




# The Implementation of *Merdeka Belajar Kampus Merdeka* Policy: Students' Awareness, Participation, and its Impact

Tri Wintolo Apoko<sup>1\*</sup>, Benny Hendriana<sup>2</sup>, Khoerul Umam<sup>3</sup>, Isnaini Handayani<sup>4</sup>, Supandi<sup>5</sup> 

<sup>1</sup> English Education Department, Universitas Muhammadiyah Prof. Dr. Hamka, Jakarta, Indonesia

<sup>2,3,4</sup> Mathematics Education Department, Universitas Muhammadiyah Prof. Dr. Hamka, Jakarta, Indonesia

<sup>5</sup> Pharmacy Department, Universitas Muhammadiyah Prof. Dr. Hamka, Jakarta, Indonesia

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## ABSTRAK

Pembelajaran di luar program studi dan kampus merupakan suatu pilihan pembelajaran bagi mahasiswa untuk meningkatkan kualitas lulusan yang dapat beradaptasi dengan dunia industri di tingkat nasional dan internasional. Penelitian ini bertujuan untuk menganalisis tingkat kesadaran dan partisipasi mahasiswa pada kebijakan Merdeka Belajar Kampus Merdeka (MBKM) serta dampaknya. Jenis penelitian yang digunakan adalah survei dengan teknik analisis deskripsi. Subjek penelitian ini adalah 11579 mahasiswa. Instrumen yang digunakan adalah kuesioner yang terdiri atas dua bagian yaitu identitas responden dan butir pertanyaan tentang kebijakan MBKM. Hasil penelitian ini menunjukkan bahwa tingkat kesadaran mahasiswa terhadap kebijakan MBKM cukup tinggi, termasuk tingkat partisipasi mahasiswa. Sedangkan respons atas dampak kebijakan MBKM bagi mahasiswa dikatakan tinggi. Hal ini didasarkan pada manfaat program MBKM seperti pengalaman belajar, pengakuan 20 sks, dan peningkatan soft skills. Oleh karena itu, kebijakan MBKM ini berimplikasi meningkatnya partisipasi mahasiswa dalam mengikuti kegiatan pembelajaran di luar program studi dan kampus untuk mendukung Indikator Kinerja Utama (IKU) 2 Kemdikbudristek. Dengan demikian, temuan penelitian ini memiliki beberapa implikasi. Pertama, program MBKM akan terus diikuti oleh mahasiswa dengan antusias yang tinggi karena kesadaran mahasiswa yang tinggi terhadap kebijakan MBKM. Kedua, kualitas pembelajaran di luar kampus akan meningkat karena minat mahasiswa untuk mengikuti program MBKM cukup besar. Ketiga, keberlanjutan program MBKM yang diselenggarakan oleh prodi akan berjalan dengan baik. Hal ini didasarkan pada manfaat program MBKM yang mampu memberikan banyak keterampilan, pengetahuan budaya, dan kemampuan beradaptasi termasuk kemampuan kepemimpinan.

## ABSTRACT

Learning outside the study program and campus is a learning option for students to improve the quality of graduates who can adapt to the industrial world at the national and international levels. This study aims to analyze the level of awareness and participation of students in the MBKM policy and its impact. The type of research used is a survey with descriptive analysis techniques. The subjects of this research were 11579 university students. The instrument used was a questionnaire consisting of two parts, namely the identity of the respondent and questions about the MBKM policy. The results of this study indicate that the level of student awareness of the MBKM policy is quite high, including the level of student participation. Meanwhile, the response to the impact of the MBKM policy on students was said to be high. This is based on the benefits of the MBKM program such as learning experience, recognition of 20 credits, and improvement of soft skills. Therefore, this MBKM policy has implications for increasing student participation in learning activities outside the study program and campus to support Kemdikbudristek's Main Performance Indicator (IKU) 2. Thus, the findings of this study have several implications. First, the MBKM program will continue to be attended by students with great enthusiasm due to the high student awareness of the MBKM policy. Second, the quality of learning outside the campus will increase because student interest in participating in the MBKM program is quite large. Third, the sustainability of the MBKM program organized by the study program will run well. This is based on the benefits of the MBKM program which is able to provide many skills, cultural knowledge, and adaptability including leadership abilities.

## 1. INTRODUCTION

Education in higher education today continues to experience dynamics and policy changes in order to anticipate the development of globalization and improve the quality of students to become human beings who have faith and piety in God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (Madani, 2019; Succi & Canovi,

\*Corresponding author.

E-mail addresses: [triwin\\_apoko@uhamka.ac.id](mailto:triwin_apoko@uhamka.ac.id) (Tri Wintolo Apoko)

2020; Taufik, 2020). Therefore, students should be placed as adult people who have their own awareness in developing their own potential in higher education to become intellectuals, scientists, practitioners, and/or professionals (Ayres et al., 2013; Choli, 2020).

In response to existing laws and regulations, universities both public and private have a curriculum based on the Indonesian National Qualifications Curriculum, where learning outcomes contain attitudes, general skills, special skills, and mastery of knowledge. Universities through the Study Program have established various theoretical and practical courses including learning models outside the study program or college such as student exchanges, teaching practices in schools, fieldwork practices, and internships in companies, real work lectures with a certain number of credits in a certain period of time and followed compulsorily by all students. These activities as learning experiences are then believed to contribute attitudes and skills; They boost the students' interpersonal relations, teamworking, leadership, creativity, and entrepreneurship (Probst et al., 2019; Souto & Rodriguez-Lopez, 2021). As the learning activities are part of mandatory lectures, the participation rate is very high. All the students join the activities as courses without exception. Nevertheless, such high levels of participation have not been offset by the level of voluntary awareness. Therefore, some students who participated in those activities did not get anything or might not be ready for learning independently (Bingen et al., 2019; Herwina, 2021).

