

Digital Entrepreneurship: The Effect of Knowledge on Students' Perceptions of the Benefits of MBKM

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Abstract

The participation of students in the MBKM program implemented, especially at the Narotama University Surabaya Campus, cannot be separated from students' perceptions of the benefits that can be obtained by participating in MBKM activities. The perception of these benefits certainly cannot be separated from students' knowledge of the MBKM program itself. This study aims to determine the effect of knowledge on students' perceptions of the benefits of MBKM activities. The research data was used using the MBKM evaluation instrument made by Dikti. Respondents in this study were all students at the Faculty of Economics and Business. The number of respondents who filled out the questionnaire was 549 people. The data that has been collected were analyzed using frequency distribution analysis, cross-tabulation, and chi-square. The result showed that in general, the level of student knowledge of the MBKM program has an impact on students' perceptions of the benefits of the MBKM program. The better the level of students' knowledge of the MBKM program, the better students' perceptions of the benefits of the MBKM program. For this reason, Narotama University Surabaya, Indonesia needs to continue to disseminate information to students regarding the MBKM policy implemented on campus.

Keywords:

MBKM-Digital Entrepreneurship, Students' Knowledge, Perceptions of Benefits, Effect, Chi-Square

1. Introduction

The attention of researchers and entrepreneurial practices continues to increase from year to year. Various topics have been researched, such as increasing entrepreneurship of rural youth (Astromskiené et al., 2014), the importance of innovation in traditional and modern companies (Grabowska & Sukiennik, 2015), sustainable entrepreneurship by introducing a place-based sustainable business pathway model (Kibler et al., 2015), social enterprise sector integration (Gramescu, 2016), empathy as the main factor of social entrepreneurship (Bacq & Alt, 2018), the relationship between social identity and self-efficacy (Brändle et al., 2018), entrepreneurial hybrid organization (McMullen, 2018), revitalizing dormant entrepreneurial ecosystems (Roundy, 2019), entrepreneurial ecosystem (Kuckertz, 2019), decision-making process in entrepreneurship (Muñoz et al., 2020), ecosystem development strategy (Islam, 2020), overcoming a crisis in a business (Barki et al., 2020), entrepreneurship as an effort to combat crime (McDaniel et al., 2021), tax incentives for businesses (Gamble & Muñoz, 2021), hybrid entrepreneur (Ardianti et al., 2022), and digital entrepreneurship and its impact on the supply chain (Awawdeh et al., 2022).

The previous research above shows that the discussion of entrepreneurship is very diverse and also many. This shows that entrepreneurship is an important part of human life. The development of research that takes the topic of entrepreneurship and is indexed by Scopus in the period 2000 – 2021 can be seen in Figure 1. In 2000, the number of studies that took on the topic of entrepreneurship only reached 288. Research on this topic continues to increase from year to year. In 2010 the number reached 1,870 units, and in 2021 the number has reached 5,640 units. In the period 2000 to 2021, there has been an increase of 5,352 research articles. On average every year there is an increase in the number of articles by 254.

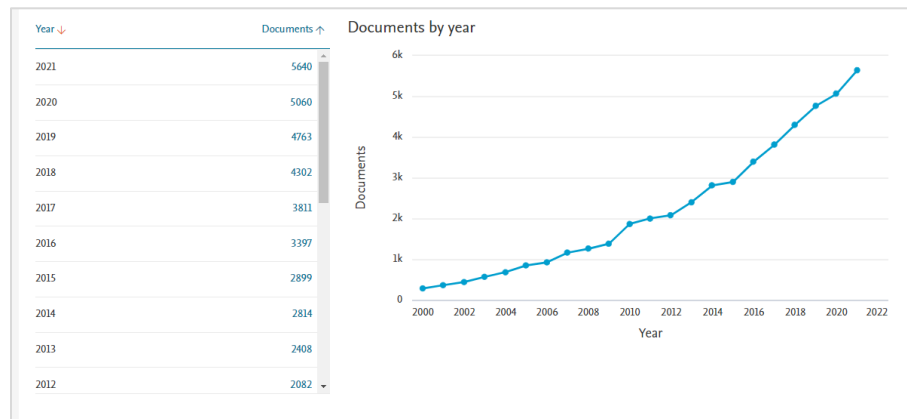


Figure 1 Research that discusses entrepreneurship (Scopus.com, 2021)

