



Curriculum Development and Evaluation of the MBKM Program on Undergraduate Student Satisfaction

Ratih Hadiani^{1*}, Fitriani Reyta²

^{1,2} Universitas Informatika dan Bisnis Indonesia, Indonesia

^{1*} ratih.hadiani@unibi.ac.id, ² fitrianiireyta@unibi.ac.id

Korespondensi email: ratih.hadiani@unibi.ac.id

Abstract. *The Merdeka Belajar Kampus Merdeka (MBKM) program is a policy initiated by the Ministry of Education and Culture of Indonesia aimed at improving the quality of higher education through autonomous, flexible, and student-centered learning approaches. This study aims to analyze the impact of curriculum development and evaluation under the MBKM framework on student satisfaction levels in the Undergraduate Program of the Faculty of Economics and Business, Universitas Padjadjaran. The research employs a descriptive quantitative method with a survey approach using questionnaires. The results of this study are expected to provide deeper insights into student satisfaction regarding the implementation of MBKM and serve as an evaluation tool to enhance educational quality in higher education institutions, particularly in terms of service quality based on five dimensions: reliability, tangibility, responsiveness, assurance, and empathy.*

Keywords: *Student Satisfaction; Evaluation; Curriculum; MBKM; Development*

1. INTRODUCTION

The Merdeka Belajar Kampus Merdeka (MBKM) program is an initiative from the Ministry of Education and Culture (Kemendikbud Ristek Dikti) aimed at encouraging students to master various fields of knowledge as preparation for entering the workforce, in accordance with the Minister of Education and Culture Regulation (Permendikbud) Numbers 3, 4, 5, 6, and 7 of the year 2020. The MBKM policy is implemented to realize an autonomous and flexible learning process in higher education, allowing institutions to design and execute innovative learning processes so that students can achieve learning outcomes that encompass aspects of attitude, knowledge, and skills optimally. This policy also aims to enhance the link and match with the business and industrial sectors, as well as to prepare students for the workforce from the outset (Director General of Higher Education, 2020).

In its implementation at Padjadjaran University, particularly in the Faculty of Economics and Business (FEB), undergraduate students have the option to voluntarily engage in learning outside their study program at Unpad for one (1) semester or the equivalent of twenty (20) credit semester units (sks); and for a maximum of two (2) semesters or the equivalent of forty (40) sks, they can pursue learning in the same study program outside Unpad, in a different study program at a different higher education institution; and/or learning outside of higher education (<https://www.unpad.ac.id/newstudents/kampus-merdeka/>).

The calculation of credit semester units (sks) for learning activities outside the campus is based on the total hours of activity. One (1) sks is equivalent to 170 minutes per week per semester. The MBKM program is implemented in eight forms of learning activities (BKP) to achieve the target of IKU (Mariati 2021; Yuherman, Wahyu Nugroho 2020). The MBKM program presents an opportunity for collaboration between educational institutions and the Business and Industrial World (DUDI) in accordance with needs, fulfilling demands (Andari et al. 2021).

The learning process within the Merdeka Campus represents a significant manifestation of student-centered learning, which is essential. As outlined in the MBKM guideline book, through eight forms of learning activities (BKP), students gain a broader learning experience, as well as opportunities for the development of innovation, creativity, capacity, personality, and student needs (<https://www.unpad.ac.id/newstudents/kampus-merdeka/>). Furthermore, it also fosters independence in seeking and discovering knowledge through real-world experiences and field dynamics, such as skill requirements, real issues, social interactions, collaboration, self-management, performance demands, targets, and achievements (Baharuddin 2021; Tohir 2020). The Merdeka Learning Campus program aims to develop both soft and hard skills that are prepared to face the challenges of the times (Puspitasari and Nugroho n.d.; Suhartoyo et al. 2020).

Through a well-designed and implemented Merdeka Learning program, students' hard and soft skills will be robustly developed. The implementation of MBKM provides students with the experience to adapt to different learning cultures in other educational institutions (Andari et al. 2021; Denny et al. 2022; Sintiawati et al. 2022). This, of course, can enhance students' soft skills both cognitively and empirically; fostering a competitive-collaborative attitude based on scientific reasoning, thereby producing a new adaptive attitude towards professions and new job fields.

