

## **ANALYSIS OF STUDENTS SATISFACTION INDEX OF FKIP UNTAN ON MERDEKA BELAJAR KAMPUS MERDEKA (MBKM)**

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**Abstract:** *Merdeka Belajar Kampus Merdeka (MBKM) is one of the government's policies in the field of education. MBKM opened a new paradigm of education implementation. MBKM is an educational innovation to ensure that the learning process is inclusive and in accordance with the times. MBKM is expected to have a significant impact on the actors that involved in the education ecosystem, including students. The purpose of this study was to measure the impact of MBKM based on the level of student satisfaction at the Faculty of Teacher Training and Education (FKIP) Universitas Tanjungpura. This paper uses quantitative methods. Data collection was carried out using a questionnaire and interviewing 44 respondents. The data is processed using the SPSS (Statistical Package for the Social Sciences) by calculating the frequency, weight values and percentages. Instrument trials were carried out on 5 FISIP UNTAN students with the condition that they had participated in one of the MBKM programs. The research hypothesis is that student satisfaction with MBKM has a correlation on the impact of MBKM. The results of this study were that the implementation of MBKM at FKIP UNTAN obtained a score of 3,795 with a percentage of 75,907. This value is included in the "satisfactory" category, so it can be concluded that the MBKM program has a significant impact on students at FKIP UNTAN.*

**Keywords:** *Merdeka Belajar, Kampus Merdeka, MBKM, Satisfaction index, UNTAN*

**Abstrak:** Merdeka Belajar Kampus Merdeka (MBKM) merupakan salah satu kebijakan pemerintah di bidang pendidikan. MBKM membuka paradigma baru penyelenggaraan pendidikan. MBKM merupakan inovasi pendidikan untuk menjamin proses pembelajaran bersifat inklusif dan sesuai dengan perkembangan zaman. MBKM diharapkan dapat memberikan dampak yang signifikan bagi para aktor yang terlibat dalam ekosistem pendidikan, termasuk peserta didik. Tujuan penelitian ini adalah untuk mengukur dampak MBKM berdasarkan tingkat kepuasan mahasiswa Fakultas Keguruan dan Ilmu Pendidikan (FKIP) Universitas Tanjungpura. Tulisan ini menggunakan metode kuantitatif. Pengumpulan data dilakukan dengan menggunakan kuesioner dan wawancara terhadap 44 responden. Data diolah menggunakan SPSS (Statistical Package for the Social Sciences) dengan menghitung frekuensi, nilai bobot dan persentase. Uji coba instrumen dilakukan terhadap 5 orang mahasiswa FISIP UNTAN dengan syarat telah mengikuti salah satu program MBKM. Hipotesis penelitian adalah kepuasan mahasiswa terhadap MBKM mempunyai korelasi terhadap dampak MBKM. Hasil penelitian ini adalah pelaksanaan MBKM di FKIP UNTAN memperoleh skor sebesar 3,795 dengan persentase sebesar 75,907. Nilai tersebut termasuk dalam kategori "memuaskan", sehingga dapat disimpulkan bahwa program MBKM memberikan dampak yang signifikan terhadap mahasiswa FKIP UNTAN.

**Kata Kunci:** Merdeka Belajar, Kampus Merdeka, MBKM, Indeks Kepuasan, UNTAN



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## INTRODUCTION

Merdeka Belajar Kampus Merdeka (MBKM) is a program initiated by the Ministry of Education, Culture, Research and Technology, and it is a new paradigm in the world of education, including higher education (Marjan Fuadi, 2022). MBKM implementation is expected to give flexibility to educational implementers (higher education, lecturers and students) in carrying out the curriculum so that it can keep up with the times and information and communication technology (Krisnanik et al., 2021), and can produce graduates who are in accordance with the needs of the industry. The Teaching Campus Program (a part of MBKM) has proved that MBKM increase students' interest in becoming teachers (Fajaria & Nurhasanah, 2022), enhancement academic feature and life skills feature (Sampelolo & Kombong, 2022).

The MBKM is a program that offers something new that is adapted to the demands of the times (Mathar et al., 2021). The MBKM provides opportunities for students in various ways including student exchanges, internships/work practices, facilitating teaching materials, research, independent project, entrepreneurial activities, humanitarian projects (Supriati et al., 2022). These various program options provide students as beneficiaries with the opportunity to develop themselves, explore various skills and competencies (Krishnapatria, 2021), as well as gain broader learning experiences with new competencies (Sintiawati et al., 2022).