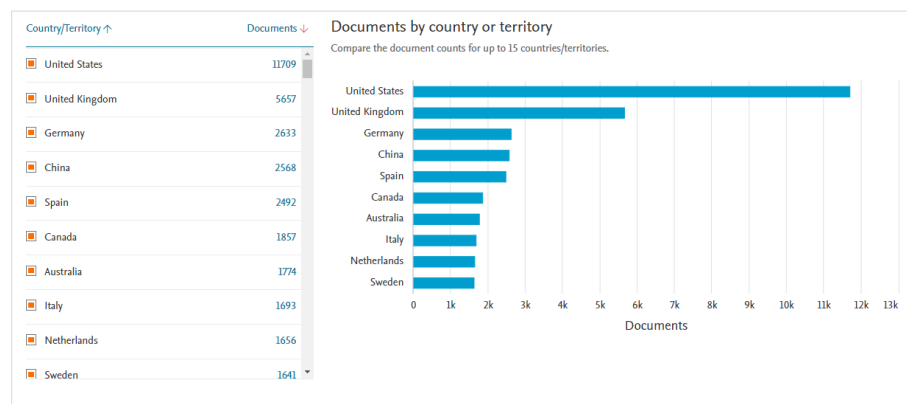


Figure 2 Country Origin of research that discusses entrepreneurship (Scopus.com, 2021)

The United States, the United Kingdom, and Germany are three countries ranked one to three that do a lot of research related to entrepreneurship. The United States conducted entrepreneurship research with a total of 11,709 units, the United Kingdom conducted entrepreneurship research with a total of 5,657 units, while Germany researched the field of entrepreneurship with a total of 2,638 units. Indonesia is ranked 17th with the number of studies reaching 1,006 units.

Seeing the importance of entrepreneurial activities, the Indonesian government has created an MBKM program, where one of the agendas is entrepreneurship. Based on the Global Entrepreneurship Index (GEI) in 2018, Indonesia only scored 21% of entrepreneurs from various fields of work or ranked 94th out of 137 countries surveyed. Meanwhile, according to research from the IDN Research Institute in 2019, 69.1% of millennials in Indonesia have an interest in entrepreneurship. Unfortunately, the entrepreneurial potential for the millennial generation has not been managed properly so far. The Independent Campus policy encourages the development of student entrepreneurial interests with appropriate learning activity programs (Narotama University, 2021a).

The objectives of the entrepreneurial activity program include (Narotama University, 2021b):

- 1) Provide students who have an interest in entrepreneurship to develop their business early and be guided.

2) Dealing with unemployment problems that result in intellectual unemployment among scholars.

The participation of students in the MBKM program implemented, especially at the Narotama University Surabaya Campus, cannot be separated from students' perceptions of the benefits that can be obtained by participating in MBKM activities. The perception of these benefits certainly cannot be separated from students' knowledge of the MBKM program itself. This study aims to determine the effect of knowledge on students' perceptions of the benefits of MBKM activities. The hypothesis proposed in this study is: that there are differences in perceptions of the benefits of MBKM between respondents who know MBKM policies and respondents who do not know or do not know MBKM policies.

2. Methods

The research was conducted using a mixed-method, which is a mixture of qualitative and quantitative methods. The data used include primary and secondary data. Respondents in the research are students from the Faculty of Economic and Business, Narotama University Surabaya, Indonesia. The number of research respondents who filled in the data was 549 people. Data was collected through literature review, interviews, focus group discussions, and questionnaires. The distribution of questionnaires is carried out in a period of 12 – 20 December 2021. The data that had been collected were analyzed using qualitative data analysis techniques, descriptive analysis, cross-tabulation analysis, and chi-square analysis.

