

## Student Satisfaction Index of Merdeka Belajar Kampus Merdeka (MBKM) at Tanjungpura University

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### Abstract

Merdeka Belajar Kampus Merdeka (MBKM) is one of the educational policy innovations. As a program, MBKM is designed to achieve certain goals, including matching students' abilities with the market (industry) and the beneficiary (student)'s satisfaction with the program. This study aims to measure the index of student satisfaction with implementing MBKM. The measurement process uses an evaluation study framework by the Kementerian Pendayagunaan Aparatur regarding excellent service. This research used a descriptive quantitative analysis approach, interviewing 349 respondents from all faculties at Tanjungpura University. This number was obtained from the final result of the number of indicators multiplied by five, then multiplied by the number of faculties. There are nine variables (indicators) measured in this study. The study's results stated that the average value of the student satisfaction index was 3,923, with a percentage of 78,458. This value is included in the "satisfactory" category and B predicate. This shows that students as beneficiaries are fairly satisfied with the MBKM program at UniversitasTanjungpura.

### Keywords

Merdeka belajar; Kampus Merdeka; MBKM; Evaluation; Satisfaction Index

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## 1. INTRODUCTION

Education is important in developing the knowledge, skills, attitudes, and values that enable people to contribute to and benefit from an inclusive and sustainable future (Kuncoro et al., 2022). According to Meštrović, service quality and student satisfaction are important aspects of the strategy of higher education institutions in the competitive higher education market (Yulia et al., 2022). Satisfaction is the response of service users to the evaluation of perceived discrepancies between previous expectations and performance after using them (Suastika et al., 2022), and research related to consumer (student) satisfaction as users of the MBKM program has not been carried out much (Firdaus et al., 2021). Merdeka Belajar Kampus Merdeka (MBKM) is one of the innovations carried out by the Ministry of Education, Culture, Research, and Technology. MBKM was created to stimulate an innovative learning culture, not be restrictive, and meet the needs of tertiary institutions (Baharuddin, 2021). MBKM implies independence and independence for educational institutions at state and private universities (Fuadi & Aswita, 2021). As a program, MBKM is designed to answer the challenges of the times. MBKM helps tertiary institutions adapt their learning systems to industry needs so that students are fit and proper with the qualifications required by industry, regardless of the view that MBKM is only a means of printing workers with degrees.

To solve the problem above, there are several activities students can participate in in the MBKM program, including (1) Certified internships, (2) independent studies, (3) teaching campuses, (4) Indonesian International Student Mobility Awards, (5) independent student exchanges, (6) building Villages (Thematic KKN), (7) humanitarian projects, (8) research or research (Kodrat, 2021). All students can participate in all types of private and state campus activities. MBKM has very broad development potential. An evaluation study is necessary to realize good MBKM governance, and implementing MBKM is alternative learning for lecturers and students to achieve learning goals (Mukhibat, 2023). The Community Satisfaction Index is one of the evaluation studies often used, especially by state administrators (Harahap et al., 2023); however, an evaluation approach can also be used to measure the success of the MBKM program (Nur, 2023). The satisfaction index measures the success or impact of the program through the perceptions and level of satisfaction of beneficiaries towards the program. According to (Meke et al., 2021), not many studies have been found that describe the results of implementing MBKM learning. Some studies only discuss evaluation at the policy level, not program implementation (Muhammad et al., 2023).

To answer problems related to the limitations of this research, this study will discuss the level of student satisfaction with the implementation of MBKM at Tanjungpura University. Nine faculties were involved in this research: the Faculty of Law, Faculty of Forestry, Faculty of Economics and Business, Medical School, Faculty of Agriculture, Faculty of Mathematics and Natural Sciences, Faculty of Engineering, Faculty of Social and Political Sciences, Faculty of Teacher Training and Education. The hypothesis in this study is that the level of satisfaction is directly proportional to the impact/usefulness of the MBKM program. This study will describe the level of student satisfaction with the implementation of MBKM at Tanjungpura University.