Off-campus learning activities facilitated in the study program curriculum so far tend to be relatively short between 1 week, 2 weeks to 1 month and 2 months. Thus, the impact obtained by students seems to be less like the learning experience is not optimal, the process of adaptation to the culture of learning and work has not been fully obtained. There is an impression for some students who think that off-campus activities are only limited to tours because they are carried out in a short time and do not gain much knowledge and skills from the results of these activities.

To meet and support the expected quality of students, the Indonesian government through the Ministry of Education, Culture, Research and Technology issued a Ministerial Regulation on National Education Standards. It is clearly said that the form of learning that students participate in can be carried out inside the study program and outside the study program. For the forms of learning outside the study program, universities may offer learning processes: (1) learning in other Study Programs at the same universities; (2) learning in the same Study Program at different universities; (3) learning in other Study Programs at different universities; and (4) learning in non-tertiary institutions. With this regulation, the Minister of Education, Culture, Research and Technology launched a policy of 'Independent Campus-Freedom to Learn' or known as MBKM to all universities in Indonesia. This MBKM policy is to give students the right to study for three semesters outside the study program and make a definitive change to the Semester Credit Unit, namely each credit is interpreted as "activity hours", no longer "study hours".

The purpose of this MBKM program is to improve the competence of graduates, both soft skills and hard skills, to be more prepared and relevant to the needs of the times, to prepare graduates as future leaders of the nation who excel and have personalities (Baird & Parayitam, 2019; Tohir, 2020). The purpose of freedom to learn is to help students to learn to determine themselves, take self-initiated actions and take responsibility for these actions, be able to adapt flexibly and intelligently to new problem situations, make free and creative use of all related experiences and cooperate effectively with others in various activities (Joseph et al., 2020; Lancy, 2016). Another study said that regarding freedom to learn, research universities must be able to keep up with the current model of higher education that continues to be dynamic and form benchmarks for reputation performance, competition and hierarchical stratification over the past few decades (Christwardana et al., 2022; Hartini, 2015).

Currently, there are eight forms of learning activities that are being implemented by many universities including the University of Muhammadiyah Prof. Dr. Hamka (abbreviated as UHAMKA). In accordance with Rector's regulation Number 897 of 2020 concerning MBKM Implementation Policy at UHAMKA, study programs at UHAMKA have made various preparations to respond to ministerial regulations on National Education Standards such as reviewing MBKM-based curriculum, compiling guidelines for the form of MBKM learning activities, standard operational procedures for MBKM, credit transfer regulations, and various models of cooperation with partners both public and private universities at the national and international levels as well as industries, companies, and government and private institutions outside universities. UHAMKA also through the Institute for Teaching and Educational Development, Faculties and Study Programs has carried out activities to disseminate the MBKM policy to students, lecturers, and educational staff. In addition, some students of UHAMKA joined MBKM programs held either by the Directorate General of Higher Education, Research and Technology such as Independent Teaching Campus Program, Certified Internship and Independence Study Program, and Independent Student Exchange Program or by the Study Programs. More students were interested in joining the selections of the programs, yet only a few students passed.

As MBKM program at UHAMKA has been introduced, it is important to conduct studies on students' knowledge or awareness of this MBKM policy. The responses to students' desire to participate in the MBKM program such as student exchanges, teaching assistance, internships, independence studies, research projects, entrepreneurial activities, humanitarian projects, and thematic real work lectures (KKNT) are also essential to analyze. The other discussion that needs to be studied is the impact of the MBKM policy on students in the future. The studies on MBKM have been carried out by many universities; however, the focus of research study to examine three variables at once, namely: student awareness, participation rates, and the impact of MBKM policies has not been done yet (Shelly Andari et al., 2021; Elihami & Melbourne, 2022; Kholik et al., 2022; Kusumaningrum et al., 2022; Redaputri et al., 2022; Tabroni & Nurarita, 2021; Yusuf, 2021). Therefore, this research is aimed to investigate the implementation of MBKM policy on the students' awareness of knowing and understanding the MBKM programs, the participation of MBKM programs, and its impact of MBKM programs to the students if they are beneficial and prospective.

## 2. METHODS

The type of this research was a survey design with a quantitative description of opinions of a population (Apuke, 2017; Creswell, 2018). This design was required to answer descriptive questions. To collect the data, a survey questionnaire was used as an instrument adopted from Directorate General of Higher Education, Research and Technology, Ministry of Education, Culture, Research and Technology and this yielded three domains of constructs: awareness, participation, and impact as the Table 1 describes, there are 15 items with some different options for each item. The questionnaire was distributed to the all the students.

**Table 1.** The Specification of Questionnaire

No	Variables	Indicators	Item Numbers
1	Awareness	Prior knowledge to understand Ability of perceiving	1, 3, 5 2, 4
2	Participation	Interest in something Readiness to do something	7, 8, 6, 9
3	Impact	Positive effects Benefits gained for something	10, 11, 12 13, 14, 15

There were 11,579 students of University of Muhammadiyah Prof. Dr. Hamka (UHAMKA) from eight faculties who participated to complete the questionnaire, and it lasted within three days for the questionnaire completion. The participants were dominantly females (78.2%), and the students from the Faculty of Teacher Training and Education had the most participants (29.9%). The demographics of participants is presented in Table 2.

