

Analysis of Relationship between the Comprehension of MBKM Curriculum and the Loyalty of Students and Lecturers of the Narotama University

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Abstract

This research was conducted at the Faculty of Law, Economics and Education, Narotama University, Surabaya, Indonesia with the aim of knowing the effect of The comprehension of MBKM curriculum on the loyalty of lecturers and students. The research sample was all students and lecturers with a total of 884 people. The analytical method used is cross tabulation analysis to show the relationship between the comprehension of MBKM curriculum factors and lecturer and student loyalty. Furthermore, implementing of MBKM curriculum model was designed that helps increase the loyalty of lecturers and students in implementing the MBKM curriculum at the Faculty of Law, Economics and Education, Narotama University. From the results of data analysis, it can be seen that there is a significant relationship between the understanding of the MBKM curriculum and the loyalty of lecturers and students. The results of the FGD also explain that an the comprehension of MBKM curriculum will increase the loyalty of lecturers and students in implementing the MBKM curriculum.

Keywords

Comprehension, MBKM Curriculum, Loyalty, Students, Lecturers

1. Introduction

The Faculty of Law, Economics and Education at Narotama University consists of seven study programs (Management, Accounting, Law, Masters in Management, Masters in Notary Law, Masters in Law and Early Childhood Education) which have a vision as a modern and quality faculty. Based on information and communication technology, to realize this vision, universities always update and upgrade academic operations, one of which is the curriculum and learning methods (Arifin et al., 2017; Meijer et al., 2020). In accordance with the direction of the Ministry of Education and Culture, to anticipate and deal with the development of the industrial revolution 4.0, the curriculum must be updated to meet the demands of the needs of university graduates who are adaptive to the needs of society in the era of the industrial revolution 4.0 which the Ministry of Education of the Republic of Indonesia calls the MBKM (independently learning campus curriculum). (Nehe, 2021). Therefore, from the Faculty of Law, Economics and Education, Narotama University, the curriculum is adjusted to the MBKM curriculum. The purpose of developing the MBKM curriculum is to provide wider learning opportunities for students through collaboration between Study Programs at Narotama University, collaboration between study programs outside of the campus at home and abroad, work internships, entrepreneurship, research and community service. The expected result from the implementation of MBKM curriculum is an increase in students' knowledge and skills so that they get suitable jobs after completing their studies or are able to create new businesses so as to create jobs and welfare independently (Baharuddin, 2021). For this reason, loyalty from MBKM curriculum implementers is needed, in this case lecturers and students in implementing the MBKM curriculum. Therefore, it is necessary to conduct survey-based research on the influence of the factors of implementing the MBKM curriculum on the loyalty of lecturers and students in implementing the MBKM curriculum. This study discusses the significant influence of the MBKM curriculum implementation factor on the loyalty of lecturers and students in implementing the MBKM curriculum at the Faculty of Law, Economics and Education, Narotama University. While the purpose of the study was to determine how much influence the factors of implementing the MBKM curriculum on the loyalty of lecturers and students in implementing

the MBKM curriculum at the Faculty of Law, Economics and Education, Narotama University. Based on the implementation of the MBKM curriculum at the Faculty of Economics, Law and Education, Narotama University, the strength of the implementation of the MBKM curriculum is the which can provide a different atmosphere and learning experience for lecturers and students. The process of interaction and adaptation to the new culture, environment, methods, organization is an experiential process that cannot be obtained by students in the teaching and learning process at their home campus. Students get a learning process to build a student's frame of mind through learning experiences they get outside their home campus. The MBKM curriculum can provide students with sufficient experience so that they can learn in other study programs, directly in the workplace (experiential learning), and at other universities. Meanwhile, the obstacles that will be encountered in the implementation of the MBKM curriculum are the unequal perceptions among lecturers or study programs regarding the implementation and objectives of implementing the MBKM curriculum. And the preparation of the curriculum which is still deemed to be less proportional and in line with the vision of the study program because there are still courses that do not refer to the learning outcomes of graduates. So it is necessary to conduct a study on the relationship between the understanding of the MBKM curriculum on the totality of lecturers and students in carrying out the MBKM curriculum at the Faculty of Economics, Law and Education, Narotama University.

1.1 Objectives

The purpose of this study was to examine the relationship between understanding the MBKM curriculum and the loyalty of lecturers and students in implementing the MBKM curriculum. So that a model for implementing the MBKM curriculum can be made that can be accepted by lecturers and students, which in the end the goal of implementing the MBKM curriculum can be achieved.