MBKM has proven to have a significant impact on the academic world in Indonesia. Universitas Muhammadiyah Yogyakarta has proven that the MBKM policy is aligned with the direction of campus development towards a Research Excellence University (Riyadi et al., 2022). The MBKM policy also provides an opportunity for universities to open opportunities for collaboration with various parties through the Penta helix collaboration (Krisnanik et al., 2021), this collaboration enables universities as educational institutions to achieve Key Performance Indicators (IKU).

Research related to evaluation is an important aspect in the field of education. Educational evaluation research can target several aspects such as the quality of learning, quality of content, quality of education providers (Evi Sopandi, 2021), for example the results of evaluation research on the Teaching Campus program have an impact on increasing student "social skills" (Sumani et al., 2022). The results of the evaluation carried out on the MBKM program at the PGRI Kanjuruhan University in Malang stated that the case method and Team Based Project were the right methods to use because they provided opportunities to improve student skills (Sumani et al., 2022) for example skills related to critical thinking, creativity communication skills, and collaboratively (Andayani et al., 2022) and also improve students' hard skills (Kusumaningrum et al., 2022). This research will evaluate the more macro aspects of the MBKM program, starting from the aspects of planning, implementation to the monitoring process by program organizers based on the perspective of students as beneficiaries.

Nevertheless, the implementation of MBKM is not free from challenges or obstacles. One of the obstacles faced is adjusting the

existing curriculum to the MBKM curriculum, limited partners for independent study programs and internships, limited time for lecturers/program implementers to participate in MBKM activities (Bhakti et al., 2022), these constraints become factors that affect the level of student satisfaction in participating in MBKM. Therefore this study aims to measure the level of student satisfaction with the implementation of MBKM at the Faculty of Teacher Training and Education (FKIP), Universitas Tanjungpura. This research can be used as material for evaluating the implementation and development of MBKM in the future.

## **METHOD**

This research uses quantitative methods, is an explanation of the respondents' answers in the form of numbers, especially in the form of a percentage of respondents' answers (Laga et al., 2021). The approach used is an evaluation study related to the impact of the Independent Learning Campus program (MBKM) at the Teaching and Education Faculty (FKIP). The positive impact is indicated by the level of student satisfaction with the MBKM program. Data was collected using a random purposive sampling technique, the technique provides the opportunity for the authors to conduct interviews with students/I participating in the MBKM program in 2022. Students/I who became respondents were randomly selected with criteria 1) They are students of the Teaching and Education Faculty (FKIP), 2) have attended or are currently participating in the MBKM program. The research instrument used a questionnaire. The use of a questionnaire aims to determine the identity of the respondent and the variables which include the independent variable and the dependent variable (Riyadi et al., 2022).

First, a test was conducted on the questionnaire by interviewing 5 FISIP UNTAN students. The student must meet the requirements, namely having been involved in MBKM activities. There were 44 FKIP students who had participated in the MBKM program and were interviewed in this paper. These students come from the study programs Mathematics Education, Physics Education, Physical Education, Indonesian Language Education, English Education, Pancasila and Citizenship Education, Economic Education, Elementary School Teacher Education, History Education, Biology Education, Chemistry Education, and Sociology Education.

The 44 respondents consisted of 17 male respondents and 27 female respondents. There were 1 (2.27%) respondents from semester 3, there were 11 (25%) respondents from semester 4, there were 15 (34.09%) respondents from semester 5, there were 12 (27.27%) respondents from semester 6, there were 4 (9.09%) of respondents came from semester 7 and there was 1 (2.27%) respondent from semester 8. While the distribution of the MBKM program attended was as follows: there were 33 (75%) respondents who attended the Teaching Assistance program in the Education Unit, there were 10 ( 22.73%) of respondents

took part in an apprenticeship/work practice program and 1 (2.27%) of respondents took part in a student exchange program.

This study uses nine variables to measure the level of student satisfaction with the MKBKM by FKIP UNTAN. These variables include (a) FKIP's commitment to the MBKM program, (b) The Involvement of FKIP students in the MBKM program, (c) The Suitability of MBKM with the needs of FKIP students, (d) The Sustainability of MBKM at FKIP UNTAN, (e) The Conformity of plans with the implementation of programs and activities, (f) The Quality of MBKM Assistance, (g) The Financing of MBKM, (h) The Development of MBKM, (i) The Security of MBKM implementation.