**Table 2.** Demographics of Participants

Faculties	Gender		Number of participants (N=11,579)	Percentage
	Female	Male		
Teacher Training and Education	3104	345	3449	29.9
Pharmacy and Science	940	166	1106	9.6
Health Sciences	1465	128	1593	13.8
Economics and Business	1240	311	1551	13.4
Engineering	297	694	991	8.6
Islamic Studies	748	321	1069	9.2
Political and Social Sciences	584	390	974	8.4
Psychology	676	170	846	7.3
	<b>78.2</b>	<b>21.8</b>		

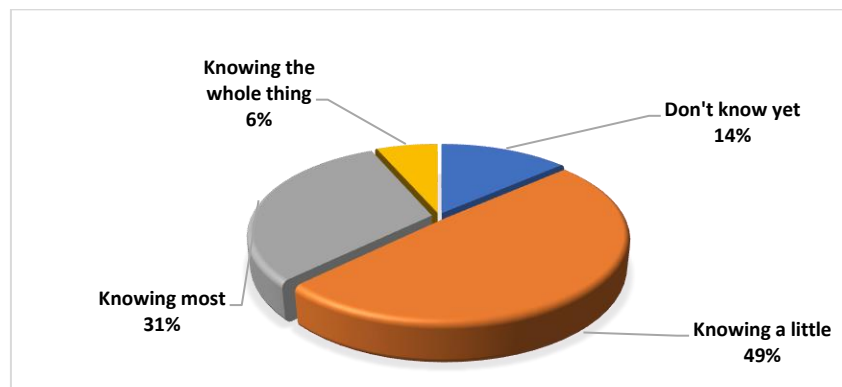
After the data were collected, some steps were conducted to analyze the data from tabulating the data, coding the data, describing data, presenting the data, and interpreting the results. In tabulating the data, the responses for each item were sequenced based on the necessity. Then, the responses were coded with the color highlights to identify the variable of awareness, participation, and impacts. The data for each item from number 1 to 15 were calculated in the form of percentages and presented in figures to make them

interesting. The last step to do was to interpret the result by discussing the findings. The discussions were supported with relevant previous research studies.

### 3. RESULT AND DISCUSSION

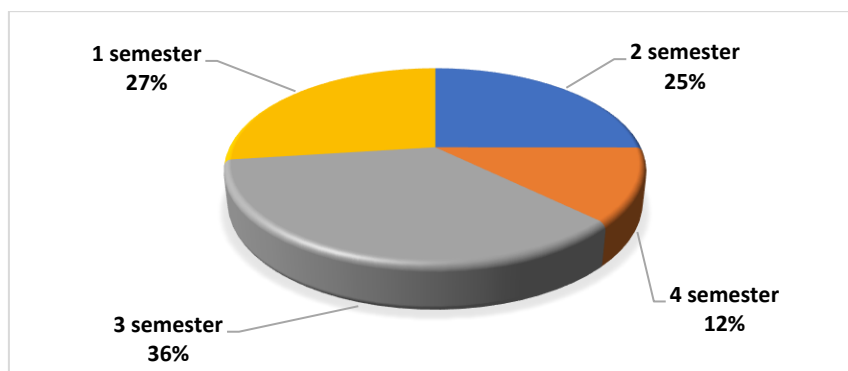
#### Results

After the data were collected, it is then to provide a description of the data on the responses of the students to their awareness and participation on the MBKM policy as well as its impact. The followings are some figures depicting the findings of MBKM research.



**Figure 1.** Students' Awareness on MBKM

Figure 1 shows that students who know the MBKM policy are 37%. It is based on the students knowing the whole (6%) and knowing the majority (31%). Meanwhile, it was found that there were as many as 14% of students who did not know about the MBKM policy at all.



**Figure 2.** Students' Perception on Equivalence of Credits in the MBKM Program

Figure 2 shows that students who know about the credit equalization of MBKM activities by choosing 2 semesters outside the campus are 25%. Meanwhile, it was found that there were 12% of students who chose 4 semesters which means that they did not know about the MBKM in which the students have their own right to join two semesters outside campus and one semester across the study program in the university. From this finding, it is obviously said that most students do not fully know the benefits of participating in this MBKM program.

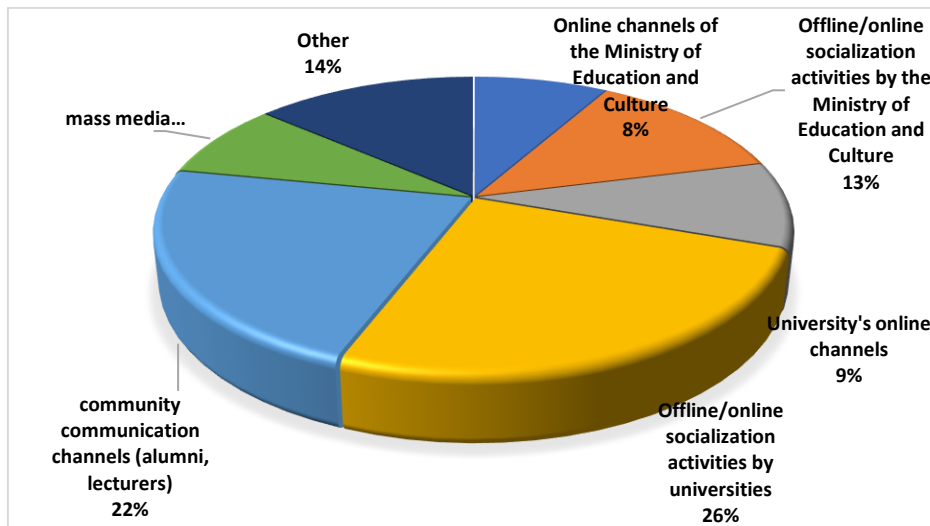


Figure 3. Information Sources on MBKM policy

Figure 3 points out that students predominantly know the MBKM policy from offline/online socialization activities by UHAMKA starting from the university, faculty and study program levels, which is 26%. Meanwhile, it was found that there were as many as 14% of students who knew about the MBKM policy through other information.

