Article

The Implementation of Independent Learning Independent Campus: The New Paradigm of Education in Indonesia

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Abstract: Independent Learning Independent Campus (MBKM) is a program to develop an educational ecosystem that is in harmony with learning in higher education and the needs of industry. The limited link and match between universities and the business and industrial world in Indonesia are obstacles in realizing Indonesia as a developed country in the Industrial Revolution 4.0 era. The purpose of this study is to analyze the impact of the Independent Learning Independent Campus (MBKM) program on improving the performance of Ibn Khaldun University Bogor. The method used in this study is descriptive statistics with quantitative analysis. The sample that participated in this study consisted of all active students, lecturers, and administration staff. The research data was obtained through distribution to 6100 students, 233 lecturers, and 150 education staff. The research stages include socializing the understanding of MBKM, filling out the survey, calculating the distribution of respondents' filling, and concluding the assessment category using the weighted mean score (WMS) method. Based on the result, the implementation of MBKM in University of Ibn Khaldun Bogor based on all indicators can conclude that MBKM improve the performance of Ibn Khaldun Bogor University in the good category with an average percentage assessment criteria above 75%

Keywords: independent learning independent campus; educational ecosystem; link and match; industrial revolution 4.0

1. Introduction

Facing social, cultural, a world of work and rapid technological advances changes, student competencies must be prepared, therefore universities are required to design and implement innovative learning processes so that learning outcomes that include aspects of attitudes, knowledge, and skills can be realized optimally. Link and match not only with the world of industry and the world of work but also with highly volatile changes. The Independent Learning Policy independent Campus (MBKM) is one of the government programs designed to answer the challenges faced. An Independent Campus

is a form of learning in higher education that is autonomous, flexible, with an innovative, unrestrictive learning culture, and following student needs.

According to the Minister of Education and Culture Regulation Number 3, 2020, MBKM has three main programs, namely facilitating the opening of new study programs, changing the higher education accreditation system, facilitating state universities to become state universities with legal entities, and the right to study for three semesters outside the study program. The three semesters are in the form of 1 semester of opportunity to take courses outside the study program and 2 semesters of carrying out learning activities outside of a college or on-campus life. Various learning activities on campus life can be in the form of internships/work practices in the industry or other workplaces, carrying out community service projects in villages, teaching in educational units, participating in student exchanges, conducting research, conducting entrepreneurial activities, making independent studies/projects, and participate in the humanitarian program. The activities carried out were carried out with the guidance of the lecturer [1].

MBKM provides challenges and opportunities for the development of innovation, creativity, capacity, personality, and student needs, as well as developing independent knowledge and decision making on various problems encountered in social interaction, collaboration, self-management, performance demands, targets, and achievements hard and soft skills. MBKM also aims for universities to produce graduates who are in line with the times, advances in science and technology, the demands of the business and industrial world, as well as the dynamics of society. In the long run, this program is the potential to increase students' employability and employment rates of graduates. The Minister of Education and Culture determined the key performance indicators (IKU) of the MBKM program through Decree Number 754/P/2020 as follows: 1) Graduates get decent jobs, 2) Students get off-campus experience, 3) Lecturers have activities outside the campus, 4) Practitioners teach on campus, 5) Lecturer's work is used by the community, 6) Study Program in collaboration with world-class partners, 7) Collaborative and participatory class, 8) International standard study program.

Ibn Khaldun University Bogor (UIKA Bogor) is one of the leading private campuses in Indonesia has a high commitment to improving the quality of higher education through the development of every aspect of activities that refer to the Higher Education Main Performance Indicators (KPI) that have been set by the Ministry of Education and Culture [2]. The University's response and support for the MBKM program are shown by the issuance of several Rector's Decrees as follows: 1) Rector's Decree on MBKM Learning Guidelines; 2) Rector's Decree on the Implementation of the MBKM Program in all Undergraduate Study Programs in the 2020/2021 academic year; 3) Rector's Decree regarding the Committee for the Establishment of the MBKM Academic Guidelines; 4) Rector's decree regarding the ratification of the MBKM curriculum; 5) SPMI in the implementation of MBKM (SOP); 6) MoU with strategic partners in the implementation of MBKM. The challenges in the MBKM curriculum are the creation of a collaboration between partners and other parties related to their scientific fields and participating in supporting the desired learning outcomes. There is a gap between the world of education and the world of industry. Universities' efforts in developing human resources, science, and technology have not been following the needs of an industry that is oriented towards problem-solving and innovation.