These variables were analyzed using statistical analysis of distribution, frequency, percentage that provide by Statistical Package for The Social Sciences (SPSS). Based on the frequency results, the weight calculation is carried out for each score/value. After the calculation is done, values are obtained with five different categories as shown in the following table:

**Tabel 1.** Student Satisfaction Index Score

Category Value	Weighted Value	% Weighted Value	Category Type	Symbol
1	1-1.89	<=20%-37.8%	Strongly Disagree / Very Dissatisfied	E
2	1.9-2.79	37.9%-55.8%	Disagree/ Dissatisfied	D
3	2.8-3.69	55.9%-73.8%	Fair/Neutral	C
4	3.7-4.59	73.9%-91.8%	Agree/Satisfy	B
5	4.6-5	91.9%-100%	Strongly Agree/Very Satisfied	A

The very agree/very satisfying category has a weighted value of 4.6-5 with a percentage of 91.9% -100%. The agree/satisfied category gets a weighted score of 3.7-4.59 with a percentage of 3.9%-91.8%. The neutral/sufficient category gets a weighted score of 2.8-3.69 with a percentage of 55.9%-73.8%. The disagree/unsatisfactory category gets a score of 1.9-2.79 with a percentage of 37.9%-55.8%. The lowest category is strongly disagree/very unsatisfactory with a score of 1-1.89 with a percentage <= 20%-37.8%.

## RESULTS

### FKIP's Commitment to the MBKM Program

The first indicator for this variable is "Campus is serious in running the MKBKM program". Data obtained that 1 (2.27%) respondent was dissatisfied, 4 (9.09%) respondents answered neutral, 17 (38.64%) respondents felt satisfied, 22 (50%) respondents felt very satisfied. The second indicator is "The objectives of the MBKM program are in accordance with what students want to achieve". There was 1 (2.27%) respondent who was dissatisfied, there were 4 (9.09%) respondents who felt sufficient/neutral answered, there were 16 (36.36%) respondents who were satisfied and there were 23 (52.27%) respondents who were very satisfied. The last indicator was "The MBKM program that is implemented

directly benefits students." In this section, 2 (4.55%) respondents answered neutral/enough, 13 (29.55%) answered satisfied and 29 (65.91%) answered very satisfied.

**Tabel 2.** FKIP Commitment Index to the MBKM Program

<b>Assessment Indicator</b>	<b>Average value</b>	<b>Index Value (%)</b>
The campus is serious about running the MBKM program	4.364	87.27
The objectives of the MBKM program are in accordance with what students want to achieve	4.386	87.73
The MBKM program that is run provides direct benefits to students	4.614	92.27
<b>Satisfaction Index</b>	<b>4.455</b>	<b>89.093</b>

Based on the table above, it can be concluded that the FKIP Commitment variable for the MBKM Program gets an average value of 4,455 with a percentage of 89,093. This value is included in the satisfactory category with the predicate B.

### **The Involvement of FKIP Students in the MBKM Program**

The following variable has four indicators. The first indicator is "the campus involves students in planning the MBKM program". This indicator found 6 (13.64%) respondents felt very dissatisfied, 2 (4.55%) respondents felt dissatisfied, 10 (22.73%) respondents felt sufficient/neutral, 11 (25%) respondents felt satisfied and 15 (34.09%) respondents feeling very satisfied. The second indicator is "the campus involves students/l in implementing/implementing the MBKM program". There were 2 (4.55%) respondents who answered neutral/enough, there were 16 (36.36%) respondents who were satisfied and there were 26 (59.09%) respondents who were very satisfied.

The third indicator is "the campus involves students in implementing the monitoring and evaluation of the MBKM program". There was 1 (2.27%) respondent who felt very dissatisfied, there were 4 (9.09%) respondents who felt dissatisfied. There were 11 (25%) respondents who felt sufficient/neutral, there were 11 (25%) respondents who felt satisfied and there were 17 (38.64%) respondents who felt very satisfied. The last indicator is "the campus inclusively encourages all students to be able to join and play a role in the MBKM program". In that section, there was 1 (2.27%) respondent who were dissatisfied, there were 2 (4.55%) respondents who felt sufficient/neutral, there were 10 (22.73%) respondents who were satisfied and there were 31 (70.45%) respondents who were very satisfied.