## 2. METHOD

This research was conducted at Tanjungpura University, West Kalimantan. This study uses a quantitative method with a descriptive analysis approach. This approach is used to describe the findings of the field as a social reality. This study uses the framework of evaluation thinking that exists in MenPAN Decree (Minister of Administrative Reform) Number 63/Kep/M.PAN/7/2003 concerning general guidelines for public administration. In this regulation, there are several aspects of excellent service, namely (a) simplicity in the form of easy procedures, smooth service, fast and uncomplicated service, (b) clarity regarding procedures and procedures for service, knowledge of officers, and responsibilities of officers, (c) security in service, officer capability and legal certainty, (d) openness

regarding settlement, cost certainty, system accuracy, facilitation, and equipment, (e) efficient and economical such as light requirements, officer discipline, cost reasonableness, suitability with economic capability community, (6) equitable justice including opportunities to get equal service, attention to the interests of the community, the willingness and responsiveness of officers in helping, equitable distribution, (f) timeliness, speed of service, time realization and schedule certainty. This policy encourages the implementation of education that is relevant to current developments. The MBKM program is one of the instruments used to implement this policy.

Data collection techniques are interviews and observation. Interviews were conducted with 349 respondents spread across all faculties at Tanjungpura University 154 (44.1%) male respondents and 195 (55.8%) female respondents. Respondents who participated were from eight faculties: (a) Faculty of Economics and Business, 47 respondents (13.5%). Faculty of Law, 37 respondents (10.6%). Faculty of Teaching and Education Sciences, 44 respondents / 12.06% of the total 349. Respondents from the Faculty of Social and Political Sciences are 53 people / 15.2%. Respondents came from the Faculty of Forestry, totaling 43 people / 12.3%. Respondents from the Faculty of Mathematics and Natural Sciences, totaling 37 people / 10.6%. Respondents from the Faculty of Agriculture totaled 40 people / 11.5%, and respondents from the Faculty of Engineering totaled 48 people / 13.8%.

Based on the semester category, information was obtained that six people (1.72%) of the respondents were  $\geq$  9th-semester students, and three respondents (0.86%) were 3rd-semester students. 4th-semester students totaled 18 respondents / 5.16%. 145 (41.55%) respondents were 5th semester students. There were 87 respondents (24.93%) who were 6th semester students. There were 66 (18.91%) respondents who were 7th-semester students and 24 (6.88%) who were 8th-semester students. As for the distribution, the types of programs participated by respondents are as follows:

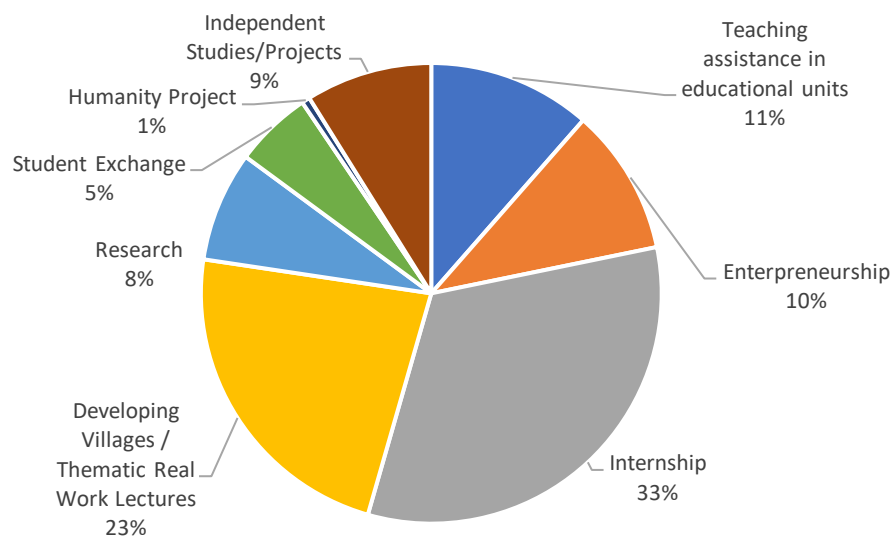


Figure 1. Respondent based on Type of MBKM Program

Based on the picture above, it can be seen that of the 349 respondents who were successfully interviewed, 40 respondents took part in the Teaching Assistance program in the Education Unit, 36 respondents took part in the Entrepreneurship program, 114 respondents took part in the Internship/Work Practice program, 80 respondents took part in the Village Building / Thematic Real Work Lecture program, 27 respondents took part in the Research / Research program, 19 respondents took part in the Student Exchange program, two respondents took part in the Humanitarian Project program, and 31 respondents follow the type of Independent Study / Project program.