Susanti et al. [3] conducted a study about analysis of the effect of the MBKM Internship Program and Certified Independent Study (MSIB) on university performance Universitas 17 Agustus 1945 Surabaya conclude that the level of readiness of the Universitas 17 Agustus 1945 Surabaya in supporting the MBKM program is quite good with an average percentage of readiness above 50%. In measuring the impact of MBKM, it is found that the MBKM policy, Internship Program and Independent Studies greatly affect the performance of the Universitas 17 Agustus 1945 Surabaya significantly with an impact effect of 75.4%. The success of the MBKM policy implementation is largely determined by the strong cooperation between government elements, educational

institutions (universities), the community (organizations/institutions as partners for cooperation). The hope of the success of the programs set by the government and universities is to improve the quality of graduates so that they are useful for the country, nation, religion, and state [4], and also become a world-class standard university [5]

However, as this policy is relatively new; and therefore, its implementation is still in scarcity, it could have been mistakenly addressed in HEIs. In addition, this policy is perhaps skeptically responded to by some educators as it is not an uncommon thing in Indonesia that every change in the Minister of Education and Culture results in curriculum change as well. Therefore, while some universities have responded positively and started making actions regarding the policy, others are still debating, waiting for other universities to take action regarding the new policy. It is important and interesting to study whether the MBKM program has been implemented in universities and whether the implementation of MBKM in universities has had an impact on improving the performance of universities. This is the purpose of this research, especially at the University of Ibn Khaldun Bogor.

2. Literature Review

2.1. 1 *Philosophical Theory*

The MBKM program has a strong foundation both philosophically, juridically, and theoretically. Philosophically, MBKM activities are liberating learning activities. Learners as subjects as well as objects of education are figures who are in the 'education process' throughout their lives. Through the education process, students should have autonomy within themselves, be free from various pressures and have full awareness so that they can develop their potential. The concept of free learning is philosophically in line with educational democracy initiated by Freire [6]. Education liberates students in determining the choice of learning experiences to achieve wholeness in achieving the ideal human level (humanist) by providing a choice of good learning experiences to develop the potentials of students [6]. Learning experiences that have been selected and proven to be able to optimize the potential of participants are certainly the best choice as part of learning resources. The interaction of students with various sources in a dynamic process leads students "to be" (on becoming). The purpose of adult education is to help them to learn, not to teach them all you know and thus stop them from learning [7].

Ki Hajar Dewantara as the father of Indonesian Education has also provided an educational foundation centered on the among and tri-center systems of education which provide freedom of thought for students to develop creativity based on character education, such as religious values, discipline, honesty, and responsibility [8]. The concept of education by Ki Hajar Dewantara, defines education as a process of developing character (spirituality), reason (intellectual), and physical learners. Three components that must be developed through education are character (affective), mind (cognitive), and physical (psychomotor) which are in harmony with the lives of the local community. This concept is known as the Taman Siswa Education Pancadarma which was compiled in 1947 as a strong foundation to educate the nation's life. Pancadarma principles are the core of character education in Indonesia which includes the following principles: 1). The principle of independence. The essence of independence is not merely individual freedom from rule and power but the ability to be independent and not dependent on the help of others. 2). The principle of nature. The purpose of education is to fulfill physical and spiritual needs following human nature. 3) Cultural Principles. Education is the result of cultural development that originates from the nobility of mind and the development of human thought. The presence of technology in human life is a form of education as a cultural principle. Ki Hajar Dewantoro stated that cultural progress cannot be separated from the "trikon" principle, namely: continuity, convergence, and concentricity. 4). The principle of nationality. The function of the principle of nationality is to unite cultural diversity into a single nation. Education instills a sense of nationalism in children for the love of the nation, a sense of fate, and strengthens the solidarity and integrity of the nation. 5).

Humanity principles. The principle of humanity provides a clear measure that in the life of the nation, the community must convey messages of peace, love, cooperation, and the principle of justice. Violence cannot be justified for any reason. Religion takes on a role as an educational foundation to incorporate human values into students so that children can resolve problems and conflicts wisely [8].