**Tabel 3.** Index of The Involvement of FKIP Students in the MBKM Program

<b>Assessment Indicator</b>	<b>Average value</b>	<b>Index Value (%)</b>
The campus involves students in planning the MBKM program	3.614	72.27
The campus involves students in implementing/implementing the MBKM program	4.545	90.91

Assessment Indicator	Average value	Index Value (%)
The campus involves students in monitoring or evaluating the MBKM program	3.886	77.73
The campus inclusively encourages all students to be able to join and play a role in the MBKM program	4.614	92.27
<b>Satisfaction Index</b>	<b>4.165</b>	<b>83.295</b>

Based on the table above, it can be concluded that the student involvement variable in the MBKM program gets an average value of 4,165 with a percentage of 83,295. This value is included in the satisfactory category and gets the B predicate.

### **The suitability of the MBKM Program with the Needs of FKIP Students**

The first indicator is "the MBKM program that is carried out according to the needs of students". There was 1 (2.27%) respondent who was very dissatisfied, there were 4 (9.09%) who felt sufficient/neutral, there were 9 (20.45%) respondents who were satisfied and there were 30 (68.18%) respondents who were very satisfied. The next indicator is "the MBKM program that is carried out utilizing existing local potential". On this indicator there were 11 (25%) respondents who felt sufficient/neutral, there were 13 (29.55%) respondents who were satisfied, there were 20 (45.45%) respondents who felt very satisfied. ". There was 1 (2.27%) respondent who was very dissatisfied, there were 2 (4.55%) respondents who were dissatisfied, there were 10 (22.73%) respondents who felt sufficient/neutral, there were 12 (27.27%) respondents who were satisfied and there were 19 (43.18%) ) respondents felt very satisfied.

**Tabel 4.** Index of The suitability of the MBKM Program with the Needs of FKIP Students

Assessment Indicator	Average value	Index Value (%)
The MBKM program is carried out according to the needs of students	4.523	90.45
The MBKM program that is implemented takes advantage of existing local potential	4.205	84.09
The MBKM program that has been implemented has helped alleviate social/environmental problems	4.045	80.91
<b>Satisfaction Index</b>	<b>4.258</b>	<b>84.153</b>

Based on the table above, it can be concluded that the MBKM program suitability variable with student needs gets an average value of 4,258 with a percentage of 84,153. This value is included in the satisfactory category with the predicate B.

### **The Sustainability of MBKM Program**

The following variable has three indicators. The first indicator is "the MBKM program that is being implemented can be developed in the future". In this indicator, 6 (13.64%) respondents felt neutral/enough, 10 (22.73%) respondents felt satisfied and 28 (63.64%) respondents felt very satisfied. The second indicator is "programs that have been running can be

continued without assistance from the campus". There were 12 (27.27%) respondents who were very dissatisfied, there were 5 (11.36%) respondents who were dissatisfied, there were 11 (25%) respondents who felt sufficient/neutral there were 5 (11.36%) respondents who were satisfied and there were 11 (25%) respondents feel very satisfied. The last indicator is "the program can continue to provide benefits (improvement of the economy/quality of human resources/quality of health/quality of the environment) in the future. On these indicators the following data were obtained: there were 2 (4.55%) respondents who felt very dissatisfied, there were 5 (11.36%) respondents who felt neutral/enough, there were 7 (15.91%) respondents who felt satisfied and there were 30 (68.18%) respondents who felt very satisfied.

**Tabel 5.** Index of The Sustainability of MBKM Program

<b>Assessment Indicator</b>	<b>Average value</b>	<b>Index Value (%)</b>
The MBKM program that is being implemented can develop in the future	4.500	90
Programs that have been running can be continued without assistance from the campus	2.955	59.09
The program can continue to provide benefits (improvement of the economy/quality of human resources/quality of health/quality of the environment) in the future	4.432	88.64
<b>Satisfaction Index</b>	<b>3.962</b>	<b>79.247</b>

Based on the table above, it can be concluded that the value of the MBKM program sustainability variable is 3,962 with a percentage of 79,247. This value is included in the Satisfying category with the predicate B.