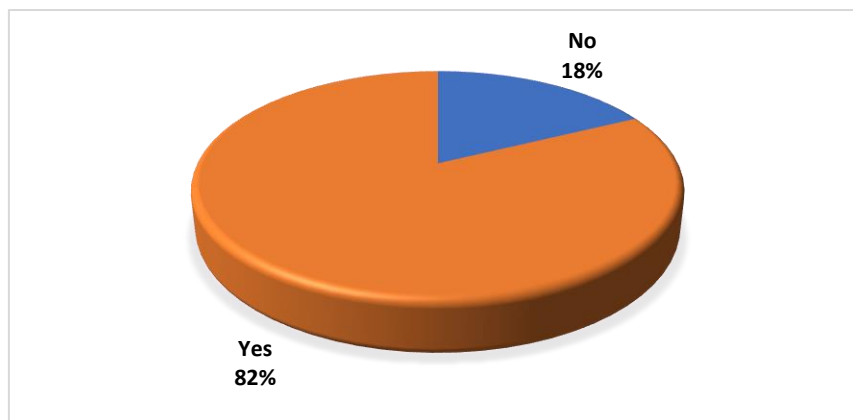


Figure 4. Study Program owns previous programs in line with MBKM programs

Figure 4 points out that students who knew about previous activities that were in accordance with the MBKM program were 82%. Meanwhile, it was found that there were as many as 18% of students who did not know at all about previous activities that were in accordance with MBKM.

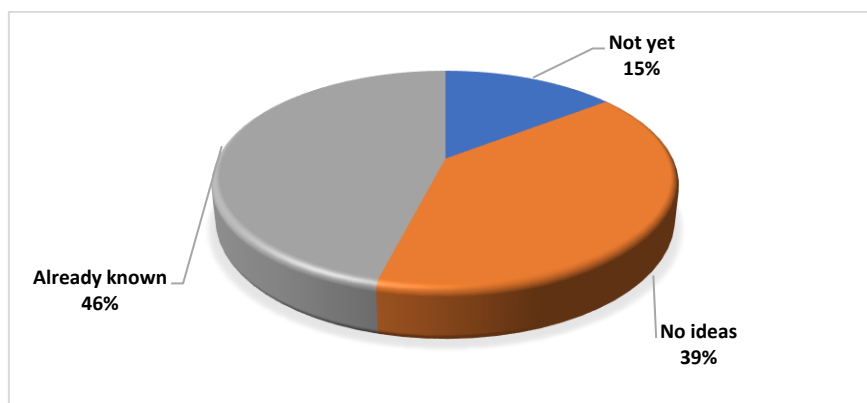


Figure 5. Availability of Curriculum, Rules, and Operational Procedures of MBKM

Figure 5 shows that students who know the availability of MBKM policy documents such as curriculum, guidelines and standard operational procedures at UHAMKA or in the Study Program are 46%. Meanwhile, it was found that there were 39% of students who did not know at all about the availability of documents that support the MBKM policy.

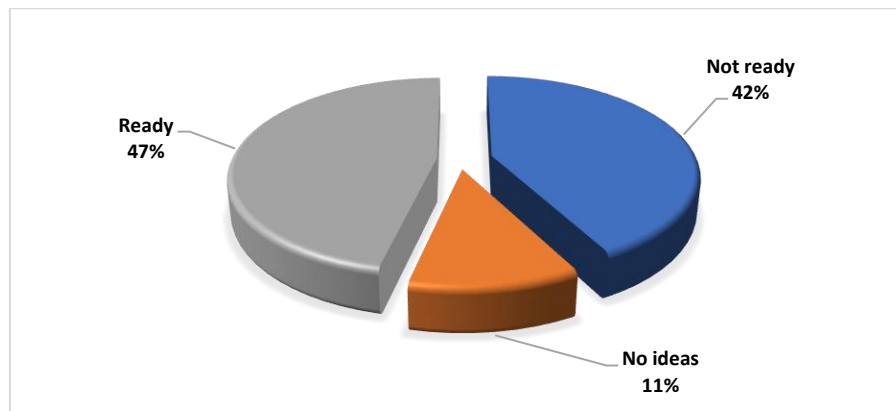


Figure 6. Students' Readiness on the MBKM Programs

From Figure 6, UHAMKA students who state that they are ready to take part in the MBKM program are 47%. Meanwhile, it was found that there were as many as 13% of students who did not know whether they were ready to take part in MBKM activities.

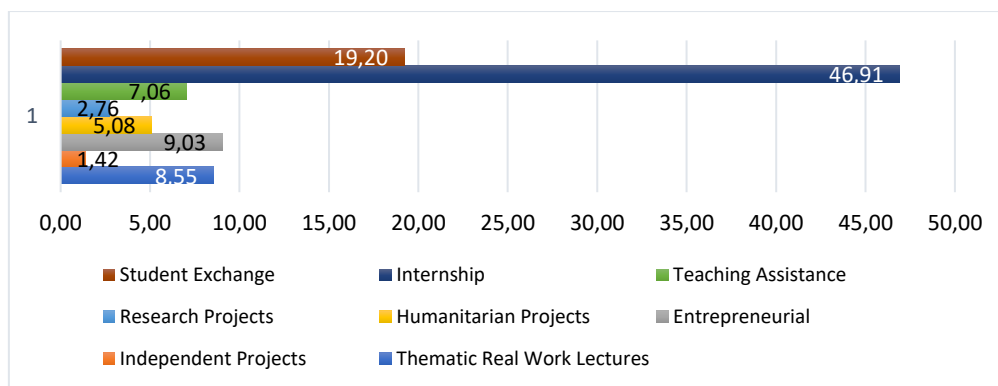


Figure 7. MBKM Programs Chosen by Students

Figure 7 indicates that students predominantly choose the form of MBKM learning activities for internships/work practices by 46.91%. Another form the students like to join was students exchange with 19.2%. Meanwhile, it was found that there were as many as 1.42% of students whose MBKM activities were for independence projects/studies.