There are nine variables measured in this study including (1) Tanjungpura University's

commitment to MBKM, (2) Student involvement in MBKM, (3) Conformity of MBKM with student needs, (4) Sustainability of MBKM, (5) Conformity of plans with program implementation and activities, (6) Quality of MBKM assistants, (7) Financing of MBKM, (8) Development of MBKM, (9) Security of MBKM implementation. These variables were calculated using the Statistical Package for the Social Sciences (SPSS) application. Each variable will be analyzed using frequency distribution techniques and mean (Qomari, 1970). The final score consists of several aspects, namely: (1) weighted value, (2) % weighted value, (3) category type, and (4) symbol as shown in the following table:

**Table 1.** Student Satisfaction Index

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%	Neutral	C
4	3.7-4.59	73.9%-91.8%	Agree/ Satisfied	B
5	4.6-5	91.9%-100%	Strongly Agree/ Very Satisfied	A

The value of the statement is divided into five parts, namely (1) strongly disagree/very unsatisfactory, (2) disagree/dissatisfactory, (3) neutral/sufficient, (4) agree/satisfactory, and the final score is (5) strongly agree /very satisfactory (Kuncoro et al., 2022).

### 3. FINDINGS AND DISCUSSIONS

#### *Tanjungpura University's Commitment to the MBKM Program*

The following variables consist of three indicators, including student perceptions of the statement: (1) the campus is serious about implementing the MBKM program. There were 11 (3.15%) respondents who answered very dissatisfied, there were 12 (3.44%) respondents who answered not satisfied, there were 49 (14.04%) respondents who answered neutral, there were 109 (31.23%) respondents who answered satisfied, and 168 (48.14%) respondents who answered very satisfied. The second indicator is student perceptions regarding the statement, "The objectives of the MBKM program are by what students want to achieve. In this statement, there were 5 (1.43%) respondents answered very dissatisfied, there were 25 (7.16%) respondents answered very dissatisfied, there were 50 (14.33%) respondents answered enough, there were 126 (36.10%) respondents answered satisfied, and there were 143 (40.97%) respondents answered very satisfied. The final indicator is the student's perception of the statement, "The MBKM program being implemented directly benefits students. There were 5 (1.43%) respondents who answered very dissatisfied, there were 10 (2.87%) respondents who answered not satisfied, there were 40 (11.46%) respondents who were neutral, there were 97 (27.79%) respondents who were satisfied, and there were 197 (56.45%) respondents answered very satisfied.

**Table 2.** Index of Tanjungpura University's Commitment to the MBKM Program

Assessment Indicators	Average rating	Index Value (%)
The campus is serious about running the MBKM program	4.178	83.56
The objectives of the MBKM program are what students want to achieve	4.080	81.60
The MBKM program provides direct benefits to students	4.350	86.99
<b>Satisfaction Index</b>	<b>4.203</b>	<b>84.053</b>

Organizational commitment has a positive effect on program performance (Jayaputra & Sriathi, 2020), so based on the table above, it can be seen that the Tanjungpura University Commitment variable for the MBKM Program gets an average value of 4,203 and an index value of 84,053. This value is included in the satisfactory category with the predicate B.

### ***Student Involvement in the MBKM Program***

Variable Student Involvement in the MBKM Program has four indicators. The first indicator is that "the campus involves students planning the MBKM program. There were 22 (6.30%) respondents who said they were very dissatisfied, there were 35 (10.03%) respondents who said they were not satisfied, there were 64 (18.34%) respondents who said they were neutral, there were 109 (31.23%) respondents who said they were satisfied and there were 119 (34.10%) respondents very satisfied. The second indicator relates to "campus involves students in implementing/implementing the MBKM program." Based on the results of field interviews, information was obtained that there were 6 (1.72%) respondents who stated that they were very dissatisfied, 16 (4.58%) respondents stated that they were not satisfied, there were 41 (11.75%) respondents who stated neutral, there were 126 (36.10%) respondents who stated that they were satisfied. 160 (45.85%) respondents stated they were very satisfied.

The third indicator is that "the campus involves students in program monitoring or evaluation. In this statement, there were 20 (5.73%) respondents who said they were very dissatisfied, there were 30 (8.60%) respondents who said they were not satisfied, there were 70 (20.06%) respondents who said they were neutral, there were 127 (36.39%) respondents who said they were satisfied and there were 102 (29.23) % of respondents said they were very satisfied. The last indicator is the statement that "the campus inclusively encourages all students to be able to join and play a role in the MBKM program. There were 9 (2.58%) respondents who said they were very dissatisfied, there were 15 (4.30%) respondents who said they were not satisfied, there were 50 (14.33%) respondents who gave neutral statements, there were 100 (28.65%) respondents who said they were satisfied and there were 175 (50.14%) respondents stated that they were very satisfied.

