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The Influence of Idependent Learning and Independent Campus Program on Students Quality Improvement

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Abstract

The implementation of the MBKM (Independent Learning and Independent Campus)program in universities needs to be evaluated so that its impact on students and universities can be known. The purpose of this study was to determine the effect of MBKM (Independent Learning and Independent Campus)on improving the quality of students at Gunung Rinjani University. The research method applied was the causal associative method with a quantitative approach. The population in this study were 273 Gunung Rinjani University students. The research sample was 40 people who participated in the MBKM (Independent Learning and Independent Campus) program with the Purposive sampling technique. The data collection technique used a questionnaire via Google Form and documentation. Data analysis through the stages of classical assumption testing, simple linear regression testing and hypothesis testing with the heled of SPSS. The results of the study obtained a variable regression coefficient of 1.249, which means that the MBKM (Independent Learning and Independent Campus)Program variable has a positive and significant effect on improving the quality of Gunung Rinjani University students. The results of the t-test obtained a significant value for the MBKM (Independent Learning and Independent Campus)Program variable

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(X) of 0.00, where this value was smaller than the probability value determined by the researcher of 0.05, while the calculated t value obtained was 6.850> from the t-table value of 2.021, so it can be concluded that the MBKM (Independent Learning and Independent Campus)Program variable has a positive and significant effect on improving the quality of students at Gunung Rinjani University.

Keywords: MBKM (Independent Learning and Independent Campus) Program; Improvement; Students Quality

INTRODUCTION

Students of Gunung Rinjani University actively participate in the MBKM (Independent Learning and Independent Campus) Program initiated by the Minister of Education Nadim Makarim as Ministr of education of indonesia In order to found out the impact, an evaluated in the form of research is needed. In this study, the aim was to determined the effect of MBKM (Independent Learning and Independent Campus)activities on improved the quality of Gunung Rinjani University students. Research conducted by previous researchers has focused a lot on student perceptions of MBKM. (Independent Learning and Independent Campus)Meanwhile, this study tried to looked at the impact of the implementation of the MBKM (Independent Learning and Independent Campus)program on improved the quality of students. It was important to do this in order to found out whether the MBKM (Independent Learning Independent Campus) program has a positive impact on the students who runed it.

Students who participated in MBKM (Independent Learning and Independent Campus) policies such as the teaching campus Program have the responsibility to helped schools in various aspects, including the learning process, technology adaptation, and administration (Kusumawardani et al., 2024). In addition, they were also responsible for improving student character and increased their interested in learning during the assignment period. This program was one of the government's leading initiatives to address challenges in the world of higher education today, such as workforce absorption and the relevance of graduates to industry. Law Number 12 of 2012 concerning Higher Education in Article 13 paragraph (1) positions students as free people who have awareness and independence in developed their potential in higher education to become intellectuals,

scientists, practitioners, or professionals (Kusumawardani et al., 2024). The demands of the present and future were to improved the quality of the intellectual and moral abilities of the Indonesian people. The hope was that it could strengthen Indonesia's position as a dignified nation in the midst of the global community (Endarwati et al., 2016). The Ministry of Education and Culture of the Republic of Indonesia has implemented character building at all levels of education, including in higher education (Susilawati, 2021).

In this context, the MBKM (Independent Learning and Independent Campus) policy with the fourth IKU (main criteria index) provided students with the opportunity to studied outside their campus program, students have the opportunity to developed competencies in the form of hard skills and soft skills needed in the industrial world, while opening up the classroom into a digital space as an additional learning medium (Rodiyah, 2021). Through this policy, students have the opportunity to master various fields thatcould strengthen their expertise by choosed courses that were relevant to the achievements of their studied program (Deni Sopiansyah, 2022). The industrial development factor emphasized by the MBKM (Independent Learning and Independent Campus) policy highlights that recognition of learning outside the study program through credit transfered was the government's effort to produce skilled workers to met the demands of the business and industrial world (Kodrat, 2021). The argument supported by (Rodiyah, 2021) regarding learning without spatial boundaries, as well as (Kodrat, 2021) idea of efforts to produce skilled workers, highlights the used of digital space in improved English language competency, which was currently a mandatory competency for industrial world players.

Education reform must be supported by policies that can be used as a legal basis for the development of the education system. Therefore, education reform must be in the form of a curriculum design that offers integration between knowledge and skills. This fact encourages educational institutions to innovated in adjusted the curriculum and learning process (Kamalia & Andriansyah, 2021). One of the MBKM Independent Learning and Independent Campus learning program policies implemented by universities such as Teaching Campus, Independent Student Exchange, Thematic KKN (Community Service Program Independent Entrepreneurship), MSIB (Certified Internship and Independent Study Program), Humanitarian Projects. and additional programs issued by the government are IISMA (Indonesia International Student Mobility Awanrds).