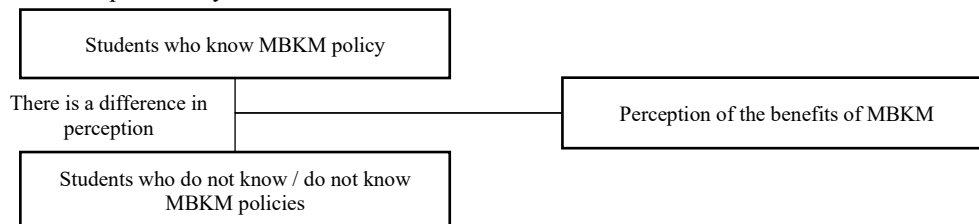


Figure 3 Research Conceptual Framework

The hypotheses and hypothesis testing proposed in this study are:

Ho: There is no difference in perception between students who know the MBKM program and students who do not understand the MBKM program.

Ha: There is a difference in perception between students who know the MBKM program and students who do not understand the MBKM program.

The significant level used in this study was 0.05. The provisions in testing the hypothesis used are:

- 1) If the significance value is < 0.05 , then Ho is rejected and Ha is accepted, meaning that there is a difference in perception between students who know the MBKM program and students who do not understand the MBKM program,
- 2) If the significance value is > 0.05 , then Ho is accepted and Ha is rejected, meaning that there is no difference in perception between students who know the MBKM program and students who do not understand the MBKM program.

3. Result and Discussion

3.1 Result

This study discusses the effect of the level of knowledge of the MBKM program policy on the perception of what can be accepted by research respondents. Respondents in this study were students of the Faculty of Economics and Business, Narotama University, Surabaya, Indonesia. In this section, the results of the research data analysis are presented.

Table 1 Knowledge level of MBKM policy

Answer	Frequency	Percent (%)
Know overall policy	353	64.3
Know most of the policy	171	31.1
Know a little	19	3.5
Don't know at all	6	1.1
Total	549	100.0

Table 1 describes the level of knowledge of students from the Faculty of Economics and Business, Narotama University, Surabaya, Indonesia. The majority of students are aware of all MBKM policies implemented on campus. The number of respondents who knew about the independent campus policy was 353 people. This amount is equivalent to 64.3% of the total research respondents. Next are the respondents who know most of the contents of the policy with a total of 171 people. This amount is equivalent to 31.1% of all research respondents. The number of respondents who don't know at all about the MBKM policy is only 6 people or equivalent to 1.1% of the total respondents.

Table 2 The existence of previous programs that are following the form of MBKM

Answer	Frequency	Percent (%)
Yes	518	94.4
No	31	5.6
Total	549	100.0

Table 2 describes the respondent's knowledge of the existence of programs before the MBKM whose format is similar to that of the MBKM. The data shows the majority of respondents, as many as 518 people or equivalent to 94.4% stated that before the implementation of the MBKM program, there were already programs similar to the current MBKM activities. The existing programs include Apprenticeship, Community Service programs, and Entrepreneurship. The difference is that the program weights are not the same as in MBKM. The rest, as many as 31 research respondents did not know there was a program before the MBKM that had a similar format to the MBKM program.

Table 3 Selected MBKM program

Answer	Frequency	Percent (%)	Rank
Student exchange	109	19.9	3
Internship	139	25.3	1
Teaching Assistant in Education Unit	26	4.7	6
Research	124	22.6	2
Humanitarian Project	22	4.0	7
Entrepreneurial Activities	68	12.4	4
Independent Study	6	1.1	8
Building a Village, or Thematic Community Service Program (KKNT)	55	10.0	5
Total	549	100.0	

Table 3 describes the choices of MBKM programs that are mostly chosen by students at the Faculty of Economics and Business, Narotama University, Surabaya, Indonesia. There are eight forms of learning activities in MBKM. It can be ranked first to eighth based on the number of students who choose as follows: Internship, Research, Student exchange, Entrepreneurial Activities, Building a Village or Thematic Community Service Program (KKNT), Teaching Assistant in Education Unit, and Independent Study. This research is focused on entrepreneurial activities.