**Table 3.** Index of Student Involvement in the MBKM Program

<b>Assessment Indicators</b>	<b>Average rating</b>	<b>Index Value (%)</b>
The campus involves students in the MBKM program planning	3.768	75.36
The campus involves students in the implementation of the MBKM program	4.198	83.95
The campus involves students in monitoring or evaluating the program	3.748	74.96
The campus inclusively encourages all students to be able to join and play a role in the MBKM program	4.195	83.90
<b>Satisfaction Index</b>	<b>3.977</b>	<b>79.545</b>

This indicator involves several aspects, including involvement in planning, implementation, and evaluation (Cahyono et al., 2022). Based on the table above, it can be concluded that the student satisfaction index value for the variable student involvement in the MBKM program is 3,977 with a percentage value of 79,545 and is included in the satisfactory category with indicator B.

### ***The MBKM Program Suitability with Student Needs***

The MBKM Program Suitability Variable with Student Needs has three indicators. The first indicator is the MBKM program, which is carried out according to the needs of students. This indicator yielded 10 (2.87%) respondents who stated that they were very dissatisfied, 21 (6.02%) respondents said they were not satisfied, 52 (14.90%) respondents stated neutral, 117 (33.52%) respondents gave satisfied answers, and 149 (42.69) % of respondents gave very satisfied answers. The second indicator is a statement about "the MBKM program that is implemented utilizing existing local potential." There were 13 (3.72%) respondents who gave very dissatisfied answers, there were 20 (5.73%) respondents who said they were not satisfied, there were 62 (17.77%) respondents who gave neutral answers, there were 117 (33.52%) respondents who said they were satisfied and there were 137 (39.26%) ) respondents stated very satisfied. The last indicator is related to "the MBKM program being implemented helps to alleviate social/environmental problems. On this indicator, 15 (4.30%) respondents gave very dissatisfied answers, 22 (6.30%) respondents said they were not satisfied, 79 (22.64%) respondents gave neutral answers, 127 (36.39%) respondents gave satisfied answers, and 106 ( 30.37%) of respondents gave very

satisfied answers.

**Table 4.** Index of The MBKM Program Suitability with Student Needs

Assessment Indicators	Average rating	Index Value (%)
MBKM program that is run according to student needs	4.072	81.43
The MBKM program that is run utilizes existing local potential	3.989	79.77
The MBKM program helps alleviate social/environmental problems	3.822	76.45
<b>Satisfaction Index</b>	<b>3.961</b>	<b>79.22</b>

A program's success (satisfaction) is measured through the program's suitability to the needs of the beneficiaries (Diariono et al., 2023). Based on the table above, information can be obtained that the MBKM Program Suitability variable with student needs obtains an average value of 3,961 and an index value in percentage of 79.22. This value is included in the satisfactory category with indicator B.

### *The MBKM Program Sustainability*

The MBKM program sustainability variable has three indicators. The first indicator is "the MBKM program being implemented can develop in the future." 6 (1.72%) respondents gave very dissatisfied answers, 6 (1.72%) respondents gave dissatisfied answers, 50 (14.33%) respondents gave neutral answers, 115 (32.95%) respondents gave satisfied answers, and 172 (49.28%) respondents gave very satisfied answers. The second indicator was that 45 (12.89%) respondents gave very dissatisfied answers, 36 (10.32%) respondents gave dissatisfied answers, 92 (26.36%) respondents gave neutral answers, 92 (26.36%) respondents gave satisfied answers, and there were 84 (24.07%) said they were very satisfied. The last indicator relates to the statement, "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. This indicator obtained 3 (0.86%) very dissatisfied responses, 14 (4.01%) gave dissatisfied responses, 50 (14.33%) respondents stated neutral, 127 (36.39%) respondents gave satisfied answers, and 155 (44.41%) respondents were very satisfied.

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

Assessment Indicators	Average rating	Index Value (%)
The MBKM program that is run can develop for the future	4.264	85.27
Programs that have been running can be continued without any assistance from the Campus	3.384	67.68
The program can continue to provide benefits (economic improvement/human resource quality/health quality/environmental quality) in the future	4.195	83.90
<b>Satisfaction Index</b>	<b>3.948</b>	<b>78.953</b>

The sustainability of a program arises when the program can provide benefits to the parties (Diariono et al., 2023). These benefits can take the form of economic, social, and environmental benefits, so when students experience one of these three benefits, it is hoped that it can increase student satisfaction with the MBKM program. Based on the table above, it can be seen that the MBKM program sustainability variable gets an average index value of 3,948 with a percentage of 78,953. This value is included in the satisfactory category with the predicate B.