The MBKM program is one of the implementations of the principle of independence and freedom of the concept of Pancadarma Taman Siswa, a very relevant concept developed in the education system in Indonesia. Various previous studies as conducted by Pelu [8] examine the concept of Pancadarma Taman Siswa as the philosophical thought of Ki Hajar Dewantara (KHD). This study concludes that The principle of Ki Hajar Dewantara's student park consists of a humanist aspect and a religious aspect. The humanist aspect includes the principles of independence by paying attention to individual potential and interests, the principle of God's will, the principle of culture, the principle of nationality, and humanity are categorized as humanist education. While the religious aspect is reflected in the construction of Humans who believe and fear God Almighty, are independent, have a noble character, are intelligent, intelligent, skilled, and are physically and mentally healthy. These two aspects are aimed at producing ideal human beings for the nation who are physically and mentally fit mentally healthy and also have intellectual, emotional, and spiritual intelligence [9]. The character education model has been applied by teachers in almost all classes in various activities including instilling discipline, social care, increasing tolerance, respect for achievement, democratic and communicative attitudes that are delivered in the form of advice and examples in behavior [10]. Another study that examines the implementation of Ki Hajar Dewantara's principles in education in the COVID-19 pandemic concludes that the concept of Pancadarma Taman Siswa as a character education contributes to the policy-making of character education strengthening during the learning from home online [11]. It is necessary to socialize the concepts of culture-based education and learning of Ki Hadjar Dewantara (KHD) in Tamansiswa, to recognize the importance of KHD ideas as a contribution to the development of education in Indonesia in global interdependence in all aspects of human life, in the security, economics, politics, socio-culture, and especially in the education of a nation [12].

2.2. Theoretical Foundation

Learning is a process or effort made to acquire knowledge, values that can be developed for life skills, both soft skills and hard skills. Learning is an enduring change in behavior, or in the capacity to behave in a given fashion, which results from practice or other forms of experience [13]. There are three learning criteria, namely learning involves change, learning endures over time and learning occurs through experience. People learn when they become able to do things differently, persist over time, and involve acquiring and modifying knowledge, skills, strategies, beliefs, attitudes, and behaviors [13].

Learning can be defined functionally and mechanistically. Functionally, learning is a change in behavior resulting from experience. Mechanistically, learning is a change in the organism resulting from experience [14]. Houwer and Moors [14] define learning as ontogenetic adaptation, namely as a change in the behavior of an organism resulting from regularities in the organism's environment. Learning will change individual behavior. The individual behavior will differ between before and after learning due to new experiences, having intelligence/knowledge after learning, and practicing activities.

The ideal learning activity is one that meaningful learning so that the ongoing learning process can optimize the potential of students. Meaningful learning also means learning activities carried out without coercion, without violence, and without threats. students enjoy the learning process that takes place because it is following their interests and talents. Mystakidis [15] (2021) defined Deep meaningful learning as higher-order thinking by involving active intellectuals in constructing meaning through pattern recognition and concept association. These include inquiry, critical thinking, creative thinking, problem-solving, and metacognitive skills.

Several learning theories that provide independent learning are (1) Experimental Learning [16,17]. This theory is based on the active process of students to learn information by exploration and discovery. The process that takes place using various learning resources will encourage students to do various ways according to their passion. Research about building an experiential learning model for project management courses shows that models provide a more valuable learning experience from the course as a bridge between business and academia [16]. 2) Contextual Teaching Learning is a learning theory that wants a connection between theory and practice. Students will take part in the community. The linkage of learning activities in a space can be applied in the real world. This is the basis of the link and matches in the MBKM program so that the gap of link and match between universities and the business and industrial world in Indonesia can be minimized. Contextual learning engages students in meaningful, interactive, and collaborative activities that support them in becoming self-regulated learners. The study about the implementation of contextual teaching and learning (CTL) in speaking to the first-semester student of Business Administration in Hang Tuah University concludes that it is recommended that CTL be implemented in teaching speaking [18]. 3) Transformative Learning provides opportunities for students to develop critical self-reflection to gain confidence and learning experiences so that they can find the basis of the views/thoughts of others [19]. The concept of transformative learning theory (TLT) was recommended by Tarrant [20]. This concept has great potential in building the critical framework necessary to test the appropriateness of various program aspects currently popular in study abroad [21].