Table 4 Cross-tabulation between knowledge level and student perception of MBKM activities will provide additional competencies such as skills in solving complex real problems, skills in analysis, and professional ethics

Cross tabulation		Off-campus learning activities will provide additional competencies such as skills in solving complex real problems, skills in analysis, and professional ethics			Total
		Yes	Maybe	Don't know	
Knowledge level of MBKM	Know overall policy	342	10	1	353
	Know most of the policy	162	8	1	171
	Know a little	17	2	0	19
	Don't know at all	5	1	0	6
Total		526	21	2	549

Table 4 shows the cross-tabulation between knowledge level and student perception of MBKM activities will provide additional competencies such as skills in solving complex real problems, skills in analysis, and professional

ethics. The available data shows that the level of knowledge of the MBKM program does not have a significant impact on the perception that the MBKM program will provide additional competencies such as skills in solving complex real problems, skills in analysis, and professional ethics are also getting better. Almost all respondents, both with a good level of knowledge or minimal knowledge related to the MBKM program have almost the same perception, namely MBKM activities will provide additional competencies such as skills in solving complex real problems, skills in analysis, and professional ethics. This condition is confirmed by the results of the Chi-Square test.

Table 5 Chi-Square value in the cross-tabulation between the level of knowledge and student perceptions of MBKM activities will provide additional competencies such as skills in solving complex real problems, skills in analyzing, and professional ethics

Value	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6.674 ^a	6	0.352
Likelihood Ratio	4.898	6	0.557
Linear-by-Linear Association	4.216	1	0.040
N of Valid Cases	549		

Chi-square test results show the value obtained is 6.674 with a significance value of 0.352, greater than 0.05. This condition strengthens the statement that there is no significant difference between respondents with good knowledge and respondents with less knowledge in their perception that MBKM activities will provide additional competencies such as skills in solving complex real problems, skills in analyzing, and professional ethics.

Table 6 Cross-tabulation between the level of knowledge and student perceptions of MBKM activities will broaden perspectives and provide additional competencies needed

Cross tabulation		Studying in another study program will broaden your perspective and provide the additional competencies needed			Total
		Yes	Maybe	Don't know	
Knowledge level of MBKM	Know overall policy	337	15	1	353
	Know most of the policy	165	6	0	171
	Know a little	18	1	0	19
	Don't know at all	4	2	0	6
Total		524	24	1	549

Table 6 shows a cross-tabulation between the level of knowledge and student perceptions of MBKM activities will broaden perspectives and provide additional competencies needed. Existing data indicate that there are differences in perceptions between respondents who know the MBKM policy well and those who are less or do not know the MBKM policy. This statement is supported by the results of the chi-square test.

Table 7 The Chi-Square score on the cross-tabulation between the level of knowledge and students' perceptions of MBKM activities will broaden perspectives and provide additional competencies needed

Value	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	12.947 ^a	6	0.044
Likelihood Ratio	6.494	6	0.370
Linear-by-Linear Association	1.044	1	0.307
N of Valid Cases	549		

Chi-square test results show the value obtained is 12,947 with a significance value of 0.044, less than 0.05. This condition strengthens the statement that there is a significant difference between respondents with good knowledge and respondents with less knowledge in their perception that MBKM activities will broaden perspectives and provide additional competencies needed.

Table 8 Cross-tabulation between the level of knowledge and students' perceptions of the benefits if respondents take part in MBKM activities in developing competence/skills as a provision to work after graduation

Cross tabulation		Perception of the benefits if the respondent participates in MBKM activities in developing competence/skills as a provision for work after graduation		Total
		Very helpful	Quite useful	
Knowledge level of MBKM	Know overall policy	283	70	353
	Know most of the policy	128	43	171
	Know a little	10	9	19
	Don't know at all	5	1	6
Total		426	123	549

Table 8 is a cross-tabulation between the level of knowledge and students' perceptions of the benefits if respondents take part in MBKM activities in developing competence/skills as a provision to work after graduation. The available data shows that the better the level of knowledge of the research respondents towards MBKM, the better the respondents' perceptions of MBKM activities in developing competence/skills as a provision for work after graduation. This condition is supported by the following chi-square test results.