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

Variable Conformity Plan with the implementation of programs and activities has four indicators. The first indicator is "campus runs/implements the program according to the initial plan." This indicator found that 12 (3.44%) respondents were very dissatisfied, 24 (6.88%) respondents gave dissatisfied answers, 73 (20.92%) respondents said they were neutral, 126 (36.10%) respondents said they were satisfied, and 114 (32.66%) expressed great satisfaction. The second indicator is "the campus carries out/implements activities by the activity plan. In this section, 8 (2.29%) gave dissatisfied answers, and 23 (6.59%) respondents stated they were unsatisfied. 72 (20.63) respondents gave neutral answers, 123

(35.24%) respondents said they were satisfied, and 123 (35.24%) respondents said they were very satisfied. The third indicator is "the campus runs/implements programs and activities according to the schedule or time planned. This indicator obtained 10 (2.87%) respondents who gave very dissatisfied answers, there were 24 (6.88%) respondents who gave answers that were not satisfied, there were 69 (19.77%) respondents who answered neutral, there were 119 (34.10%) respondents who gave answers of satisfied, and there were 127 (36.39%) respondents who gave very satisfied answers. The last indicator is "the campus carries out/implements assistance such as supporting tools/facilitation by what is planned. In this section, 39 (11.17%) respondents gave dissatisfied answers, and 36 (10.32%) gave dissatisfied statements. There were 77 (22.06%) respondents who gave neutral answers. 107 (30.66%) respondents stated satisfied answers and 90 (25.79%) answered very satisfactorily.

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

Assessment Indicators	Average rating	Index Value (%)
The campus runs/implements the program through the initial planning	3.877	77.54
The campus runs/implements activities by activity planning	3.946	78.91
The campus runs/implements programs and activities according to the planned schedule or time	3.943	78.85
The campus runs/implements assistance such as supporting tools/facilitation as planned	3.496	69.91
<b>Satisfaction Index</b>	<b>3.816</b>	<b>76.30</b>

Suitability of plans and program implementation can improve service quality, accessibility of services, and facilities provided to beneficiaries (Blunyahrejo et al., 2023). The level of suitability of plans and implementation correlates with the level of student satisfaction with the MBKM program. Based on the table, information is obtained that the average index value of the conformity of plans with the implementation of programs and activities is 3,816, with a percentage of 76.30. This value is included in the satisfactory category with the symbol B.

### *The Quality of MBKM Program Assistance*

The following variable has nine indicators. The first indicator is the student's perception of "campus response in receiving complaints/input from students. There were 25 (7.16%) respondents who said they were very dissatisfied, there were 29 (8.31%) respondents who said they were not satisfied, there were 97 (27.79%) respondents who said they were neutral, there were 99 (28.37%) respondents who answered satisfied, and there were 99 (28.37%) respondents very satisfied. The second indicator is "campus readiness in facing or responding to problems that arise from the MBKM program. 17 (4.87%) respondents answered very dissatisfied. There were 22 (6.30%) respondents who answered not satisfied. There were 85 (24.36%) respondents who said they were neutral. 134 (38.40%) respondents said they were satisfied and 91 (26.07%) were very satisfied.

The third indicator is the student's perception of the statement "the campus assigns responsible lecturers/program implementers. There were 7 (2.01%) respondents who said they were very dissatisfied, there were 11 (3.15%) respondents who said they were not satisfied, there were 66 (18.91%) respondents who answered neutral, there were 109 (31.23%) respondents who said they were satisfied and there were 156 (44.70%) of respondents who answered were very satisfied. The next indicator is related to student perceptions of the statement "campus assigns lecturers/program implementers who can facilitate students during the program. There were 3 (0.86%) respondents who stated that they were very dissatisfied, 12 (3.44%) respondents who answered not satisfied, there were 54 (15.47%) respondents who stated neutral, there were 86 (24.64%) respondents who answered satisfied and 194 (55.59%) respondents who gave very satisfied answer.

The next indicator is the student's perception of the statement "campus assigns communicative lecturers/program implementers." There were 11 (3.15%) respondents who answered very dissatisfied, there were 21 (6.02%) respondents who said they were not satisfied, there were 55 (15.76%) respondents

who gave neutral answers, there were 121 (34.67%) respondents who said they were satisfied and there were 141 (40.40%) respondents answered very satisfied. The following variables measure student perceptions of the statement "the campus assigns communicative lecturers/program implementers. There were 4 (1.15%) respondents who answered very dissatisfied, there were 13 (3.72%) respondents who gave dissatisfied statements, there were 66 (18.91%) who gave neutral answers, there were 108 (30.95%) respondents who were satisfied, and there were 158 (45.27%) respondents very satisfied statement.