Transformative learning can only be realized through reflection, active learning, and placing ourselves in an uncomfortable situation to develop our understanding of the world and ourselves. Transformative learning is achieved when there is a change in mindset as a result of an event or incident or experience [21]. The study about an investigation of experiential and transformative learning in study abroad programs was conducted by Percy [19], and Strange and Gibson [17]. 4) Learning by doing is learning that combines theory with activity, believes that students will reconstruct their thoughts and experiences when they carry out their learning activities [22]. The Learning by Doing approach motivates students to learn by stimulating their curiosity [23]. The learning by doing approach is a teaching methodology that makes use of engaging learning experiences. This approach can also have the capacity to develop critical thinking and analytical skills among learners [24].

3. Methodology

To test the impact of the Independent learning independent campus (MBKM) program on the performance of Ibn Khaldun Bogor University, the descriptive analysis method is used. The research data was obtained from the University of Ibn Khaldun Bogor. Data collection is carried out through surveys, tracing related files or documents, distributing questionnaires to 6483 respondents. The 6483 respondents include active students, lecturers, and education staff, consisting of 6100 students, 233 lecturers, and 150 education staff, and interviewed the main data sources to explore the results of tracing related files or documents and the results of distributing questionnaires, triangulation by interviews with related parties. The survey was carried out online considering the Covid-19 pandemic. The research stages are as shown in Figure 1.

Figure 1. Research Methodology

The study began with outreach to all respondents regarding the urgency of researching the impact of MBKM on the performance of UIKA Bogor. The material presented in the socialization activities included matters relating to the MBKM program and simulation of filling out questionnaires. Socialization activities are carried out on a scheduled basis consisting of 3 sessions. Socialization to students was carried out in the first session, followed by socialization to education staff in the second session and socialization to lecturers in the third session. Socialization activities are carried out virtually through the zoom application to ensure that all respondents have a good understanding of the MBKM research program and technical assistance in filling out Spada-based surveys. Descriptive statistical and Weighted Mean Score (WMS) methods are used in processing survey data.

The indicators for assessing respondents' perceptions of the impact of MBKM on performance are contained in each question as shown in table 1.

Table 1. Assessment Indicators

Assessment Indicators	The Number of Question		
	Education Sta ^f	Lecturer	Student
Respondents' Understanding of the MBKM Program	4	3	3
The MBKM Implementation in UIKA Bogor	5	3	3
Respondents' Participation in the MBKM Program	4	7	2
The Impact of MBKM Program on Performance UIKA Bogor.	7	4	8
Total Questions	21	17	16

The research data processing was carried out using the Weighted Mean Score method with the following steps: a. Determine the weight value for each alternative answer b. Counting the frequency of each alternative chosen answer. c. Finding the number of answers selected by the respondent in each statement is by calculating the frequency of

respondents choosing the alternative answer, then multiplying by the alternative itself. d. Calculate the average score for each question item in the questionnaire section. e. Determine the WMS grouping criteria for the average score of each possible answer. The score criteria as shown in table 2. The weighted mean score method can be formulated as follow [25]

$$\text{Statement Score} = \frac{\text{Actual Score}}{\text{Ideal Score}} \times 100\%$$

The actual score is the score obtained from the answers of all respondents to the questionnaire that has been submitted. An ideal score is a maximum score or highest score obtained from respondents choosing the answer with the highest score. This method was also used in previous research conducted by Rosalin et al. [26], Aziz et al. [27], and Rohila et al. [28]. Calculations with this technique are intended to determine the position of each item by predetermined criteria or benchmarks. The steps used are as follows: a). Determine the weight value for each alternative answer b). Counting the frequency of each alternative answer chosen c). Finding the number of answers selected by the respondent in each statement is by calculating the frequency of respondents choosing the alternative answer, then multiplying by the alternative itself. d). Calculate the average value for each question item in the questionnaire section, using the formula: e). Determine the WMS grouping criteria for the average score of each possible answer. The assessment criteria are as follows in table 2.