METHODS

The type of research used by the researcher was quantitative research with a causal associative approach. Causal associative research was research that functions to identified the causal relationship between one variable and another variable (Sugiyono, 2021). The population in this study were all 8th semester students of Gunung Rinjani University from six faculties, namely the Faculty of Law, Faculty of Economics, Faculty of Fisheries, Faculty of Agriculture, Faculty of Teacher Training and Education and Faculty of Engineering totaling 273 students. The sampling technique used in this study was purposive sampling (determined intentionally), with a sample of 40 students who participated in the MBKM (Independent Learning and Independent Campus) activity. The data collection technique used in the study was distributed questionnaires Via Google Form, and documentation.

In this study, the questionnaire was distributed Via Google Form. The questionnaire is arranged in the form of a grid, and the grid is arranged in the form of a statement. Each statement has four alternative answers with a Likert scale, namely: Strongly Agree (SS) = 4; Agree (S) = 3; Disagree (TS) = 2; and Strongly Disagree (STS) = 1

The data analysis technique used by the researcher was, first by calculated the correlation coefficient which aims to determine the level of influence of the MBKM (Independent Learning and Independent Campus) program in improved the quality of students who have participated in various MBKM (Independent Learning and Independent Campus) programs. To obtain accurate and accountable data results in this study, the data analysis used by the researcher was; Classical Assumption Test, Simple Linear Regression Test, Hypothesis Test with SPSS tools.

RESULTS

1. Classical Assumption Test

a. Normality Test

The normality test is carried out used the Kolmogrov-smirnov statistical technique. The normality test is carried out to see whether the research data is normally distributed or not. The normality test was good if the significant value was > 0.05 then the data could be said to be normal.

The results of the normality test in this study are stated in the followed table:

Table 1. Data Normality Test Results

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		40
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	4.25496857
Most Extreme Differences	Absolute	.099
	Positive	.091
	Negative	-.099
Test Statistic		.099
Asymp. Sig. (2-tailed)		.200[c,d]

Source: Data processed using SPSS 2023

Based on the results of the normality test used the Kolomogrov Smirnov method, the significance results of the normality test were 0.200, where the results were greater than the significance level of 0.05, so it can be concluded that the normality test in this study was normally distributed.

b. Multicollinearity Test

The multicollinearity test method was by looked at the Tolerance and Inflation (VIF) values in the regression model, if the VIF value was less than 10 and the Tolerance value was more than 0.1, it can be concluded that a regression model was free from multicollinearity.

The results of the multicollinearity test in this study are stated in the followed table:

Table 2. Multicollinearity Test Results

Coefficients[a]								
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	15.687	6.795		2.309	.026		
	X	1.249	.182	.743	6.850	.000	1.000	1.000
a. Dependent Variable: y								

Source: Data processed using SPSS 2023

Based on the output Coefficients and the calculation results in the multicollinearity test results table, the independent variable shows that the VIF value = 1 where the value was less than 10. So it can be concluded that it was free from multicollinearity.

c. Heteroscedasticity Test

This heteroscedasticity test aimed to test whether in the regression there was inequality of variance and residual from one observation to another. If the Variance and Residual from one observation to another observation remain, then it is called homoscedastic and if it was different it is called heteroscedasticity or there was no heteroscedasticity. The results of the heteroscedasticity test in this study are stated in the followed table:

Table 3. Heteroscedasticity Test Results

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constanta)	3.176	4.663		.681	.500
	X	-.003	.125	-.004	-.026	.979

Source: Data processed by researchers

From the results of the heteroscedasticity test used the gleser test, the significance result of the independent variable or variable X was 0.979 above the standard significance value of 0.05. So it can be concluded that there was no heteroscedasticity problem.

d. Autocorrelation Test

The autocorrelation test aims to test whether in the linear regression model therewas a correlation between the disturbing errors in the previous t-1 period. If there was a correlation, then it is called an autocorrelation problem. To detected autocorrelation in this study, the following Durbin Watson (DW) test is used:

Tabel 4. Autocorrelation Test Results

Model Summary[b]					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.743[a]	.553	.541	4.311	2.504

Based on the results of the autocorrelation test table above, itwas known that the DW value was 2.504, then compared with the significance table value of 5% (0.05) with a sample size of 40 and the number of independent variables 1 (K = 1) = 1.544, this result is obtained from the dU value in the r table. The DW valuewas greater than the dU limit and less than (4-dU) = 4-1.544 = 2.456. So it can be concluded that there was no autocorrelation.

2. Simple Regression Analysis

Simple regression analysis was an approach method for modeling the relationship between a dependent variable and one independent variable. Simple regression analysis is used to found the influence between the independent (X) and dependent (Y) variables. The analysis was carried out used SPSS version 25 for windows. The data from the simple regression calculation analysis were as followed:

Table 5. Simple Regression Analysis Results

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	15.687	6.795		2.309	.026
	Program MBKM	1.249	.182	.743	6.850	.000

Source: Data Processing Results from SPSS Version 26

Based on the output in table 5 above, it is obtained:

Y = 15.687 + 1.249 X

Referring to the results of the regression equation above, the results of the analysis of the independent variables on the dependent variables were as followed:

a. The value of the constant, namely: 15.687, showed that without the MBKM (Independent Learning and Independent Campus) Program (X) it would affect the improvement of student quality (Y) at Gunung Rinjani University.
b. The regression equation test above showed the results for the regression coefficient value of 1.249, which means that the MBKM (Independent Learning and Independent Campus)Program variable was able to provided a significant influence on improved the quality of Gunung Rinjani University students.