2. Literature Review

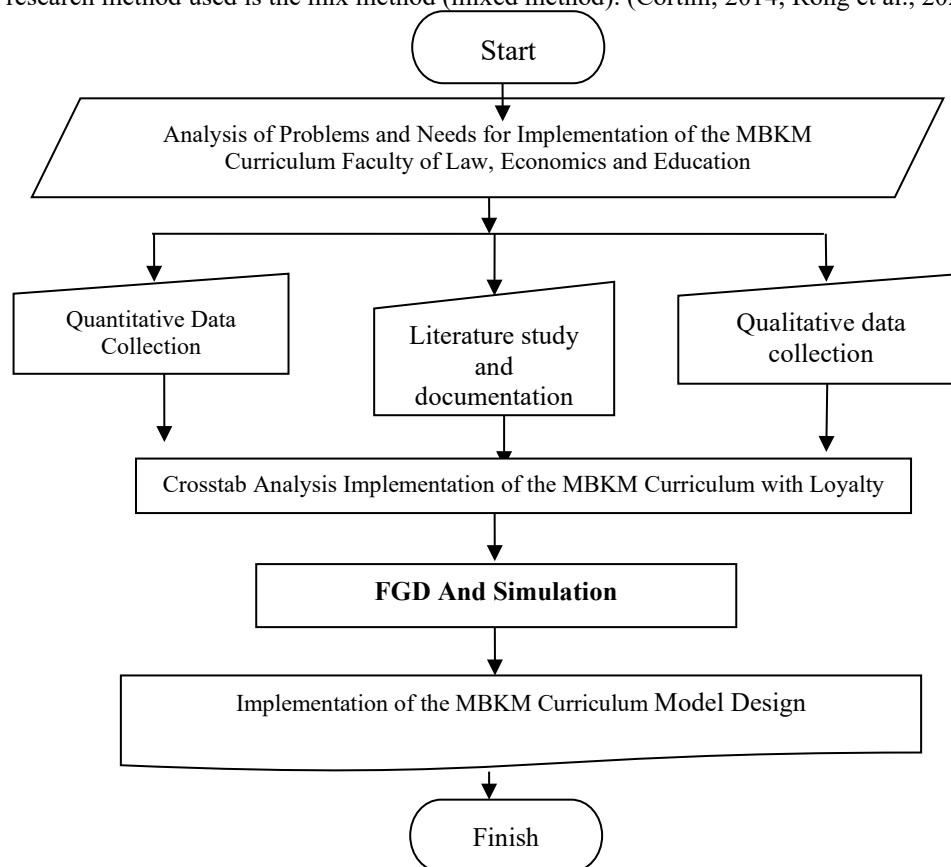
MBKM curriculum is a new curriculum for all universities in Indonesia. The independent campus is basically a new concept that allows students to get the freedom to study in higher education, where this concept is a continuation of the previous concept, namely Independently Learning. The planning of the Independently Campus concept is basically a learning innovation to get quality learning high (Artanti, 2021; Qorib & Harfiani, 2021). To realize an independently campus, the MBKM curriculum is set where the regulations that underlie the implementation of the MBKM curriculum are Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 concerning Higher Education standards; Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 4 of 2020 concerning Changes in State Universities to Universities with Legal Entities; Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 5 of 2020 concerning Accreditation of Study Programs and Universities; Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 6 of 2020 concerning New Student Admissions for Study Programs at State Universities; Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 7 of 2020 concerning the Establishment, Amendment, Dissolution of State Universities, and the Establishment, Amendment, Revocation of Private Universities Permits. There are 5 policies related to this Independently Campus package, namely a) a higher education accreditation system; b) study at a university (right to study outside the study program); c) ease in opening new study programs; d) new student admissions; and e) change of status to become a Legal Entity State University (Regulation of the Minister of Education and Culture of the Republic of Indonesia, 2021). The consequence of this policy is that the implementation of the academic process must be flexible, especially in the academic administration process to facilitate student-centered learning, which ensures the creation of adaptive, creative and innovative students. In line with this, one study stated that the MBKM program gives freedom and autonomy to educational institutions, free from bureaucratization, lecturers are freed from complicated bureaucracy, and students are given the freedom to choose the fields they are interested in. The Independently Campus is a form of learning in universities that is autonomous and flexible so as to create a learning culture that is innovative, unfettered, and in accordance with the needs of students (Suwandi, 2020). the autonomous and flexible learning process in higher education so as to create a learning culture that is innovative, unfettered, in accordance with the needs of students. encourage students to master various sciences that are useful for entering the world of work, and provide opportunities for students to determine the courses to be taken (Kodrat, 2021). For this reason, in implementing the MBKM curriculum, mature collaboration and high loyalty from lecturers and students are needed, so that curriculum implementation can run well. In implementing the MBKM curriculum, collaboration between universities must be really involved in preparing graduates to be in harmony with the business world, industry and society. This loyalty must be realized by lecturers and students by making themselves agents of change from the MBKM curriculum. Facing the industrial revolution 4.0 and the covid 19 pandemic, the existence of human resource factors, especially human resource competencies, is very important. This condition makes