Table 2. The Assessment Criteria

Score (%)	Interpretation
0,00% - 36,00%	Very Not Good
36,01% - 52,00%	Not good
52,01% - 68,00%	Less good
68,01% - 84,00%	Good
84,01% - 100%	Very good

4. Results and Discussion

4.1. The Survey Results of Understanding the MBKM Program for Education Personnel, Lecturer and Active Student

Based on the data from the results of filling out the questionnaire, 6483 respondents had filled out the questionnaire consisting of 6100 students, 150 education staff, and 233 lecturers. The answers to questions of understanding the MBKM program for education personnel, lecturer, and active student are shown in table 2. There are 4 questions given to the education personnel. On the question about where did you get information about MBKM policy? the number of respondents who answered knowing most as most respondents' answers were 88. On the question about how many semesters can be used to carry out MBKM activities outside the university? Most respondents' answers were 3 semesters totaling 88 respondents. On the question about where did you get information about MBKM policy? the number of respondents who answered from socialization organized by the university as the most respondents' answers were 88. On the last question about do you know and understand the MBKM concept for higher education? Most respondents' answers were already known and understood as many as 56 respondents. There are 3 questions given to the lecturer and student. On the questions about how well do you know about the Independent Learning-Independent Campus (MBKM) policy? lectures that answer is knowing most were 148, while students were 853. The second question is where did you get information about the policy of Merdeka Learning-

Independence Campus (MBKM)? The number of respondents who answered get from online socialization activities organized by UIKA was 148, while students were 933. The last question is about how many semesters can be used to carry out MBKM activities outside the university? The most respondents' answers were 3 credits were 134 lecturers and 1119 students

Table 3. The Survey Results of Understanding the MBKM Program for Education Personnel, Lecturer, and Active Student

No	Questions		Ministry of education and culture's online channel	Ministry of education and culture's offline/online socialization	College online channel	Offline/online socialization organized by University	Community communication channel	Mass media	Other
1	Getting the information about MBKM policy	Education Personnel	5	9	16	80	5	4	2
		Lecturer	28	28	9	148	9	6	5
		Student	420	147	403	933	101	234	44
2	Knowing about the MBKM policy	Education Personnel	5	88	28	3			
		Lecturer		148	56	0			
		Student	120	853	1308	410			
			1 semester	2 semester	3 semester	4 semester			
3	Semesters can be used to carry out MBKM outside the university	Education Personnel	11	16	88	6			
		Lecturer	15	65	134	19			
		Student	243	470	1119	450			
4	Understanding of MBKM concept for higher education	Education Personnel	56	49	15	1			
			Know and understand	Already but don't understand	Know but don't understand	Don't know but don't understand			

4.2. The Survey Results of Realization the MBKM Program for Education Personnel, Lecturer, and Active Student

There are five questions about the MBKM program realization in university that asked for education personnel, three questions that asked for lectures and students. The same question about whether your study program has a previous program that is by the form of Independent Learning Campus (MBKM) activities? asked all respondents. Respondents who answered yes, which is the largest number of answers, were 108 education staff, 207 lecturers, and 1,648 students. The second question, in your study program, how many credits of courses are recognized/equalized with the form of MBKM learning activities? The number of education staff respondents who answered 10-20 credits, which was the largest number of answers, amounted to 100 while the lecturers had 160 respondents. Most of the answers to the questions given to respondents about does your university has a policy document related to the curriculum that facilitates Independent Learning-Independent Campus? (in the form of the Chancellor's regulation; academic guide or MBKM implementation guide, study program curriculum to facilitate MBKM? Respondents who answered that there had been and had been published amounted to 104 education staff respondents and 170 lecturer respondents and were the most answered. The next question asked to the education personnel, in your opinion, does your university provide socialization and briefing regarding the implementation of the MBKM program? The most answers were there is a good supply with 58 answers. The last question asked to the education personnel, in your opinion, to what extent does your university involve education personnel in the MBKM program? and the most answers were there is an improvement very well with 38 answers.

The question about does your university have a policy document related to the curriculum that facilitates Independent Learning-Independent Campuses? (in the form of the Chancellor's regulation; academic guide or MBKM implementation guide, study program curriculum to facilitate MBKM? asked student respondents, and the most answer is there are already and have been published as many as 1046 respondents. The last question is If a student has to choose 8 (eight) forms of learning activities outside the study program, consisting of student exchange, internship/work practice, teaching assistant in education unit, research, humanitarian project, entrepreneurial activities, independent study/project and building village or thematic real work lecture (KKNT), the answer is choosing internship/work practice with a result of 958 respondent.