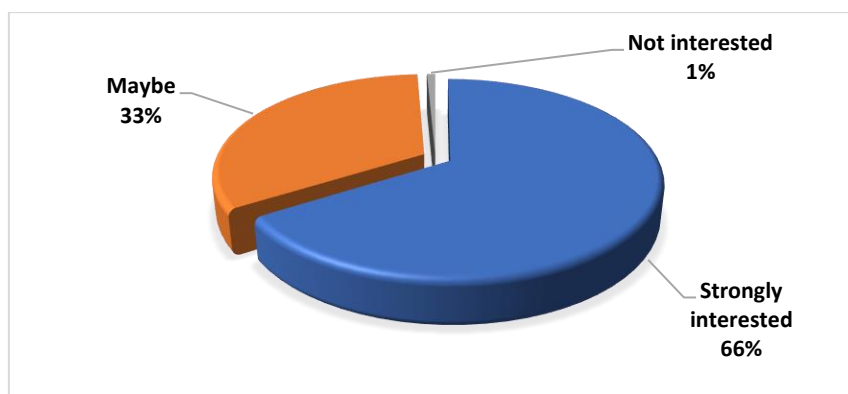


Figure 8. Students' Interests in MBKM Programs



In Figure 8, students who are very interested in participating in the MBKM program are 66%. Meanwhile, it was found that there were only 1% of students who were not interested in participating in the MBKM program at all.

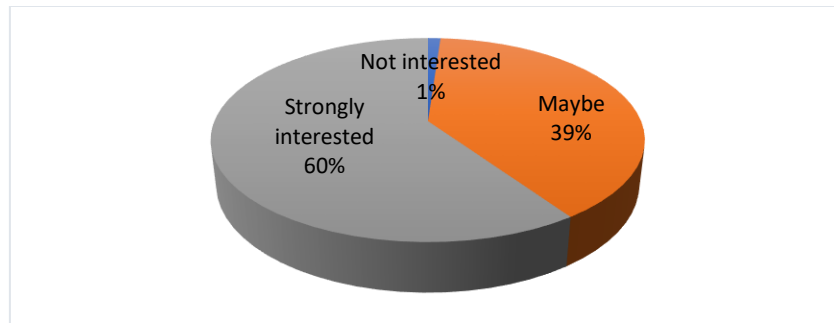


Figure 9. Students Recommend MBKM Program to Their Friends

Figure 9 shows that students who recommend MBKM activities to friends are 60%. Meanwhile, it was found that there were only 1% of students who would not recommend MBKM activities at all. 39% of students prefer to say “maybe” to recommend this program to others.

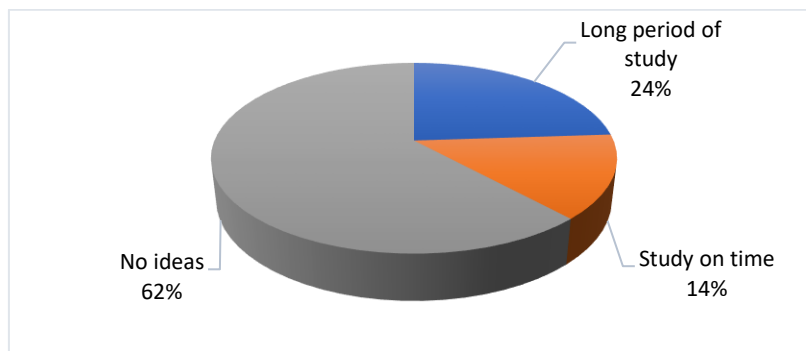


Figure 10. MBKM Program Affects Students' Study Period

Figure 10 indicates that students who think MBKM activities will have implications for the study period on time are at 14%. Meanwhile, it was found that there were only 24% of students who thought that participating in MBKM activities would cause a long study period.

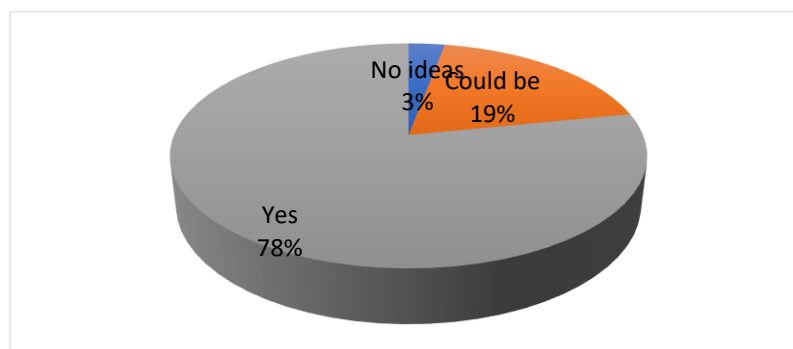
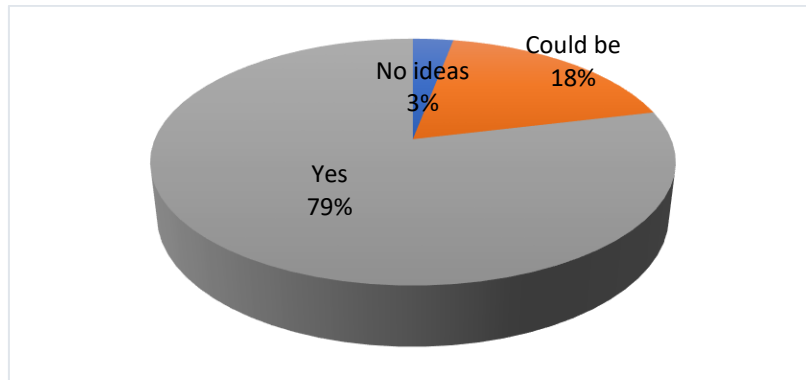