### **The Compatibility of Plans with Implementation of Programs and Activities**

The variable "accordance of plans with the implementation of programs and activities" has four indicators. The first indicator is "the campus runs/implements the program according to the initial plan. On this indicator, there was 1 (2.27%) respondent who was very dissatisfied, there were 4 (9.09%) respondents who were dissatisfied, there were 8 (18.18%) respondents who felt neutral/enough, there were 13 (29.55%) respondents who were satisfied and there were 18 (40.91%) respondents feel very satisfied. The second indicator is "campus runs/implements activities according to activity planning". There were 8 (12.18%) respondents who answered sufficient/neutral. There were 10 (22.73%) respondents who were satisfied and there were 26 (59.09%) respondents who were very satisfied.

The third indicator is "campus runs/implements programs and activities according to the planned schedule or time". On this indicator, 1 (2.27%) of respondents felt dissatisfied, 9 (20.45%) of respondents felt sufficient/neutral, 13 (29.55%) of respondents were satisfied and 21 (47.73%) of respondents felt very satisfied. The last indicator is "the campus runs/implements assistance such as supporting tools/supporting

facilities as planned". There were 5 (11.36%) respondents who were very dissatisfied, there were 4 (9.09%) respondents who were dissatisfied, there were 11 (25%) respondents who felt sufficient/neutral, there were 10 (22.73%) respondents who were satisfied and there were 14 (31.82%) ) respondents felt very satisfied.

**Tabel 6.** Index of The Compatibility of Plans with Implementation of Programs and Activities

Assessment Indicator	Average value	Index Value (%)
The campus runs/implements the program according to the initial plan	3.977	79.55
Campus runs/implements activities in accordance with activity planning	4.409	88.18
The campus runs/implements programs and activities according to the planned schedule or time	4.227	84.55
Campus runs/implements assistance such as supporting tools/supporting facilities as planned	3.454	70.91
<b>Satisfaction Index</b>	<b>4.040</b>	<b>80.794</b>

Based on the table above, it can be seen that the variable "accordance of plans with the implementation of programs and activities" gets an average value of 4,040 with a percentage of 80,794. This value is included in the Satisfying category with the predicate B.

#### **The Quality of MBKM Program Assistance**

The variable " The quality of MBKM program assistance" has nine indicators. The first indicator is "campus response in receiving complaints/input from students/I". There were 4 (9.09%) respondents who answered very dissatisfied, there were 4 (9.09%) respondents who were dissatisfied, there were 11 (25%) respondents who felt sufficient/neutral, there were 10 (22.73%) respondents who were satisfied and there were 15 (34.09%) ) respondents felt very satisfied.

The second indicator is "campus readiness in facing or responding to problems that arise from the MBKM program". There were 3 (6.82%) respondents who were very dissatisfied, there was 1 (2.27%) respondent who was dissatisfied, there were 11 (25%) respondents who felt sufficient/neutral, there were 13 (29.55%) respondents who were satisfied and there were 16 (36.36%) respondents felt very satisfied. The third indicator is "fairness in providing opportunities and getting equal treatment between one student and another". There were 8 (18.18%) respondents who felt sufficient/neutral, there were 7 (15.91%) respondents who were satisfied and there were 29 (65.91%) respondents who were very satisfied.

The fourth indicator is "the campus assigns responsible lecturers/program implementers". On these indicators the following data were obtained: there were 2 (4.55%) respondents who were dissatisfied, there were 3 (6.82%) respondents who felt sufficient/neutral, there were 9 (20.45%) respondents who were satisfied and there were 30 (68.18%) respondents who felt very satisfied. The fifth indicator is "the campus assigns lecturers/program implementers who are able to facilitate students



during the program". There were 1 (2.27%) respondents who felt very dissatisfied, there were 1 (2.27%) respondents who felt very dissatisfied, there were 8 (18.18%) respondents who felt sufficient/neutral, there were 15 (34.09%) respondents who were satisfied and there were 19 (43.18 %) respondents felt very satisfied.