4.3. The Survey Results of Respondents Participation in the MBKM Program for Education Personnel and Lecturer

The survey result of the MBKM Program Participation survey from education personnel and lecturers is shown in table 4. There are four same questions asked for education personnel and lecturers. The first question about how is your involvement in activities to prepare for the implementation of MBKM in study programs or universities? The highest answer of contributing to discussions related to the preparation for the implementation of MBKM of education personnel was 97 and lecturers were 163. The second question is about have ever assisted/helped the study program in compiling CPL/calculating/equalizing credit for MBKM activities. Almost all education personnel and lecturers answer ever been assisted/help that program. As well as answers to questions about have ever studied the guidebook for MBKM? as many as 91 education personnel and 191 lecturers answered ever been studied the guidebook MBKM. The last question is about having participated in the MBKM program socialization either directly or through the Directorate General of Higher Education's YouTube channel? As many as 98 education personnel and 154 lecturers answered have participated in the MBKM program. The lecturers' answers to questions about the desire to participate in the MBKM program are very high, which shows the support and support of the lecturers for the successful implementation of the MBKM program.

Table 4. The Survey Results of Respondents Participation in the MBKM Program for Education Personnel, Lecturer, and Active Student

N o	Questions	Respondent	Ask a team to prepare MBKM	Contribute to discussions related to the preparation for the implementation of MBKM	Knowing information about activities but not interested in following them	I no aware of any activities to prepare for the implementation of MBKM in universities and study program
1	How is your involvement in activities to prepare for the implementation of MBKM in study programs or universities?	Education Personnel	10	97	11	3
		Lecturer	43	163	16	11
2	Have you ever assisted/helped the study program in compiling CPL/calculating/equalizing credit for MBKM activities/	Education Personnel	Ever been 89	Not yet 32		
		Lecturer	189	44		
3	Have you ever studied the guidebook for MBKM?	Education Personnel	Ever been 91	Not yet 30		
		Lecturer	191	42		
4	Have you participated in the MBKM program socialization either directly or through the Directorate General of Higher Education's YouTube channel?	Education Personnel	Ever been 98	Not yet 23		
		Lecturer	154	79		
5	Are you willing to be a supervising lecturer in MBKM activities		Always ready	Sometimes ready	No, Thank	
		Lecturer	180	48	5	
6	Have you ever been a KKN field supervisor or student entrepreneurship activity supervisor or internship supervisor or student exchange supervisor before the MBKM program existed		Ever been	Not yet		
		Lecturer	216	17		

		Yes	Possible	Not
7	Will you take an active role in suggesting/encouraging students to take MBKM activities?			
	Lecturer	212	21	0

There are two questions asked to the student to analyze the level of students participating in the MBKM program. The first question is have you prepared yourself to be a part of MBKM activities? 1198 students' answers were already, 1019 not yet and 65 students are not interested. The second question is how are you interested in the MBKM program held by the Directorate General of Higher Education, Research, and Technology? A total of 1508 students answered very interested, 754 answered ordinary and 20 students answered not interested.

4.4. The Survey Results of the MBKM Program Performance Survey towards Universities

Based on the most answers to the survey results related to the performance of the MBKM program and recommendations for implementing MBKM to education personnel, lecturers and student can be stated as follows: 67 education personnel and 132 lecturers stated that MBKM has an impact on the student learning process, 60 education personnel and 231 lecturers stated that MBKM can improve students' hard skills and soft skills, 61 education personnel stated that MBKM has an important role in increasing the capacity and ability of teachers, 95 respondents stated that they were satisfied with the implementation of the MBKM program, 64 education personnel and 139 lecturers stated that the MBKM program could increase the capacity and quality of graduates, 57 education personnel stated that there was a very significant improvement in university performance before and after the implementation of MBKM and 109 education personnel, 208 lecturer and 1350 students highly recommended MBKM to be followed by all active students at various universities.