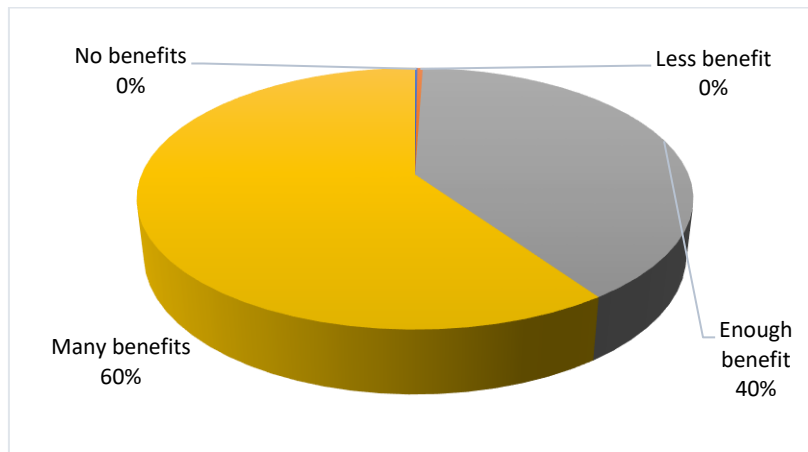
Figure 11. Learning Outside Study Program Broadens the Perspectives and Provides Additional Competencies Needed

Figure 11 points out that students who think that studying in other study programs will broaden their perspectives and provide the additional competencies needed are 78%. Meanwhile, it was found that there were only 3% of students who thought they did not know or were not sure that studying in other study programs would broaden perspectives and provide the additional competencies needed.



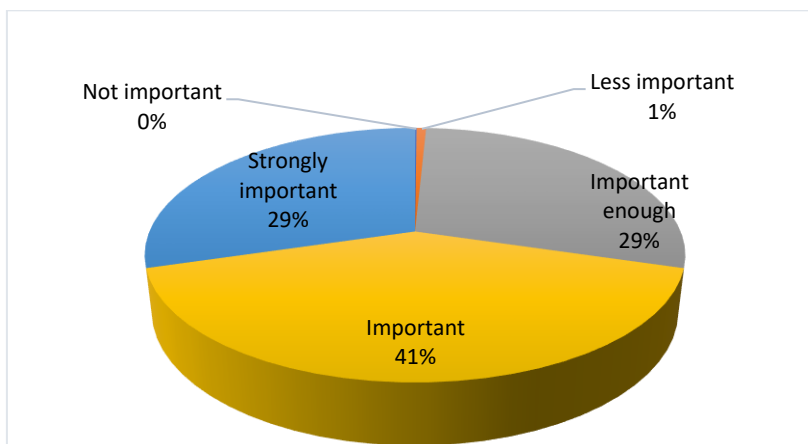
**Figure 12.** Learning Outside Campus Provides Additional Skills, Solve Complex Real Problems, Analytical Skills, and Professional Ethics, Etc.

From Figure 12, it shows that students who think studying off-campus will provide additional skills are able to solve complex real problems, analytical skills, professional ethics, etc by 79%. Meanwhile, it was found that there were only 3% of students who thought they did not know or were not sure that studying off-campus would provide additional skills were able to solve complex real problems, analytical skills, professional ethics, etc.



**Figure 13.** The Benefits of Joining MBKM Program

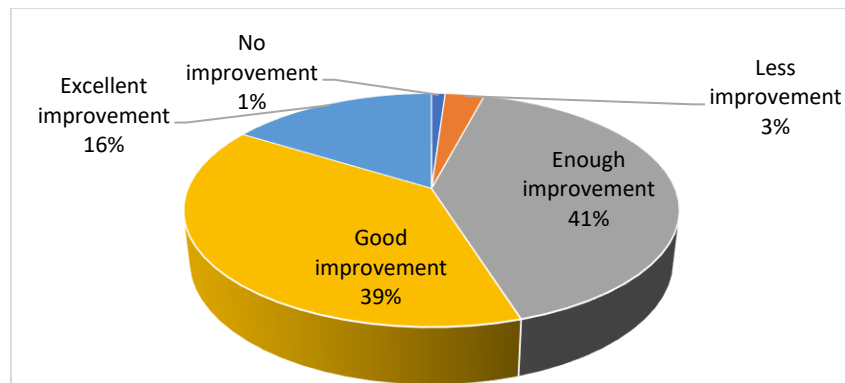
Figure 13. shows that students who declare this MBKM program are 100% beneficial. It is based on students stating that it is very beneficial (60%) and quite useful (40%). This means that none of the UHAMKA students think that the MBKM program is not useful or less useful.