The sixth indicator asks students' perceptions regarding the statement, "The campus assigns lecturers/program implementers who can establish good relations with students and the surrounding community. There were 8 (2.29%) respondents who stated that they were very dissatisfied, there were 14 (4.01%) respondents who were not satisfied, there were 61 (17.48%) respondents who gave neutral answers, there were 94 (26.93%) respondents who gave statements of satisfaction, and there were 172 (49.28%) respondents stated that they were very satisfied. The next indicator asks students' perceptions of the statement, "The campus assigns lecturers/program implementers who can provide new things/stimulate innovation in program implementation. There were 11 (3.15%) respondents who gave very dissatisfied answers, there were 21 (6.02%) respondents who said they were not satisfied, there were 76 (21.78%) respondents who gave neutral answers, there were 91 (26.07%) responses who gave statements of satisfaction and there were 150 (42.98) % of respondents said they were very satisfied. The last indicator states students' perceptions of the statement, "campus assigns lecturers/program implementers who are polite, courteous and acceptable to students and the community. There were 3 (0.86%) respondents who gave very dissatisfied statements, there were 11 (3.15%) respondents who gave dissatisfied answers, there were 43 (12.32%) respondents who stated neutral, there were 102 (29.23%) respondents who gave satisfied answers, and there were 190 (54.44) % of respondents said they were very satisfied.

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

Assessment Indicators	Average rating	Index Value (%)
Campus response in receiving complaints/input from students	3.625	72.49
Campus alertness in facing or responding to problems arising from the MBKM Program	3.745	74.90
Fairness in providing opportunities and getting equal treatment between students with each other	4.135	82.69
The campus assigns lecturers/program implementers who are responsible	4.307	86.13
The campus assigns lecturers/program implementers who can facilitate students during the program	4.032	80.63
The campus assigns lecturers/program implementers who are communicative	4.155	83.09
The campus assigns lecturers/program implementers who can establish good relationships with students and the surrounding community	4.169	83.38
The campus assigns lecturers/program implementers who can provide new things / stimulate innovation in program implementation	3.997	79.94
The campus assigns lecturers/program implementers who are polite, courteous, and acceptable to both students and the community	4.332	86.65
<b>Satisfaction Index</b>	<b>4.055</b>	<b>81.104</b>

Mentoring is one of the efforts made by program implementers to ensure that beneficiaries can solve various problems they face and achieve program success indicators (Janah & Rusdiana, 2022). The quality of mentoring is directly correlated with the level of student satisfaction with the implementation of the MBKM program at Tanjungpura University. Based on the table above, it can be concluded that



the variable quality of the MBKM assistance program obtained an average index of 4,055 with a percentage of 81,104. This value is included in the satisfactory category with the symbol B.

### *The MBKM Program Financing*

The MBKM program financing variable has two measurement indicators. The first indicator is "the campus provides funding according to the needs in running the MBKM program." There were 49 (14.04%) respondents who stated that they were very dissatisfied, 40 (11.46%) respondents gave unsatisfied answers, 75 (21.49%) respondents gave neutral statements, there were 68 (19.48%) respondents gave satisfied statements, and there were 117 (33.52) % of respondents said they were very satisfied. The second indicator measures respondents' perceptions of the statement, "The management of the MBKM program budget is transparent and open. There were 38 (10.89%) respondents who gave very dissatisfied answers, there were 37 (10.60%) respondents who gave dissatisfied statements, there were 82 (23.50%) respondents who stated neutral, there were 86 (24.64%) respondents who gave satisfied statements, and there were 106 (30.37) % of respondents said they were very satisfied.

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

Assessment Indicators	Average rating	Index Value (%)
The campus provides financing according to the needs of running the MBKM program	3.470	69.40
MBKM program budget management is carried out transparently and openly	3.530	70.60
<b>Satisfaction Index</b>	<b>3.500</b>	<b>70</b>

Funding is one element of implementing community development programs (Mulyani et al., 2021). As a form of community (student) development, student success and satisfaction with the MBKM program are determined by funding factors. Based on the table above, it can be seen that the MBKM program financing variable gets an average value of 3,500 with a percentage index of 70. This value is included in the Enough category with a C symbol value.