Table 9 The Chi-Square value in the cross-tabulation between the level of knowledge and student perceptions of the benefits if respondents take part in MBKM activities in developing competencies/skills as a provision for work after graduation

Value	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9.010 ^a	3	0.029
Likelihood Ratio	7.939	3	0.047
Linear-by-Linear Association	4.787	1	0.029
N of Valid Cases	549		

Table 9 is a test table using chi-square in the cross-tabulation between the level of knowledge and student perceptions of the benefits if respondents take part in MBKM activities in developing competencies/skills as a provision for work after graduation. Chi-square test results show the value obtained is 9.010 with a significance value of 0.029, less than 0.05. This condition strengthens the statement that there is a significant difference between respondents with good knowledge and respondents with less knowledge in their perception that respondents will get benefits if respondents take part in MBKM activities in developing competencies/skills as a provision for work after graduation.

Table 10 Cross-tabulation between the level of knowledge and students' perceptions of MBKM activities will provide an increase in soft skills and competency development as a provision for work after graduation

Cross tabulation		Improvement of soft skills obtained after you participate in MBKM activities in developing competence/skills as a provision to work after graduation					Total
		Not exist	Exist but is not good	Pretty good	Well	Very well	
Knowledge level of MBKM	Know overall policy	2	3	23	135	190	353
	Know most of the policy	0	1	18	80	72	171
	Know a little	1	1	9	6	2	19
	Don't know at all	0	0	0	5	1	6
Total		3	5	50	226	265	549

Table 10 is a cross-tabulation between the level of knowledge and students' perceptions of MBKM activities that will provide an increase in soft skills and competency development as a provision for work after graduation. The available data shows that the better the level of knowledge of research respondents about MBKM, the respondent's perception that MBKM activities will provide an increase in soft skills and competency development as a provision for work after graduation is getting better. This condition is supported by the following chi-square test results.

Table 11 Chi-Square value in the cross-tabulation between the level of knowledge and student perceptions about MBKM activities will provide an increase in soft skills and competency development as a provision to work after graduation

Value	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	62.504 ^a	12	0.000
Likelihood Ratio	44.326	12	0.000
Linear-by-Linear Association	22.686	1	0.000
N of Valid Cases	549		

Table 11 is a test using chi-square to determine the difference between respondents who know the MBKM policy and respondents who are less or not aware of the MBKM policy. Chi-square test results show the value obtained is 62.504 with a significance value of 0.000, less than 0.05. This condition strengthens the statement that there is a significant difference between respondents with good knowledge and respondents with less knowledge in their perception that MBKM activities will provide an increase in soft skills and competency development as a provision to work after graduation.

Table 12 Cross-tabulation between knowledge level and student perception about the importance of MBKM activities for preparation for the post-campus period

Cross tabulation		The importance of MBKM activities to prepare for the post-campus period			Total
		Very important	Important	Quite important	
Knowledge level of MBKM	Know overall policy	230	109	14	353
	Know most of the policy	98	61	12	171
	Know a little	9	8	2	19
	Don't know at all	1	3	2	6
Total		338	181	30	549

Table 12 is a cross-tabulation between knowledge level and student perception about the importance of MBKM activities for preparation for the post-campus period. Existing data indicate that the better the level of knowledge of the respondents about MBKM policies, the better the respondents' perceptions of the importance of MBKM activities for preparation for the post-campus period. This condition is supported by the following chi-square test results.

Table 13 The Chi-Square value in the cross-tabulation between the level of knowledge and student perceptions of the importance of MBKM activities for preparation for the post-campus period

Value	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	17.309 ^a	6	0.008
Likelihood Ratio	13.320	6	0.038
Linear-by-Linear Association	12.485	1	0.000
N of Valid Cases	549		

Table 13 is a test table using chi-square to determine the difference between respondents who know the MBKM policy and respondents who are less or not aware of the MBKM policy and their relationship to perceptions of the benefits of MBKM. Chi-square test results show the value obtained is 17.309 with a significance value of 0.000, less than 0.05. This condition strengthens the statement that there is a significant difference between respondents with good knowledge and respondents with less knowledge in their perception of the importance of MBKM activities for preparation for the post-campus period.