**Figure 14.** MBKM Prepares Students for the Post-Campus Period

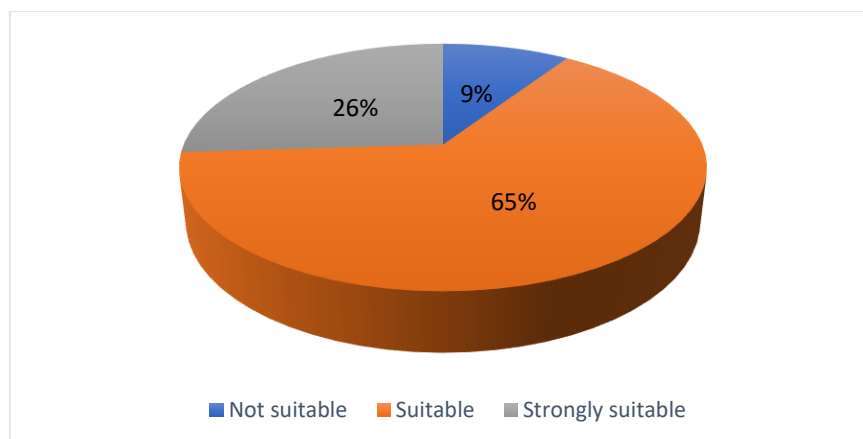


Based on the [Figure 14](#), students who declare the MBKM program for post-campus preparation are important by 70%. It is based on students stating it is very important (29%) and important (41%). Meanwhile, students who state that they are not important are 0%.



**Figure 15.** Having Soft Skill Improvement After Joining MBKM

[Figure 15](#) shows that students who express their impact after participating in the MBKM program will experience an increase in soft skills are 96%. It is based on the students stating the increase was very good (16%), the improvement was good (39%) and the improvement was quite good (41%). Meanwhile, students who state no or less will experience an increase in soft skills are 4%.



**Figure 16.** MBKM Suits with Graduates in the Future

[Figure 16](#) points out that students who declare the MBKM program are in accordance with the needs of graduates in the future are 91%. It is based on the students stating that it is very appropriate (26%) and appropriate (65%). Meanwhile, students who stated that they did not comply were 9%.

## Discussion

### Students' Awareness to MBKM Policy

Based on the results, students' understanding of the MBKM policy in general was still low even though UHAMKA had carried out various MBKM socialization activities at the university, faculty and study program levels both online and offline. One of the policy regulations for the implementation of MBKM in the UHAMKA environment was Rector's Regulation Number 897/A.01.02/2020. This regulation had become a reference for study programs to introduce the MBKM policy to students as well as to adjust the curriculum of the study program. Information about MBKM was also on social media such as Instagram and Facebook. In contrast to what UHAMKA had done for the socialization by the Head of Study Program, another study found that 64% of students were aware of MBKM program from lecturers ([Christwardana et al., 2022](#); [Yantoro et al., 2022](#)).

Dealing with information sources on MBKM policy, most students dominantly found the information on MBKM policy from both online and offline socialization activities held by the university. It is understandable as UHAMKA had conducted socializations to the leaders in the levels of faculties and study

programs as well as to many students and educational staffs. This finding is in line with what another study who said that more students knew the information of MBKM policy from the offline/online socialization activities by university (Christwardana et al., 2022; Supriati et al., 2022).

From the existing curricula owned by the study programs, there were some courses such as Teaching Practice, Internship Program, Real Work Lectures, etc which had been offered to students, and they did the activities in the UHAMKA partners. Most of the students were aware about all the courses as the field work practice. In addition, some study programs did the students' exchange with universities in Indonesia and in some other countries like in Malaysia, Philippines, and Japan. The existence of a good curriculum that supported the implementation of MBKM prepared by the study program provided the opportunities and offers for students to be involved in the MBKM program. This curriculum must have certainly been socialized to students on an ongoing basis because not all students knew the curriculum that contained MBKM which tended to be new and this was important to support the learning quality and produce quality graduates (Oksari et al., 2022; Tjaija, 2022).

Based on the relevant research studies, it indicated that students who had prior knowledge on MBKM policy would believe that the programs of MBKM were good as they were actually included in the existing curriculum despite the difference of length of time for the sake of supporting their learning quality better.

### Students' Participation to MBKM Policy

The results show that the students' readiness to take part in the MBKM program were encouraged by the Head of Study Program continually introducing MBKM policy in the social media and during the learning activities in the Zoom. Meanwhile the students who were not ready yet tended to think that the implementation of MBKM programs was carried out by the Ministry of Education, Culture, Research, and Technology only, not by the study program (S. Andari et al., 2021; Zakiyyah et al., 2021).

Of eight forms of learning activities in the MBKM, most of the students preferred to join Internship program, and this becomes popular among the students as the curriculum they have already contains Internship Course. This is in accordance with another study which stated They found that 52% of the students chose Internship Program as their MBKM activity (Moenardy et al., 2022; Yoesdiarti et al., 2022).

The students' enthusiasm and interests towards the MBKM program illustrates that students already have a choice of forms of learning activities that will be participated both organized by the Directorate General of Higher Education, Research, and Technology and by the Study Program. This finding is in line with the results of previous research which stated that 67.5% of students were interested in the MBKM program organized by the Directorate General of Higher Education, Research, and Technology (Laga et al., 2022; Setiana et al., 2022). It is also supported by another study which stated that 81% of the students were eager to take MBKM program in the next semester (Apoko et al., 2022; Kamalia & Andriansyah, 2021). It means that MBKM programs offers many benefits for students. It means that MBKM programs offers many benefits for students. Moreover, most of the students think that MBKM programs are good and useful for them. thus, they recommend the MBKM programs to their friends. This idea is strengthened by previous study which stated that where 65,6% of the students would recommend the MBKM program (Laga et al., 2022; Sukmawati et al., 2023).