the government oblige the implementation of the MBKM curriculum in universities with the aim of later being able to provide competent human resources. Some research results show that student loyalty can be increased by improving the quality of learning which will increase student satisfaction. Student loyalty can also be increased by improving the quality of service which will increase student satisfaction(Alqahtani & Rajkhan, 2020; Christin, 2017; Giam & Riza, 2017; Weinberger & Shonfeld, 2020).

Based on the literature review, it can be concluded that what affects the loyalty of lecturers and students in carrying out the learning process is their level of understanding and acceptance of a policy regarding documents and its implementation mechanism, including its facilities and infrastructure. Is the learning process appropriate and ensures the achievement of learning objectives. The higher their level of understanding, the more they will increase their loyalty in its implementation.

3. Methods

This type of research is a population study where the survey object is all lecturers and students of the law, economics and education faculties who are affected by the implementation of the MBKM curriculum. All students and lecturers of Faculty of Law, Economics and Education, Narotama University, Surabaya, Indonesia, as many as 884 people were taken as research samples. The questionnaire technique is used to obtain data related to the research variables. The research method used is the mix method (mixed method). (Cortini, 2014; Rong et al., 2021; Sugiyono, 2018).



The mixed method research was chosen according to the purpose of this study to determine how much significant influence the MBKM curriculum implementation factors had on the loyalty of lecturers and students in carrying out the MBKM curriculum at the Faculty of Law, Economics and Education, Narotama University and resulted in a better understanding of research problems compared to when using only one approach. Where the qualitative approach used is the study of literature, interviews and FGD, while the quantitative analysis used to test the associative hypothesis is to test the relationship between two or more variables that exist in the sample to be applied to the entire population where the sample is taken.(Barceló, 2018; Yankees, 2011).

4. Data Collection

Tables .1. Results of the Validity and Reliability Test for the Comprehension of MBKM Curriculum

Code	Question	R Table	R Count	Cronbach's Alpha	Decision
Q1	How well do you know about the Independent Learning-Independent Campus (MBKM) policy?	0.1	0.22	0.574	Valid & Reliable
Q2	In your opinion, how many semesters and how many credits can be equal with MBKM activities outside the university?	0.1	0.204	0.574	Valid & Reliable
Q3	In your opinion, how many credits can be equated with the form of MBKM activities outside the university	0.1	0.175	0.574	Valid & Reliable
Q4	Where did you get information about the Independent Learning-Independent Campus (MBKM) policy?	0.1	0.106	0.574	Valid & Reliable
Q5	Does your study program have any previous programs that match the form of the Independent Learning-Independent Campus (MBKM) activity?	0.1	0.127	0.574	Valid & Reliable
Q6	If you were asked to choose from 8 (eight) forms of learning activities outside the study program, which would you choose?	0.1	0.77	0.574	Valid & Reliable
Q7	Do curriculum documents, guidelines and operational procedures for participating in MBKM activities already exist in your study program?	0.1	0.24	0.574	Valid & Reliable
Q8	Have you prepared yourself to be a part of MBKM activities?	0.1	0.26	0.574	Valid & Reliable
Q9	In your opinion, will learning activities outside the study program have implications during the study period?	0.1	0.175	0.574	Valid & Reliable
Q10	In your opinion, will off-campus learning activities provide additional competencies such as skills in solving complex real problems, analytical skills, professional ethics, etc.?	0.1	0.220	0.574	Valid & Reliable
Q11	In your opinion, studying in another study program will broaden your perspective and provide the additional competencies needed?	0.1	0.221	0.574	Valid & Reliable
Q12	In your opinion, how useful are you if you take part in MBKM activities in developing competence/skills as a provision to work after graduation?	0.1	0.433	0.574	Valid & Reliable
Q13	In your opinion, what do students need to prepare for the optimal implementation of MBKM?	0.1	0.224	0.574	Valid & Reliable
Q14	In your opinion, how much of an increase in soft-skills did you get after you participated in MBKM activities in developing competence/skills as a preparation for work after graduation?	0.1	0.179	0.574	Valid & Reliable
Q15	In your opinion, how important are MBKM activities to prepare for the post-campus period?	0.1	0.467	0.574	Valid & Reliable
Q16	In your opinion, do MBKM activities for higher education meet the needs of future graduates?	0.1	0.383	0.574	Valid & Reliable