1518 students stated that learning activities outside have implications during the study period (stay on time), 1839 students stated off-campus learning activities provide additional competencies such as skills in solving complex real problems, analytical skills, and professional ethics. 1801 students stated that studying in another study program will broaden their perspective and provide the additional competencies needed. 1355 students stated that MBKM is very helpful in developing competencies/skills to prepare for work after graduation. 1094 students stated that after taking part in MBKM activities, soft skills and hard skills increased and it's important to prepare to work after graduation. 1623 students stated that the MBKM program is very important to prepare for the post-campus period. 1664 students stated that MBKM activities by the needs of future graduates.

4.5. Results of the Weighted Mean Score Assessment Criteria

Based on the survey results, it is known that the participation of respondents in filling out the questionnaires has not been as expected especially for students' data. The implementation of the MBKM survey data collection has been carried out with the percentage of respondents as much as 100% for education staff, 100% for lecturers, 73% for students. The not realized of survey data on students was due to the relatively fast implementation time of only a few days, not comparable to the very large number of student bodies. MBKM survey is only carried out for 3 days starting from 12 to 14 December 2021. The MBKM survey is only carried out for 3 days starting from 12 to 14 December 2021. The socialization is carried out for 2 days before the survey date.

The results of weighted mean score assessment criteria indicate the understanding of the education personnel towards the MBKM is in a good category, as well as the lecturers, the understanding of the MBKM program is in a good category. It is different with students, their understanding of the MBKM program is in the less good category. All

respondents stated that the indicators for the implementation of MBKM at UIKA Bogor were in a good category. The indicator of respondents' participation in the MBKM program shows that the level of participation of educational personnel is in a good category, while the participation of lecturers and students in the MBKM program is in the very good category. All respondents stated that the indicators for evaluating the performance of the MBKM program for institutions were in a good category. The conclusion of the assessment category can be seen in table 5.

Table 5. Percentage of Weighted Mean Score Assessment Criteria Result

Rating Indicator	Percentage of Assessment Criteria			Average Percentage Assessment Criteria	Category
	Student	Student	Student		
	Lecturer	Lecturer	Lecturer		
	Education Personnel	Education Personnel	Education Personnel		
Respondents' Understanding of the MBKM Program	80%	85%	65%	77%	Good
Realization of Universities in MBKM Program	85%	89%	77%	84%	Good
Respondents' Participation in the MBKM Program	75%	89%	85%	83%	Good
MBKM Program Performance Against Universities	72%	77%	79%	76%	Good

This study is consistent with the results of previous studies that examined one of the MBKM programs, namely the analysis of the readiness and impact of the MBKM Internship & Certified Independent Study program at the University August 17, 1945, Surabaya. Based on the results, the level of readiness of the University of 17 August 1945 Surabaya in supporting the MBKM program is quite good with an average percentage of readiness above 50%. In measuring the impact of MBKM, it is found that the MBKM policy, Internship Program and Independent Studies greatly affect the performance of the University of 17 August 1945 Surabaya significantly with an impact effect of 75.4% [3].

5. Conclusions

The average percentage of assessment criteria using the weighted mean score of respondents' understanding of the MBKM program is 77% with good assessment criteria. The indicator of the MBKM realization program is an average of 84% with good criteria. Respondents' Participation in the MBKM Program is an average of 83% with good criteria, The MBKM Program Performance towards universities is an average of 76% with good criteria, thus in general the impact of Merdeka Learning Merdeka Campus (MBKM) on Improving Performance of Ibn Khaldun University Bogor and Partner Communities is in a good category.

The survey results on all components show that MBKM makes a very large contribution in improving students' soft skills and hard skills. This is consistent with the

theory of building an experiential learning model which requires students to have the opportunity to understand what they hear and read and express themselves in meaningful assignments or products. Therefore, MBKM provides not only a theoretical basis but also a skilled discipline [16]. The improvement of student soft skills and hard skills as MBKM outputs is relevant to the character education theory of Ki Hajar Dewantara and student Pancasila [11]. The key elements of Pancasila students who are diverse are knowing and appreciating different cultures, intercultural communication skills in interacting with others, and reflection and responsibility for the experience of diversity. Indonesian students recognize the value of gotong royong, which means a willingness to work collaboratively [11,29] (Regulation of the Minister of Education and Culture No. 22 of 2020, 2020). As a relatively new education policy in Indonesia, the MBKM policy should be implemented by all Higher education institutions (HEIs) in Indonesia in order to improve graduate employability. MBKM policy can be a good solution to minimize the unemployment rate in Indonesia [30].

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