Table 14 Cross-tabulation between the level of knowledge and student perceptions about the suitability of MBKM activities with the needs of future graduates

Cross tabulation		MBKM activities are following the needs of future graduates		Total
		Very suitable	Suitable	
Knowledge level of MBKM	Know overall policy	256	97	353
	Know most of the policy	113	58	171
	Know a little	7	12	19
	Don't know at all	0	6	6
Total		376	173	549

Table 14 is a cross-tabulation between the level of knowledge and student perceptions about the suitability of MBKM activities to the needs of future graduates. The results showed that the better the level of student knowledge about MBKM policies, the better students' perceptions of the suitability of MBKM activities with the needs of future graduates. The findings of the chi-square test below support this hypothesis.

Table 15 The Chi-Square value in the cross-tabulation between the level of knowledge and student perceptions about the suitability of MBKM activities with the needs of future graduates

Value	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	24.976 ^a	3	0.000
Likelihood Ratio	25.044	3	0.000
Linear-by-Linear Association	18.096	1	0.000
N of Valid Cases	549		

Table 13 is a test table using chi-square to determine the difference between respondents who know the MBKM policy and respondents who are less or not aware of the MBKM policy and their relationship to perceptions of the benefits of MBKM. Chi-square test results show the value obtained is 24.976 with a significance value of 0.000, less than 0.05. This condition strengthens the statement that there is a significant difference between respondents with good knowledge and respondents with less knowledge in their perception of the suitability of MBKM activities with the needs of future graduates.

3.2 Discussion

The results of testing the research hypotheses above can be summarized in the following table.

Table 16 Hypothesis testing recap

Hypothesis	Hypothesis details	Significance	Conclusion
There are differences in perceptions of the benefits of MBKM between respondents who know MBKM policies and respondents who do not know or do not know MBKM policies.	There is a difference in perception (MBKM activities will provide additional competencies such as skills in solving complex real problems, skills in analysis, and professional ethics) between students who know the MBKM program and students who do not understand the MBKM program.	0.352	Rejected
	There is a difference in perception (MBKM activities will broaden perspectives and provide additional competencies needed) between students who know the MBKM program and students who do not understand the MBKM program	0.044	Accepted
	There is a difference in perception (benefits if respondents take part in MBKM activities in developing competence/skills as a provision to work after graduation) between students who know the MBKM program and students who do not understand the MBKM program	0.029	Accepted
	There is a difference in perception (MBKM activities will provide an increase in soft skills and competency development as a provision for work after graduation) between students who know the MBKM program and students who do not understand the MBKM program	0.000	Accepted
	There is a difference in perception (the importance of MBKM activities for preparation for the post-campus period) between students who know the MBKM program and students who do not understand the MBKM program	0.008	Accepted
	There is a difference in perception (the suitability of MBKM activities with the needs of future graduates) between students who know the MBKM program and students who do not understand the MBKM program	0.000	Accepted

Based on the summary of the results of the hypothesis testing above, it can be seen that of the six hypotheses that have been proposed, five hypotheses have been accepted. Only one hypothesis was rejected. This condition indicates that in general, the level of student knowledge of the MBKM program has an impact on students' perceptions of the benefits of the MBKM program. The better the level of students' knowledge of the MBKM program, the better students' perceptions of the benefits of the MBKM program. For this reason, Narotama University Surabaya, Indonesia needs to continue to disseminate information to students regarding the MBKM policy implemented on campus.

The level of knowledge of students with MBKM policies will also have an impact on student interest in the MBKM program, willingness to prepare for the MBKM program, and willingness to recommend the MBKM program to colleagues. This statement is supported by the following chi-square test results.