Table .2. The Results of the Test of Validity and Reliability of Perception of the loyalty

Code	Question	R Table	R Count	Cronbach's Alpha	Decision
Loyal 1	How are you interested in the MBKM program held by the Directorate General of Higher Education, Research, and Technology?	0.1	0.315	0.574	Valid & Reliable
Loyal 2	After knowing in detail about the MBKM program, would you recommend this program to your colleagues?	0.1	0.299	0.574	Valid & Reliable

Based on Table 1 and Table 2 which show the validity and reliability of the questionnaire instrument used in this study. Where the data collected is all students and lecturers of the Faculty of Law, Economics and Education, Narotama University which consists of four undergraduate study programs (Management, Accounting, Law, and Early Childhood Education) who have participated in the MBKM Program totaling 884 people with the lowest semester being the first semester. 3. (42.8%), semester 5 (16.6%), semester 7 (36.2%), semester 9 and 11 (4.4%). Based on the results of the validity test, it shows that all items in the questionnaire are valid at a significance level of 0.05 because the calculated R as shown in the validity test table below is greater than the R table for 884 respondents 0.07. Meanwhile, for the reliability test, the result is 0.574, which means that it includes moderate reliability.

5. Results and Discussion

Table 3. How well do you know about the Independent Learning-Independent Campus (MBKM) policy

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Knowing the overall policy	603	68.2	68.2	68.2
Knowing most of the contents of the policy	247	27.9	27.9	96.2
Knowing a little	27	3.1	3.1	99.2
Don't know at all	7	.8	.8	100.0
Total	884	100.0	100.0	

In table 3, the question of how far you know about the Independent Learning-Independent Campus (MBKM) policy. The results show that knowing the overall policy (68.2%), Knowing most of the contents of the policy (27.9%), Knowing a little (3.1%) and Don't know at all (0.8%). This shows that most of the respondents are aware of the Independent Learning-Independent Campus (MBKM) policy.

Based on table 4, it can be seen that students get information about MBKM policies sequentially, most are from Offline/online socialization activities organized by universities as much as 60.1%, College online channels (websites/websites, social media) as much as 34.2%, Ministry of Education and Culture online channels (website/website, social media) as much as 3.1%, Offline/online socialization activities organized by the Ministry of Education and Culture as much as 1.7%, Mass media as much as 0.6%, Community communication channels (eg alumni community, lecturer community) as much as 0.5%. This shows how important the role of socialization activities carried out by the university is where 94.3% of respondents know the MBKM policy from the university.

Table 4. Result of Where did you get information about the Independent Learning-Independent Campus (MBKM) policy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Ministry of Education and Culture online channel (website/website, social media)	27	3.1	3.1	3.1
	Offline/online socialization activities organized by the Ministry of Education and Culture	15	1.7	1.7	4.8
	College online channel (website/website, social media)	302	34.2	34.2	38.9
	Offline/online socialization activities organized by universities	531	60.1	60.1	99.0
	Community communication channels (eg alumni community, lecturer community)	4	.5	.5	99.4
	Mass media	5	.6	.6	100.0
	Total	884	100.0	100.0	

Table 5. Result of If you were asked to choose from 8 (eight) forms of learning activities outside the study program, which would you choose

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Student exchange	311	35.2	35.2	35.2
	Internship/Work Practice	179	20.2	20.2	55.4
	Teaching Assistant in Education Unit	29	3.3	3.3	58.7
	Research	165	18.7	18.7	77.4
	Humanitarian Project	22	2.5	2.5	79.9
	Entrepreneurial Activities	67	7.6	7.6	87.4
	Independent Study/Project	6	.7	.7	88.1
	Building a Village or Thematic Real Work Lecture (KKNT)	105	11.9	11.9	100.0
	Total	884	100.0	100.0	

Table 5 shows that students' choices for the form of the MBKM learning program sequentially are Student exchange (35.2%), Internship/Work Practice (20.2%), Research (18.7%), Thematic KKN (11.9%), Entrepreneurial activities (7.6%), Teaching Assistant in Education Unit(3.3%), Independent Study/Project(0.7%).