The sixth indicator is "the campus assigns communicative lecturers/program implementers". There were 2 (4.55%) respondents who were very dissatisfied, there were 2 (4.55%) respondents who were dissatisfied, there were 8 (18.18%) respondents who felt sufficient/neutral, there were 11 (25%) who were satisfied and there were 21 (47.73%) respondents feel very satisfied. The next indicator is "the campus assigns lecturers/program implementers who are able to establish good relations with students and the surrounding community". There were 1 (2.27%) respondents who were very dissatisfied, there were 3 (6.82%) respondents who were dissatisfied, 5 (11.36%) respondents who were moderate/neutral, there were 10 (22.73%) respondents who were satisfied and there were 25 (56.82%) respondents feeling very satisfied.

The eighth indicator is "the campus assigns lecturers/program implementers who are able to provide new things/stimulate innovation in program implementation". There was 1 (2.27%) respondent who was very dissatisfied, there were 4 (9.09%) respondents who were dissatisfied, there were 10 (22.73%) respondents who felt sufficient/neutral, there were 9 (20.45%) respondents who were satisfied and there were 20 (45.45%) ) respondents felt very satisfied. The last indicator is "the campus assigns lecturers/program implementers who are polite, courteous and acceptable to both students and the community". There were 1 (2.27%) respondents who were very dissatisfied, there were 5 (11.36%) respondents who felt sufficient/neutral, there were 10 (22.73%) respondents who were satisfied and there were 28 (63.64%) respondents who were very satisfied.

**Table 7.** Index of The Quality of MBKM Program Assistance

<b>Assessment Indicator</b>	<b>Average value</b>	<b>Index Value (%)</b>
Campus response in receiving complaints/input from students	3.636	72.73
Campus readiness in facing or responding to problems that arise from the MBKM Program	3.864	72.27
Fairness in providing opportunities and getting equal treatment between one student and another	4.477	89.55
The campus assigns responsible lecturers/program implementers	4.523	90.45
The campus assigns lecturers/program implementers who are able to facilitate students during the program	4.136	82.73
The campus assigns lecturers/program implementers who are communicative	4.068	81.36
The campus assigns lecturers/program implementers who are able to establish good relations with students and the surrounding community	4.250	85
The campus assigns lecturers/program implementers who are able to provide new things/stimulate innovation in	3.977	79.55

Assessment Indicator	Average value	Index Value (%)
program implementation		
The campus assigns lecturers/program implementers who are polite, courteous, and acceptable to both students and the public	4.455	89.09
<b>Satisfaction Index</b>	<b>4.154</b>	<b>83.080</b>

Based on the table above, information is obtained that the variable quality of the MBKM assistance program at FKIP gets an average value of 4,154 with a percentage of 83,080. This value is included in the Satisfying category with the predicate B.

### The Financing of MBKM Program

The following variable has two indicators. The first indicator is "the campus provides funding according to the needs in running the MBKM program. There were 3 (6.82%) respondents who said they were very dissatisfied. There were 2 (4.55%) respondents feeling dissatisfied. There were 14 (31.82%) respondents who felt sufficient/neutral. There were 8 (18.18%) respondents who were satisfied and there were 17 (38.64%) respondents who were very satisfied. The second indicator is "the management of the MBKM program budget is carried out in a transparent and open manner". There were 2 (4.55%) respondents who said they were very dissatisfied, there were 3 (6.82%) respondents who said they were not satisfied, there were 14 (31.82%) respondents who felt sufficient/neutral, there were 7 (15.91) respondents who felt satisfied and there were 18 (40.91) respondents feel very satisfied.

**Tabel 8.** Index of The Financing of MBKM Program

Assessment Indicator	Average value	Index Value (%)
The campus provides funding according to the needs of running the MBKM program	3.773	75.45
MBKM program budget management is carried out in a transparent and open manner	3.818	76.36
<b>Satisfaction Index</b>	<b>3.796</b>	<b>75.91</b>

Based on the table above, it can be concluded that the MBKM program financing variable gets an average value of 3,796 with a percentage of 75.91. This value is included in the Satisfying category with the predicate B.