### *The MBKM Program Development*

The MBKM program development variable has three indicators. The first indicator is "the campus helps/facilitates students/I in developing relationships/relationships with other parties who can support the development of the MBKM program." This indicator got 15 (4.30%) very dissatisfied responses, 25 (7.16%) dissatisfied responses, 71 (20.34%) neutral responses, 128 (36.68%) satisfied responses, and 110 (31.52%) very satisfied responses. The second indicator is the student's perception of the statement "the campus in implementing the MBKM program encourages innovation." On this indicator, 10 (2.87%) respondents stated that they were very dissatisfied, 18 (5.16%) respondents stated they were dissatisfied, there were 58 (16.62%) respondents answered neutral, there were 129 (36.96%) respondents who stated they were satisfied and 134 (38.40%) respondents said they were very satisfied. The last indicator measures student perceptions of the statement "the campus encourages good institutional/group management. In the following section, there were 18 (5.16%) respondents stated that they were very dissatisfied, there were 18 (5.16%) respondents who stated they were not satisfied, there were 62 (17.77%) respondents who gave neutral answers, there were 120 (34.38%) respondents who gave statements of satisfaction and there were 131 (37.54%) respondents who stated that they were very satisfied.

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

Assessment Indicators	Average rating	Index Value (%)
The campus assists/facilitates students in developing relationships/relationships with other parties that can support the development of the MBKM program	3.840	76.79
The campus, in running the MBKM program, encourages innovation	4.029	80.57

Assessment Indicators	Average rating	Index Value (%)
The campus encourages good institution/group management	3.940	78.80
<b>Satisfaction Index</b>	<b>3.936</b>	<b>78.727</b>

Various methods can be used to develop programs, including improving socio-economic aspects, increasing access, increasing companion productivity, and increasing products/activities in the program (Effendi et al., 2014). One of how the MBKM program is developed is by providing access and facilities for students to study outside the classroom. Based on the table above, information is obtained that the MBKM program development variable gets an average index value of 3,936 with a percentage of 78,727. This value is included in the satisfactory category with the symbol B.

### The MBKM Program Implementation Security

The MBKM program implementation security variable has three indicators. The first indicator measures student perceptions of the statement "the campus pays attention to environmental safety aspects of the MBKM program." There were 20 (5.73%) respondents who said they were very dissatisfied, there were 20 (5.73%) respondents who said they were not satisfied, there were 64 (18.34%) respondents who said they were neutral, there were 124 (35.53%) respondents who gave satisfied answers, and there were 121 (34.67%) respondents gave very satisfied answers. The second indicator measures student perceptions of the statement, "Students/I do not feel pressured or get disturbed by other parties (certain groups) while undergoing the MBKM program." On this indicator, data obtained by several 22 (6.30%) respondents stated that they were very dissatisfied, 23 (6.59%) respondents were dissatisfied, 64 (18.34%) respondents stated neutral, 99 (28.37) respondents gave satisfied answers, and 141 (40.40%) respondents stated that they were very satisfied. The last indicator relates to students' perceptions that "the MBKM program does not cause conflict between communities." There were 26 (7.45%) respondents who strongly disagreed, 17 (4.87%) respondents disagreed, 56 (16.05%) gave neutral answers, 95 (28.08%) respondents said they were satisfied, and 152 (43.55%) respondents gave very satisfied statements.

**Table 10.** Index of MBKM Program Implementation Security

Assessment Indicators	Average rating	Index Value (%)
The campus pays attention to the environmental security aspects of the MBKM program	3.877	77.54
Students do not feel pressured or get interference from other parties (certain groups) while undergoing the MBKM program	3.900	77.99
The MBKM program does not cause conflicts between communities	3.954	79.08
<b>Satisfaction Index</b>	<b>3.910</b>	<b>78.207</b>

A good community development program is a program that can encourage communities to avoid various social, economic, and environmental threats (Kementerian Lingkungan Hidup dan Kehutanan, 2021). The MBKM program is expected to encourage students to learn to solve various problems that arise in society. Based on the information above, information was obtained that the security variable for implementing the MBKM program received an average index value of 3,910 with a percentage of 78,207. The value is included in the satisfactory category with the symbol B.

**Table 11.** Five Highest-Rated Indicators

Assessment Indicators	Average rating	Index Value (%)
The MBKM program provides direct benefits for students	4.350	86.99
The campus assigns lecturers/program implementers who are polite, courteous, and acceptable to both students and the community	4.332	86.65
The campus assigns lecturers/program implementers who are responsible	4.307	86.13
The MBKM program that is run can develop for the future	4.264	85.27

Assessment Indicators	Average rating	Index Value (%)
The campus involves students in the implementation of the MBKM program	4.198	83.95

Based on the table above, several indicators with high values can be known and maintained by Tanjungpura University. The indicator with the highest score is "The MBKM program that is run provides direct benefits to students." Respondents felt the benefits of MBKM participation, including the recognition of 20 credits. In addition, MBKM program students also improve learners' quality, providing opportunities and open networking for students.