Table 6. Result of Do curriculum documents, guidelines and operational procedures for participating in MBKM activities already exist in your study program

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Already	839	94.9	94.9	94.9
Not yet	17	1.9	1.9	96.8
Don't Know	28	3.2	3.2	100.0
Total	884	100.0	100.0	

In table 6 it can be seen that the campus already has SOP documents for MBKM activities in each study program in the faculty.

Table 7. Result of in your opinion, will learning activities outside the study program have implications during the study period

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Study period is long	17	1.9	1.9	1.9
Stay on time	849	96.0	96.0	98.0
Do Not Know	18	2.0	2.0	100.0
Total	884	100.0	100.0	

Base on table 7, Although many MBKM activities are carried out outside the campus, students still believe that they will be able to complete their studies on time (98%), only 1.9% are worried that their studies will take a long time. This dispels the assumption so far that participating in MBKM policy learning activities will make the study period longer.

.Table 8. Result of In your opinion, will off-campus learning activities provide additional competencies such as skills in solving complex real problems, analytical skills, professional ethics, etc.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	860	97.3	97.3	97.3
maybe	22	2.5	2.5	99.8
Don't know	2	.2	.2	100.0
Total	884	100.0	100.0	

Table 8.shows the existence of MBKM policy learning activities perceived by students as being able to provide additional competencies such as skills in solving complex real problems, skills in analysis, professional ethics, etc. (97.3%) and only 2.7% doubted it.

Table 9. Result of In your opinion, studying in another study program will broaden your perspective and provide the additional competencies needed

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	853	96.5	96.5	96.5
	maybe	30	3.4	3.4	99.9
	Don't know	1	.1	.1	100.0
	Total	884	100.0	100.0	

Likewise, learning activities in other study programs will broaden perspectives and provide additional competencies needed as many as 96.5% of students stated it, and this is shown in table 9.

Table 10. Result of In your opinion, how useful are you if you take part in MBKM activities in developing competence/skills as a provision to work after graduation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very helpful	746	84.4	84.4	84.4
	Quite Useful	138	15.6	15.6	100.0
	Total	884	100.0	100.0	

Table 10 shows that students also perceive that MBKM learning activities will develop competence/skills as a provision to work after graduation.

This condition is in line with the objectives of the MBKM policy as outlined in the MBKM IKU, namely on the work readiness of graduates (IKU 1) with the percentage of successful S1 graduates: a. get a job; b. continue studies; or c. become self-employed.

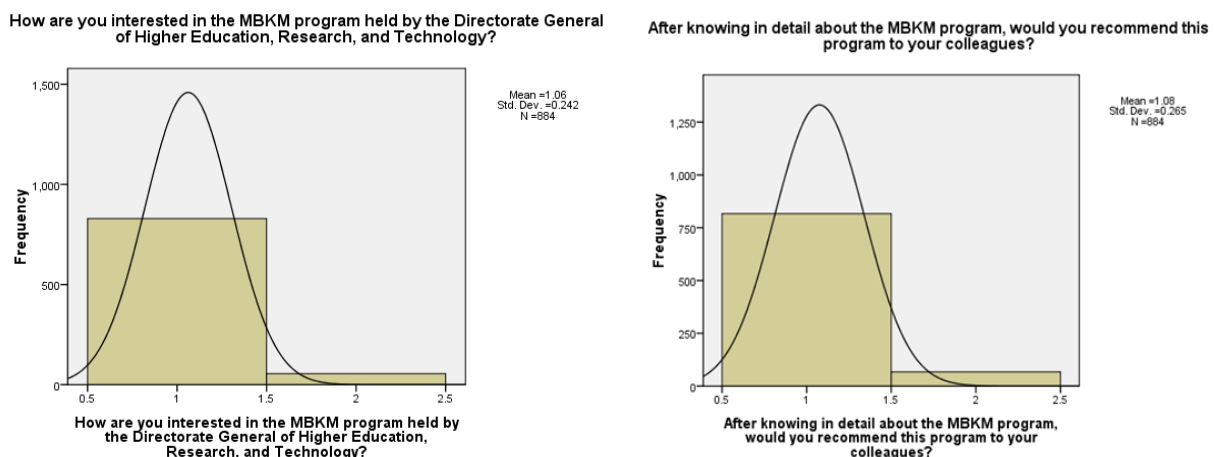


Figure 1. Student Loyalty

Figure 1 above shows that students have an interest in the MBKM program held by the Directorate General of Higher Education, Research, and Technology. In line with this, students recommend this program to your colleagues. students have high loyalty in implementing the MBKM policy where 93.8% of students stated that they had an interest in the MBKM program held by the Directorate General of Higher Education, Research, and Technology and as many as

92.4% and this is the main capital and strategically to make them agents of change in implementing curriculum policies and MBKM learning models.