### The MBKM Program Development

The first indicator is "the campus helps/facilitates students/I in developing relationships/relationships with other parties that can support the development of the MBKM program". There were 4 (9.09%) respondents who felt dissatisfied, there were 8 (18.18%) respondents who felt sufficient/neutral, there were 9 (20.45%) respondents who felt satisfied and there were 23 (52.27%) respondents who felt very satisfied. The second indicator is "the campus in carrying out the MBKM program encourages innovation". There were 2 (4.55%) respondents who felt

dissatisfied, there were 3 (6.82%) respondents who felt sufficient/neutral, there were 10 (22.73%) respondents who felt satisfied and there were 29 (65.91%) respondents who felt very satisfied. The last indicator is "the campus encourages good management of institutions/groups". On this indicator, information was obtained that 3 (6.82%) respondents felt very dissatisfied, 1 (2.27%) respondents felt dissatisfied, 5 (11.36%) respondents felt sufficient/neutral, 12 (27.27%) respondents felt satisfied and 23 (52.27%) ) respondents feel very satisfied.

**Tabel 9.** Index of The MBKM Program Development

<b>Assessment Indicator</b>	<b>Average value</b>	<b>Index Value (%)</b>
The campus helps/facilitates students/I in developing relationships/relationships with other parties that can support the development of the MBKM program	4.159	83.18
The campus in carrying out the MBKM program encourages innovation	4.500	90
The campus encourages good institutional/group management	4.159	83.18
<b>Satisfaction Index</b>	<b>4.273</b>	<b>85.453</b>

Based on the table above, it can be concluded that the MBKM program development variable gets an average value of 4,273 with a percentage of 85,453. This value is included in the satisfactory category with the predicate B.

### **The Security of MBKM Program Implementation**

The following variable has three indicators. The first indicator is "the campus pays attention to environmental safety aspects of the MBKM program". On this indicator there were 7 (15.91%) respondents who were very dissatisfied, there were 2 (4.55%) respondents who were dissatisfied, there were 8 (18.18%) respondents who felt sufficient/neutral, there were 10 (22.73%) respondents who were satisfied and there were 17 (34.64%) respondents felt very satisfied.

The second variable is "students/I do not feel pressured or get disturbed from other parties (certain groups) while undergoing the MBKM program". There were 5 (11.36%) respondents who were very dissatisfied, there were 1 (2.27%) respondents who were dissatisfied, there were 14 (31.82%) respondents who felt sufficient/neutral, there were 6 (13.64%) respondents who were satisfied and there were 18 (40.91%) ) respondents felt very satisfied. The last indicator is "the MBKM program does not cause conflict between students". There were 4 (9.09%) respondents who were very dissatisfied, there were 2 (4.55%) respondents who were dissatisfied, there were 6 (13.64%) respondents who felt sufficient/neutral, there were 8 (18.18%) respondents who were satisfied and there were 24 (54.55%) ) respondents felt very satisfied.

**Tabel 10.** Index of The Security of MBKM Program Implementation

<b>Assessment Indicator</b>	<b>Average value</b>	<b>Index Value (%)</b>
The campus pays attention to the environmental safety aspects of the MBKM program	3.636	72.73
Students/I do not feel pressured or get disturbed from other parties (certain groups) while undergoing the MBKM program	3.705	74.09
The MBKM program does not cause conflict between students	4.045	80.91
<b>Satisfaction Index</b>	<b>3.795</b>	<b>75.907</b>

Based on the table above, it can be concluded that the security variable for implementing the MBKM program gets an average value of 3,795 with a percentage of 75,907. This value is included in the Satisfactory category and gets the B predicate.

**Tabel 11.** The Five Highest Rated Indicators

<b>Assessment Indicator</b>	<b>Average value</b>	<b>Index Value (%)</b>
The MBKM program that is run provides direct benefits to students	4.614	92.28
The campus inclusively encourages students to be able to join or play a role in the MBKM program	4.614	92.28
The campus involves students in implementing/implementing MBKM	4.545	90.9
The MBKM program is carried out according to the needs of students	4.523	90.46
The campus assigns responsible lecturers/program implementers	4.523	90.46

Based on the table above, it can be seen that several aspects of FKIP UNTAN's performance can be maintained in implementing the MBKM program. One of the indicators that has the highest score is "the MBKM program that is implemented directly benefits students". Students as beneficiaries feel satisfied with the MBKM program because it can improve soft skills, especially related to teaching practice.