Table 17 The value of Chi-Square cross-tabulation between the level of knowledge and student interest in the MBKM program carried out by the Director-General of Higher Education Research and Technology

Value	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	22.763 ^a	3	0.000
Likelihood Ratio	14.709	3	0.002
Linear-by-Linear Association	3.058	1	0.080
N of Valid Cases	549		

Table 17 is the results of the chi-square test to show the difference in the interest in MBKM between respondents who know MBKM policies and respondents who do not know or do not know MBKM policies. Chi-square test results show the value obtained is 22,763 with a significance value of 0.000, less than 0.05. This condition strengthens the statement that there is a significant difference between respondents with good knowledge and respondents with less knowledge in their interest in the MBKM program carried out by the Director-General of Higher Education Research and Technology.

Table 18 Chi-Square value in cross-tabulation between knowledge level and self-preparation to take part in MBKM activities

Value	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	32.205 ^a	6	0.000
Likelihood Ratio	18.164	6	0.006
Linear-by-Linear Association	15.505	1	0.000
N of Valid Cases	549		

Table 18 is the results of the chi-square test to show the difference in self-preparation of MBKM between respondents who know MBKM policies and respondents who do not know or do not know MBKM policies. Chi-square test results show the value obtained is 22,763 with a significance value of 0.000, less than 0.05. This condition strengthens the statement that there is a significant difference between respondents with good knowledge and respondents with less knowledge in their self-preparation to take part in MBKM activities.

Table 19 Chi-Square scores on cross-tabulation between knowledge level and intention to recommend MBKM program to colleagues

Value	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	31.456 ^a	3	0.000
Likelihood Ratio	20.065	3	0.000
Linear-by-Linear Association	11.503	1	0.001
N of Valid Cases	549		

Table 19 is the result of the chi-square test to show the difference in intentions to recommend the MBKM program to colleagues between respondents who know MBKM policies and respondents who do not know or do not know MBKM policies. Chi-square test results show the value obtained is 22,763 with a significance value of 0.000, less than 0.05. This condition strengthens the statement that there is a significant difference between respondents with

good knowledge and respondents with less knowledge in the intention to recommend the MBKM program to colleagues.

The description of the data above shows that the level of knowledge of research respondents holds an important control in MBKM activities at Narotama University, Surabaya, Indonesia. Therefore, Narotama University, especially the Faculty of Economics and Business, needs to carry out continuous socialization of MBKM policies that apply on campus.

One of the important programs in MBKM is entrepreneurship. The government has realized the importance of student entrepreneurship programs in higher education and is realized through the MBKM which encourages the development of student entrepreneurial interests with appropriate learning activity programs. Further programs and actions are needed so that the policy can be implemented as part of learning activities in universities. As part of the effort to implement the Independent Learning – Campus policy (Dirjen Dikti, 2021).

Independent in student entrepreneurship, the Ministry of Education and Culture, through the Directorate of Learning and Student Affairs, the Directorate General of Higher Education will implement the Merdeka Campus Entrepreneurship Program in 2020 which is part of the Ministry of Education and Culture program to strengthen the national economy and support the acceleration of the digital economy towards the industrial revolution 4.0. The entrepreneurship scheme applied to MBKM by the Director-General of Higher Education can be seen in the following figure.