Table 11. Analysis of Crostabs and ChiSquare the the Comprehension of MBKM Curriculum on The Student and Lecturer Loyalty

The Implementation MBKM Policy		Chi-Square. asymp. Sig. (2-sided)		
		Pearson Chi-Square	Likelihood Ratio	Decision
1	How well do you know about the MBKM policy? * How are you interested in the MBKM program held by the Directorate General of Higher Education, Research, and Technology?	0.00	0.00	Significant
	How well do you know about the MBKM policy? * After knowing in detail about the MBKM program, would you recommend this program to your colleagues?	0.00	0.00	Significant
2	In your opinion, how many semesters and how many credits can be equal with MBKM activities outside the university? * How are you interested in the MBKM program held by the Directorate General of Higher Education, Research, and Technology?	0.00	0.00	Significant
	In your opinion, how many semesters and how many credits can be equal with MBKM activities outside the university? * After knowing in detail about the MBKM program, would you recommend this program to your colleagues?	0.00	0.00	Significant
3	In your opinion, how many credits can be equated with the form of MBKM activities outside the university * How are you interested in the MBKM program held by the Directorate General of Higher Education, Research, and Technology?	0.20	0.04	Note Significant
	In your opinion, how many credits can be equated with the form of MBKM activities outside the university * After knowing in detail about the MBKM program, would you recommend this program to your colleagues?	0.36	0.24	Note Significant
4	Where did you get information about the MBKM policy? * How are you interested in the MBKM program held by the Directorate General of Higher Education, Research, and Technology?	0.00	0.00	Significant
	Where did you get information about the MBKM policy? * After knowing in detail about the MBKM program, would you recommend this program to your colleagues?	0.00	0.00	Significant
5	Does your study program have any previous programs that match the form of the MBKM activity? * How are you interested in the MBKM program held by the Directorate General of Higher Education, Research, and Technology?	0.00	0.00	Significant
	Does your study program have any previous programs that match the form of the MBKM activity? * After knowing in detail about the MBKM program, would you recommend this program to your colleagues?	0.00	0.00	Significant
6	If you were asked to choose from 8 (eight) forms of learning activities outside the study program, which would you choose? * How are you interested in the MBKM program held by the Directorate General of Higher Education, Research, and Technology?	0.00	0.00	Significant
	If you were asked to choose from 8 (eight) forms of learning activities outside the study program, which would you choose? * After knowing in detail about the MBKM program, would you recommend this program to your colleagues?	0.00	0.00	Significant
7	Do curriculum documents, guidelines and operational procedures for participating in MBKM activities already exist in your study program? * How are you interested in the MBKM program held by the Directorate General of Higher Education, Research, and Technology?	0.00	0.00	Significant
	Do curriculum documents, guidelines and operational procedures for participating in MBKM activities already exist in your study program? * After knowing in detail about the MBKM program, would you recommend this program to your colleagues?	0.00	0.00	Significant
8	Have you prepared yourself to be a part of MBKM activities? * How are you interested in the MBKM program held by the Directorate General of Higher Education, Research, and Technology?	0.00	0.00	Significant
	Have you prepared yourself to be a part of MBKM activities? * After knowing in detail about the MBKM program, would you recommend this program to your colleagues?	0.00	0.00	Significant