**Tabel 12.** The Five Lowest Rated Indicators

<b>Assessment Indicator</b>	<b>Average value</b>	<b>Index Value (%)</b>
Campus response in receiving complaints/input from students	3.636	72.72
The campus pays attention to security aspects in the program environment	3.636	72.72
The campus involves students in program planning	3.614	72.28
The campus runs/implements assistance such as production equipment/supporting facilities as planned	3.545	70.9
Programs that have been running can be continued without assistance from the campus	2.955	59.1

Based on the table above, it can be seen that several indicators have quite low index values. One of the indicators that must be improved is "programs that have been running can be continued without assistance from the campus". This indicator gets a score of 2,955 with a percentage of 59.1, so it can be concluded that student involvement in the MBKM program is limited to campus project activities. Students have doubts that the same program can be carried out by those concerned if they do not get support or assistance from the campus, especially regarding funding.

## DISCUSSION

This research was able to prove that student satisfaction with the implementation of the MBKM program has a strong correlation with the impact of the MBKM program on students as beneficiaries. One of the indicators measured regarding the suitability of the MBKM program with student needs has a high index value of 4,523 or 90.46%. The current needs of students are a mechanism for improving hard skills and soft skills. The MBKM program is able to become a space for the improvement of these two things (Andayani et al., 2022) (Kusumaningrum et al., 2022), or needs related to entrepreneurial skills to respond to the challenges of today's modern world (Sudapet et al., 2023).

In addition, the MBKM program also provides direct benefits to students. This indicator gets a value of 4,614 or 92.28%. Teaching Campus activities can increase students' interest in becoming teachers (Fajaria & Nurhasanah, 2022), so that the need for jobs in accordance with the availability of graduates (Yulianto et al., 2022).

The indicator on "The campus involves students in implementing/implementing MBKM" is proven to be a form of institutional model implementation involving students as internal stakeholders in the MBKM program (Defrizal et al., 2022). Therefore it can be seen that student involvement in the implementation of the MBKM program is one of the key factors that determine student satisfaction and the program's impact on students.

**Tabel 13.** FKIP Student Satisfaction Index for MBKM Program

No	Variabel	Nilai rata-rata	Nilai Ideks	Simbol
1	FKIP's commitment to the MBKM program	4.455	89.093	B
2	The Involvement of FKIP Students in the MBKM Program	4.165	83.295	B
3	The suitability of the MBKM Program with the Needs of FKIP Students	4.258	84.153	B
4	The Sustainability of MBKM Program	3.962	79.247	B
5	The Compatibility of Plans with Implementation of Programs and Activities	4.040	80.794	B
6	The Quality of MBKM Program Assistance	4.154	83.080	B
7	The Financing of MBKM Program	3.796	75.91	B
8	The MBKM Program Development	4.273	85.453	B
9	The Security of MBKM Program Implementation	3.795	75.907	B
	<b>Satisfaction Index</b>	<b>4.100</b>	<b>81.992</b>	<b>B</b>

Based on the table above, it can be concluded as a whole that the implementation of the MBKM program at the Teaching and Education Faculty is included in the satisfactory category with a B predicate. The student satisfaction score is 4,100 with a percentage of 81,992. Students as beneficiaries are of the opinion that the MBKM program has an impact on lecture activities as indicated by satisfaction with program planning, implementation and monitoring. The variable with the highest score was obtained by the variable "FKIP's commitment to the MBKM program" with an average value of 4,455 and a percentage of 89,093. The lowest variable is "security in implementing the MBKM program" with a value of 3,795 and a percentage of 75,907. Even so, these variables are still included in the Satisfying category with the predicate B.

## CONCLUSION

Merdeka Belajar Kampus Merdeka is one of the government policy products implemented in higher education. Universitas Tanjungpura as part of the Ministry of Education, Culture, Research and Higher Education is seriously implementing this program, although in practice several obstacles and problems were found. As a policy product, it is necessary to measure the policy to determine the level of success, and the Satisfaction Index is one method of measuring success evaluation. Students as beneficiaries were satisfied with the implementation of the program, this was proven by the score obtained, namely 4,100/5,000 or 81.9%. This value is included in category B with the predicate good/satisfied.

There are several things that are the main priorities for developing MBKM implementation so that it can have a significant impact and increase student satisfaction as beneficiaries, including 1) ensuring continuity after MBKM, 2) MBKM budgeting and 3) security of MBKM implementation. This study has limitations, one of which is related to measuring social, economic and environmental impacts. Therefore, the author provides advice to other researchers to conduct studies related to social, economic and environmental impacts using the Social Return on Investment approach as an instrument for evaluating program success.

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