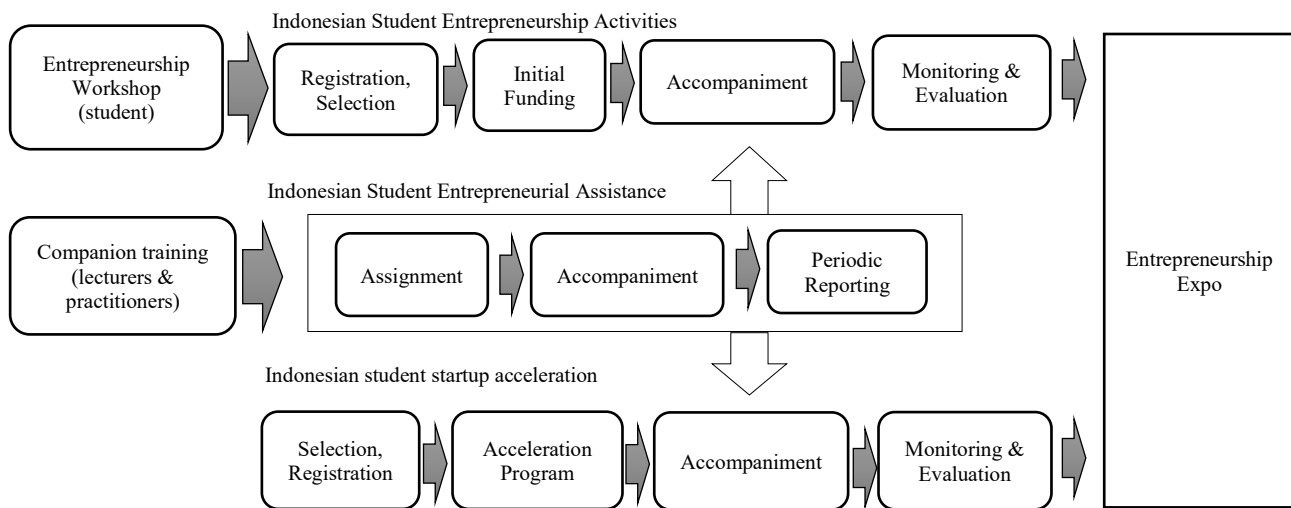


Figure 4 MBKM Entrepreneurship Program Framework 2020

Figure 4 is the framework for the MBKM Entrepreneurship Program. The concept designed by the government is quite good, it's just that hard work is needed to realize the existing concept. Stakeholders related to this program must work hard, hand in hand so that this entrepreneurial framework can be successful.

The Merdeka Campus Entrepreneurship Program 2020 is designed based on the framework of the Independent Learning-Independent Campus Entrepreneurship program process. Students will take part in entrepreneurial competency improvement activities, prepare entrepreneurial proposals, carry out entrepreneurial activities under the guidance of an entrepreneurial supervisor or mentor, and be evaluated at the end of the program. This entrepreneurship learning process is expected to be blended learning entrepreneurship that can be converted into credit units of learning in universities.

The first activity in the Merdeka Campus Entrepreneurship Program 2020 is the Entrepreneurship Workshop which was held in 7 sessions and aims to increase the entrepreneurial capacity of Indonesian students in running and developing businesses. Furthermore, the second activity is the implementation of the Indonesian Student Management Business Activities which emphasizes funding for student business development, and the Indonesian Student Startup Acceleration which provides an acceleration scheme for students who have digital startup businesses. These two activities run simultaneously and simultaneously (Dirjen Dikti, 2021).

4. Conclusion

Conclusions that can be drawn from the “MBKM - Digital Entrepreneurship: The Effect of Knowledge on Students' Perceptions of the Benefits of MBKM”:

- 1) The majority of respondents are aware of all MBKM policies implemented on campus.
- 2) The majority of respondents stated that before the implementation of the MBKM program, there were already programs similar to the current MBKM activities.
- 3) The sequential ranking of MBKM programs chosen by students at the Faculty of Economics and Business, Narotama University are Internship, Research, Student exchange, Entrepreneurial Activities, Building a Village, or Thematic Community Service Program (KKNT), Teaching Assistant in Education Unit, and Independent Study.
- 4) There is no significant difference between respondents with good knowledge and respondents with less knowledge in their perception that MBKM activities will provide additional competencies such as skills in solving complex real problems, skills in analyzing, and professional ethics.
- 5) There is a significant difference between respondents with good knowledge and respondents with less knowledge in their perception that MBKM activities will broaden perspectives and provide additional competencies needed.
- 6) There is a significant difference between respondents with good knowledge and respondents with less knowledge in their perception that respondents will get benefits if respondents take part in MBKM activities in developing competencies/skills as a provision for work after graduation.
- 7) There is a significant difference between respondents with good knowledge and respondents with less knowledge in their perception that MBKM activities will provide an increase in soft skills and competency development as a provision to work after graduation.
- 8) There is a significant difference between respondents with good knowledge and respondents with less knowledge in their perception of the importance of MBKM activities for preparation for the post-campus period.
- 9) There is a significant difference between respondents with good knowledge and respondents with less knowledge in their perception of the suitability of MBKM activities with the needs of future graduates.

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