Related to this discussion, the students' involvement in MBKM programs offered by either the ministry of education, culture, research and technology or the university were fairly enthusiastic, and the students believed that MBKM programs were advantageous.

### MBKM's Impacts to Students

Related to the MBKM programs affecting students' study period, some students believed that it would take more time to complete their study when they joined MBKM programs. They thought they would have two activities of learning at the same time, and this was becoming a burden for them to do. In fact, it is optional for the students if they take the regular class in the study program or join one of MBKM programs in one semester. When the students join the learning activities outside the study program for the student exchange or other MBKM programs, they will benefit themselves for national and international insights and experience (Astuti & Rosiawan, 2022; Krishnapatria, 2021). Moreover, students would have changed their skilled life to better new competences, awareness, behavior and job opportunities (Nielsen et al., 2020; Sustarsic & Cheng, 2022).

One studying off-campus such as internship program was believed to improve the students' knowledge and skills (Putera & Sugianto, 2020; Wang & Hsieh, 2022) as well as to be ready to enter the world of career (Krishnapatria, 2021; Putera & Sugianto, 2020; Wang & Hsieh, 2022). Another form of MBKM program is the teaching assistance program which is both initiated by the Ministry of Education and

Culture, Research and Technology and by the university also makes a positive contribution in terms of improving skills in attitude. For example, in Ghana related to intellectual abilities that refer to the desire to acquire knowledge through teachers, peers and existing materials, it was found that students who practiced teaching in schools were able to inspire many people because they were creative and able to interact freely with the students they taught (Ainia, 2020; Buckler, 2020). In addition, the students who engaged in one of learning activity such as community service within one period of semester could demonstrate a strong willingness, seriousness, empathy, care, and ability as well as boosted a scientific teaching (Christwardana et al., 2022; Yan, 2019).

As MBKM program offered some learning activities across study programs and off-campus, the students believed that MBKM programs provided many benefits such as the credit equivalence, learning experiences, soft skills improvement, etc (Baharuddin, 2021; Helmina et al., 2022). In addition, MBKM programs would have a positive impact in the future after they had graduated from universities (Krishnapatria, 2021; Meke et al., 2022). Previous study stated that pointed out that 69% of students felt the MBKM programs could develop their competencies as a provision for work after graduation (Laga et al., 2022; Salim et al., 2022). Students who took part in the MBKM programs would gain provisions and experiences in terms of learning and collaborating with other parties such as students from various universities, workers in industry partners, teachers in schools, and rural communities. Moreover, students' soft skills increased, mainly in their self-confidence as the MBKM program provided a variety of offers of off-campus learning activities for a long time for students to explore the attitudes, knowledge and skills possessed during on-campus learning as well as the study program provided subjects focusing on soft skills, integrating soft skills in essence subjects, and providing short courses or trainings needed by the industrial world (Buckley & Lee, 2021; Purwanti, 2021). Another study stated that students who took part in the MBKM program, their soft skills such as leadership, communication skills, adaptability, and innovation were higher than those who did not participate in the MBKM program (Kusumaningrum et al., 2022; Salim et al., 2022). However, not all the students who engaged in off-campus activities or other extra-curricular activities would have benefits equally (King et al., 2021; Winstone et al., 2022).

Based on the discussion above, the MBKM policy has positive impacts for the students in the future, and this could encourage more students to be willing to participate in one or some learning activities offered by the ministry of education, culture, research, and technology as well as by the study programs. However, this research has limitations. It was conducted in the university of Muhammadiyah Prof. Dr. Hamka, and this could not represent all the students of Indonesian universities in implementing MBKM policy. In addition, the instrument used in this research was adopted from Directorate General of Higher Education, Research and Technology.

This research has several recommendations to provide in order to sustain the MBKM programs at UHAMKA. For the Directorate General of Higher Education, Ministry of Education, Culture, Research, and Technology, Republic of Indonesia, it is necessary to provide opportunities for Private Universities to obtain accessibility in collaborating on the MBKM program with non-university partners such as companies under State-Owned Enterprises (BUMN) and Regionally-Owned Enterprises (BUMD). The government also needs to continue socializing the strengthening of the MBKM program which has been carried out well and to have evaluation activities for MBKM implementation to MBKM heads at the university level. Meanwhile, for UHAMKA, it is necessary to increase and strengthen the socialization of the MBKM policy to students, lecturers, and educational staff. Some study programs need to make curriculum adjustments that support MBKM. It is necessary to improve governance cooperation in the MBKM program both with universities and non-universities. From these recommendations, it is expected that more students of UHAMKA participate in the MBKM programs carried out not only by the Directorate General of Higher Education, Research and Technology but also by the study programs independently.

#### 4. CONCLUSION

Based on the results of this research, it is thus inferred that MBKM implementation in UHAMKA has been doing well. Related to the level of student awareness of the MBKM program, it was quite high. The participation rate of students to take part in the MBKM program was also quite high. In addition, the impact of the implementation of the MBKM program was high. The most chosen form of MBKM learning activities is internships/work practices, while the least chosen form of MBKM learning activities is independence studies. Thus, these research findings have some implications. Firstly, the MBKM programs will continue to be participated by students with great enthusiasm because of the high student awareness of the MBKM policy. Secondly, the quality of off-campus learning will increase as students' interest in participating in the MBKM program is quite large. Thirdly, the sustainability of the MBKM programs organized by the study

program will run well. This is based on the benefits of the MBKM program which is able to provide many skills, cultural knowledge, and adaptability including leadership ability.

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