regarding the conversion of MBKM courses in the accounting study program curriculum.

The dissemination of the MBKM program on blended learning students should be conducted on weekends so that most students can participate and are given enough time so that they can optimally follow the program. There should also be a preparation for course conversion according to the RPS (differs between universities).

It is necessary to encourage the students to consider alternative participation in other activities in the MBKM program in order to optimize opportunities to interact, adapt, and be creative in a wider scope. It is necessary to provide conversion guideline of MBKM courses in a clear and structured study program curriculum.

Improving literacy helps lecturers enrich the material, as well as improving information systems between related universities. Continuous assistance on the implementation of the MBKM program and benchmarks at other larger universities is also needed.

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