From the results of the regression equation above, it can be concluded that the MBKM (Independent Learning and Independent Campus)Program variable has a significant effect on the quality of Gunung Rinjani University students.

3. t-Test (Partial)

The t-test was an analysis to determine the significance of the regression coefficient while tested the proposed hypothesis. The t-test is used to test the significance of the relationship between variable X and variable Y. In order for the regression results obtained to explain the relationship, the regression results will be tested used the t-test with a confidence level of 0.05 (5%). A variable was said to have an effect when the significance value obtained was less than 5% (<0.05). The results of the t-test in the regression equation were as followed:

Table 6. t-Test Results

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	15.687	6.795		2.309	.026
	Program MBKM	1.249	.182	.743	6.850	.000

a Dependent Variable: Student Quality

Based on the results of the t-test in the table above, a significant value was obtained for the MBKM Independent Learning and Independent Campus Program variable (X) of 0.00 where this value was smaller than the probability value determined by the researcher of 0.05, while the calculated t value was obtained at 6.850> from the t-table value of 2.021, so it can be concluded that the MBKM Program variable in the t-test has a positive and significant effect on Improving the Quality of Students at Gunung Rinjani University. Therefore, it can be concluded that the hypothesis proposed in this study is stated as "accepted".

DISCUSSION

The discussion in this study aims to analyze the influence of the MBKM (Independent Learning and Independent Campus)Program on Improved the Quality of Students at Gunung Rinjani University, from the results of the study it was obtained that the MBKM (Independent Learning and Independent Campus)Program had a significant

effect on Student Quality. The results of calculations through data analysis showed that the MBKM Independent Learning and Independent Campus Program had an influence on Student Quality. Partially, the results of the test (t) showed that the MBKM Independent Learning and Independent Campus Program had a significant effect on improved Student Quality. Based on the results of the research analysis, the variable regression coefficient was obtained of 1.249, which means that the MBKM (Independent Learning and Independent Campus)Program variable has an effect on Improved the Quality of Gunung Rinjani University students, and partial testing (t) obtained a result of 0.00 <0.05. This showed that the MBKM (Independent Learning and Independent Campus) Program has a significant effect on efforts to improved the Quality of Gunung Rinjani University Students.

The results of this study are in line with research conducted by (Anggraini, et, 2022) which concluded that Based on the results of a survey analysis of 224 respondents, FEB UAI students who interacted directly with inbound students, a positive impact was found on student quality. The biggest impact was seen in increased tolerance of diversity and accepted differences. In addition, FEB UAI students also felt an increased in their communication and collaboration skills. Likewise, research conducted by (Wulandari et al., 2022) where the results of this study showed that the implementation of the MBKM (Independent Learning and Independent Campus) program can help prepared students for post-campus and brought enormous benefits in developed competencies/skills as a provision for work.

These results are also in line with research conducted by (Kusumaningrum et al., 2022), where the results of their research showed that the MBKM (Independent Learning and Independent Campus) program can improved students' abilities in used technology, writing and research skills, abilities in used foreign languages, abilities in teaching, abilities in operated various electronic devices, and abilities in used various software. Another study conducted by (Wirianata, 2022) where the results showed that 40% of accounted students at Tarumanagara University who took MBKM (Independent Learning and Independent Campus)stated that they had received a sufficient increased in soft skills; as many as 37.5% of accounted students stated that they had received an increase in soft skills at a good level; as many as 7.5% of students stated that they had received an increased in soft skills at a very good level; as many as 7.5% of accounting students stated that they did not receive any improvement in soft skills; while the remaining 7.5% of students stated that there was an improvement in soft skills but it was inadequate

CONCLUSION

Based on the results of data analysis and discussion that have been described in the previous chapter regarding the Effect of the MBKM (Independent Learning Independent Campus) Program on Improving the Quality of Students at Gunung Rinjani University. The final result can be concluded that the implementation of the MBKM (Independent Learning Independent Campus)Program has a positive and significant impact on improved the quality of Gunung Rinjani University Students. This means that the variable regression coefficient was 1.249, which means that the MBKM (Independent Learning Independent Campus)Program variable has a positive and significant effect on improved the quality of Gunung Rinjani University Students. Partial testing (t) obtained a result of 0.00 <0.05. This showed that the MBKM (Independent Learning Independent Campus)Program has a real effect in efforts to improved the quality of learning among students at Gunung Rinjani University. The results of the regression equation test obtained a significant value for the MBKM (Independent Learning Independent Campus) Program (x) of 0.00 where this value was smaller than the specified probability value of 0.05, while the calculated t value obtained was 6.850 where this calculated t value was greater than the t table value of 2.021 so that it can be concluded that the MBKM (Independent Learning Independent Campus)Program variable in the t test has a positive and significant effect on Improved the Quality of Gunung Rinjani University students.

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