9	In your opinion, will learning activities outside the study program have implications during the study period? * How are you interested in the MBKM program held by the Directorate General of Higher Education, Research, and Technology?	0.00	0.00	Significant
	In your opinion, will learning activities outside the study program have implications during the study period? * After knowing in detail about the MBKM program, would you recommend this program to your colleagues?	0.00	0.00	Significant
10	In your opinion, will off-campus learning activities provide additional competencies such as skills in solving complex real problems, analytical skills, professional ethics, etc.? * How are you interested in the MBKM program held by the Directorate General of Higher Education, Research, and Technology?	0.00	0.00	Significant
	In your opinion, will off-campus learning activities provide additional competencies such as skills in solving complex real problems, analytical skills, professional ethics, etc.? * After knowing in detail about the MBKM program, would you recommend this program to your colleagues?	0.00	0.00	Significant
11	In your opinion, studying in another study program will broaden your perspective and provide the additional competencies needed? * How are you interested in the MBKM program held by the Directorate General of Higher Education, Research, and Technology?	0.00	0.00	Significant
	In your opinion, studying in another study program will broaden your perspective and provide the additional competencies needed? * After knowing in detail about the MBKM program, would you recommend this program to your colleagues?	0.00	0.00	Significant
12	In your opinion, how useful are you if you take part in MBKM activities in developing competence/skills as a provision to work after graduation? * How are you interested in the MBKM program held by the Directorate General of Higher Education, Research, and Technology?	0.00	0.00	Significant
	In your opinion, how useful are you if you take part in MBKM activities in developing competence/skills as a provision to work after graduation? * After knowing in detail about the MBKM program, would you recommend this program to your colleagues?	0.00	0.00	Significant
13	In your opinion, what do students need to prepare for the optimal implementation of MBKM? * How are you interested in the MBKM program held by the Directorate General of Higher Education, Research, and Technology?	0.00	0.00	Significant
	In your opinion, what do students need to prepare for the optimal implementation of MBKM? * After knowing in detail about the MBKM program, would you recommend this program to your colleagues?	0.04	0.05	Significant
14	In your opinion, how much of an increase in soft-skills did you get after you participated in MBKM activities in developing competence/skills as a preparation for work after graduation? * How are you interested in the MBKM program held by the Directorate General of Higher Education, Research, and Technology?	0.00	0.00	Significant
	In your opinion, how much of an increase in soft-skills did you get after you participated in MBKM activities in developing competence/skills as a preparation for work after graduation? * After knowing in detail about the MBKM program, would you recommend this program to your colleagues?	0.00	0.00	Significant
15	In your opinion, how important are MBKM activities to prepare for the post-campus period? * How are you interested in the MBKM program held by the Directorate General of Higher Education, Research, and Technology?	0.00	0.00	Significant
	In your opinion, how important are MBKM activities to prepare for the post-campus period? * After knowing in detail about the MBKM program, would you recommend this program to your colleagues?	0.00	0.00	Significant
16	In your opinion, do MBKM activities for higher education meet the needs of future graduates? * How are you interested in the MBKM program held by the Directorate General of Higher Education, Research, and Technology?	0.00	0.00	Significant
	In your opinion, do MBKM activities for higher education meet the needs of future graduates? * After knowing in detail about the MBKM program, would you recommend this program to your colleagues?	0.00	0.00	Significant

This study tested the relationship through crosstabs analysis to see the relationship between indicators of the Comprehension of MBKM Curriculum and Student Loyalty of the Faculty of Law, Economics and Education, Narotama University. Test results The cross tabulation analysis above shows a significant level of 0.00 on the 16 question items which indicate that MBKM activities have a close relationship with Student Loyalty of the Faculty of

Law, Economics and Education, only on the question of how many credits can be equated with the form of MBKM activities. outside the university who do not have a significant relationship. Likewise, the results of the crosstabs analysis test of the relationship between the indicators of the Comprehension of MBKM Curriculum and the Loyalty of the lecturers of the Faculty of Law, Economics and Education, Narotama University. Test results Cross tabulation analysis shows a significant level of 0.00 on all question items which indicates that MBKM activities have a close relationship with Loyalty of lecturers in the Faculty of Law, Economics and Education.

Implementing Curriculum MBKM Model

The results of interviews and Focus Group Discussions conducted on lecturers and students in relation to the the Comprehension of MBKM Curriculum for the Faculty of Law, Economics and Education, Narotama University, the results of the discussion are as follows:

1. The need for the establishment of the MBKM KPI at the study program in the Faculty of Law, Economics and Education, Narotama University level that supports the achievement of the MBKM KPI
2. Planning is needed starting from input, process, output and outcome
3. Intensive socialization is needed for lecturers and students
4. The MBKM Activities Recruitment, Selection and Determination Process
5. The Collaborative learning that is appropriate for the MBKM curriculum for the Faculty of Law, Economics and Education is the case study method and team-based projects
6. Management Enforcement Mechanism MBKM
7. The need for quality assurance of the MBKM curriculum for Faculty of Law, Economics and Education process to ensure the achievement of learning outcomes for MBKM courses and KPIs

A brief graphical view of the MBKM Model s shown in the figure 2 below.