**Table 12.** Five Lowest-Rated Indicators

Assessment Indicators	Average rating	Index Value (%)
Campus response in receiving complaints/input from students	3.625	72.49
MBKM program budget management is carried out transparently and openly	3.530	70.60
The campus runs/implements assistance such as supporting tools/facilitation as planned	3.496	69.91
The campus provides financing according to the needs of running the MBKM program	3.470	69.40
Programs that have been running can be continued without any assistance from the Campus	3.384	67.68

Based on the table above, the lowest indicator value is "programs that have been running can be continued without any assistance from the campus." Students feel that MBKM has a low level of sustainability. One of the contributing factors is related to funding that is not transparent in the implementation of MBKM. The participants felt that some rights, such as allowance and meal money, were too late to receive. Therefore, to improve the quality of MBKM implementation, Tanjungpura University can improve the performance of these indicators.

Funding is one aspect that is quite important in program implementation. User limitations in accessing program funding can even be an inhibiting factor (Wahyu Hidayat, 2015). In fact, according to Tilaar, the low cost of education has emerged as a system problem created by those in power as a form of politicization of people's lives (Tamam, 2018). One effort to resolve this funding problem is to collaborate with government institutions, the private sector, and NGOs (Azizah et al., n.d.). This collaboration is one of the multi-stakeholder engagement efforts through the Penta helix approach, namely collaboration between government, academics, private sector, CSOs, and media in developing potential or solving a problem so the program can run in the long term. (Harahap & Maheswara, 2021). Funding problems in the MBKM program can be an issue that can be resolved through collaboration between the parties. Funding from the government is a driving factor that parties must adopt through independent funding schemes. For example, this independent funding scheme can utilize corporate social responsibility funds.

Based on the elaboration of the index value of each variable above, the researcher calculates the cumulative index. The following is the final score of the student satisfaction index on the implementation of MBKM at UNTAN:

**Table 13.** Student Satisfaction Index of MBKM at UNTAN

No	Variable	Average rating	Index Value	Symbol
1	UNTAN's commitment to the MBKM program	4.203	84.053	B
2	Student involvement in the MBKM program	3.977	79.545	B
3	The Suitability of the program to the needs of students	3.961	79.22	B
4	The Sustainability of the MBKM Program	3.948	78.953	B
5	The Conformity of the plan with the implementation of programs and activities	3.816	76.30	B

No	Variable	Average rating	Index Value	Symbol
6	The Quality of MBKM program assistance	4.055	81.104	B
7	The MBKM program financing	3.500	70	C
8	The MBKM program development	3.936	78.727	B
9	The Security of MBKM program implementation	3.910	78.207	B
	<b>Satisfaction Index</b>	<b>3.923</b>	<b>78.458</b>	<b>B</b>

Based on the table above, it can be concluded that the final value of the student satisfaction index on the implementation of the MBKM program at Tanjungpura University is 3,923 with a percentage of 78,458 and is included in the satisfactory category with symbol B. The variable with the lowest value is obtained by the MBKM program financing variable with an average index value of 3,500 (70%).

#### 4. CONCLUSION

The student satisfaction index for implementing the Merdeka Belajar Kampus Merdeka at Universitas Tanjungpura is 3.923/5.000 or 70% of 100%. It means the students have enough satisfaction with the implementation of the MBKM., This value shows that the implementation of MBKM at Universitas Tanjungpura has considerable room for development, so it impacts the parties, especially students, as the main beneficiaries. The findings of this research are the need for efforts to develop the MBKM program at Tanjungpura University through a funding scheme that is more transparent and can be easily accessed by users (students). Students feel that MBKM budget management has not been carried out transparently, one of which is related to the budget that students are entitled to, such as pocket money, transportation money, etc. The highest index value is obtained by the UNTAN Commimen variable to the MBKM program. Students feel that the campus has a good commitment to implementing MBKM. Students believe that the programs run are based on student needs.

This research has limitations in the number of respondents involved. The researcher suggests developing this research theme by involving more respondents and using a mixed method. The use of the mixed method was carried out with a qualitative approach scheme supporting the findings of the quantitative approach. It is hoped that using the mixed method can deepen findings in the field with stronger narrative analysis.

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