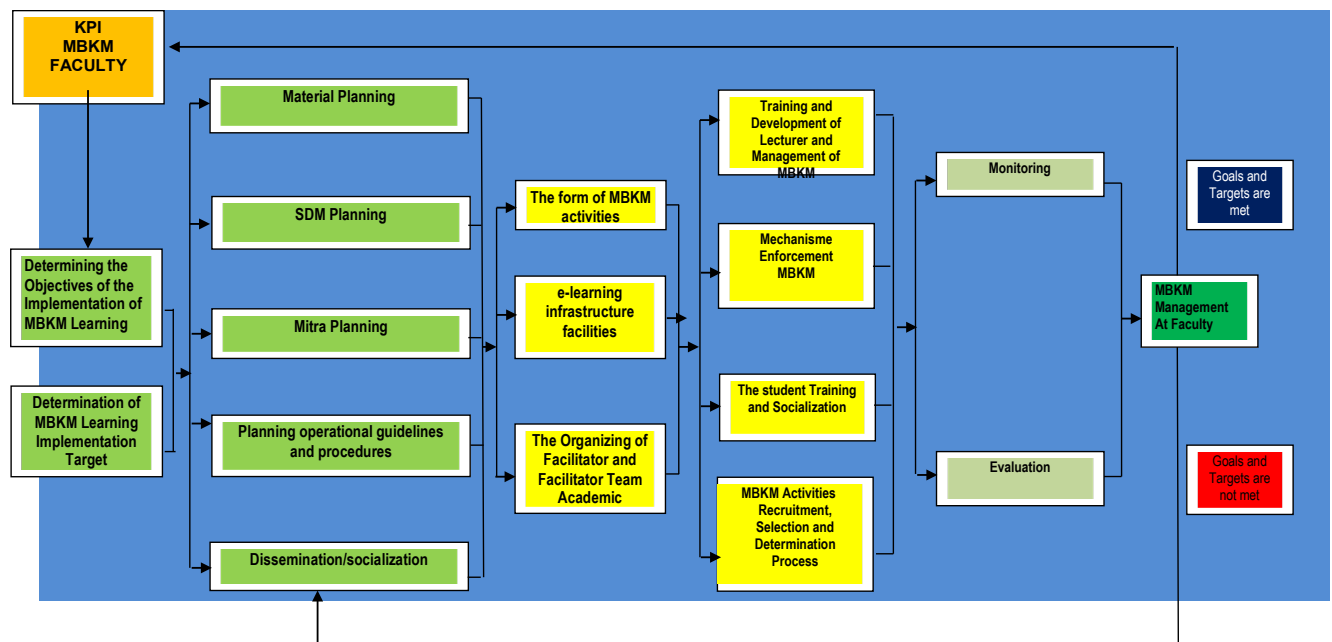


Figure 2. Recommendation of MBKM Policy Implementation Model at Faculty level

6. Conclusion

The results showed that there is a significant influence of the Comprehension of MBKM Curriculum on the loyalty of students and lecturers. Based on the results of the descriptive analysis test, it shows that the existence of the MBKM policy will run well if it is carried out socialization activities by the university and equipped with SOP documents for MBKM activities in each study program in the faculty. These results are in line with several studies that have been conducted where good learning planning and effective socialization will ensure the achievement of the learning outcomes that have been set.(Alimudin, 2015, 2017; Kassarnig et al., 2018; Männistö et al., 2020; Marisda &

Handayani, 2020). Then the approach models and forms of MBKM learning activities sequentially are Student exchange (35.2%), Internship/Work Practice (20.2%), Research (18.7%), Thematic KKN (11.9%), Entrepreneurial activities (7.6%), Teaching Assistant in Education Unit (3.3%), Independent Study/Project (0.7%). The results of the study also show that the existence of the MBKM policy is perceived by students as very helpful for students in broaden perspectives and provide additional competencies, develop competencies/skills as a provision to work after graduation. The results of this study support previous research which states that MBKM policies will be able to improve student achievement and competence (Andari et al., 2021; Kodrat, 2021; Rohiyatussakinah, 2021; Sopianasyah & Masruroh, 2021; Zuhrohtun et al., 2021). This condition is in line with the objectives of the MBKM policy as outlined in the MBKM Key Performance Indicator (KPI), concerning the work readiness of graduates (KPI number 1) with the percentage of success for Bachelors: a. get a job; B. continuing studies; or c. become self-employed. The results of the study indicate that to successfully implement the MBKM curriculum, the loyalty of lecturers and students is needed to run it. As well as being an agent of change in the MBKM curriculum to ensure the achievement of MBKM KPI.

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