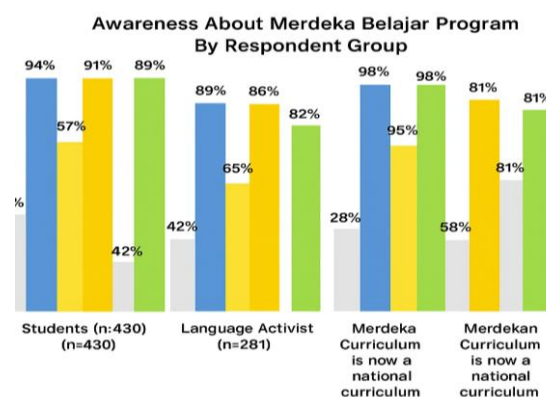


Figure 1. Level of Understanding of Emancipated Learning

Source: Kemendikbud & Tempo Data Science – Tempo Media January, 2024

According to the research results from the development and evaluation of the MBKM conducted by Kemendikbud & Tempo Data Science – Tempo Media (January, 2024), it is generally shown that 91% of students in Indonesia understand the implementation of the MBKM program. The questionnaire format used in the Tempo and Kemendikbud study (January, 2024) relied solely on multiple-choice questions, which have not adequately captured the students' satisfaction levels in a measurable depth. This indicates that while quantitative data can provide a general overview, it fails to capture the nuances and complexities of students' experiences in participating in the MBKM program (Independent Learning Campus Independent). Therefore, a more comprehensive analysis is required regarding the impact of the development and evaluation of the MBKM curriculum on student satisfaction.

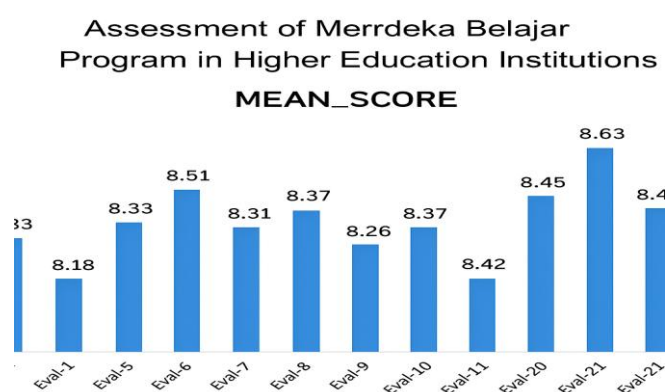


Figure 2. Level of Understanding of Independent Learning

Source: Kemendikbud & Tempo Data Science – Tempo Media January, 2024

According to the research results from the development and evaluation of the MBKM conducted by Kemendikbud & Tempo Data Science – Tempo Media (January, 2024), it is generally shown that 91% of students in Indonesia understand the implementation of the MBKM program. The questionnaire format used in the Tempo and Kemendikbud study (January, 2024) relied solely on multiple-choice questions, which have not adequately captured the students' satisfaction levels in a measurable depth. This indicates that while quantitative data can provide a general overview, it fails to capture the nuances and complexities of students' experiences in participating in the MBKM program (Independent Learning Campus Independent). Therefore, a more comprehensive analysis is required regarding the impact of the development and evaluation of the MBKM curriculum on student satisfaction. (Source: Kemendikbud & Tempo Data Science – Tempo Media January, 2024)

Referring to Kotler and Keller (2016), service quality encompasses the entirety of features and characteristics of a product or service that rely on its capacity to meet both stated and implied needs, which means: service quality is an attribute of a product or service, possessing characteristics that depend on the ability to fulfill both actual and implied needs. According to Tjiptono (2016:59), service quality is the level of excellence expected and the control over that level of excellence to satisfy customer desires. The indicators of service quality, as outlined by Kotler and Keller (2016), include five dimensions of service quality: (1) Reliability, which refers to the company's ability to deliver promised services that are dependable and accurate. (2) Tangibles, which pertain to the appearance of physical facilities, equipment, communication materials, and the appearance of employees. (3) Responsiveness, which indicates the willingness to assist customers and provide prompt service. (4) Assurance, which involves the knowledge and courtesy of employees and their ability to instill trust and confidence. (5) Empathy, which refers to the special attention given to customers. This aligns with the statement by Gkoltsiou and Paraskevopoulou (2021); Salim et al. (2019) that efforts to enhance educational quality can be achieved through the standardization of educational management, which undoubtedly requires the commitment of all stakeholders to implement change.

The Merdeka Curriculum embodies the philosophy of Merdeka Learning, which also underpins other educational policies, as articulated in the Strategic Plan of the Ministry of Education and Culture for the years 2020-2024 (Permendikbud Number 22 of 2020). This regulation indicates that Merdeka Learning promotes a paradigm shift, including changes related to curriculum and learning (Aditomo, 2021). The Merdeka Learning Curriculum is assessed using measurement dimensions adopted from Aditomo (2021), which include: (1) Student participation (2) Effective learning (3) Achievement of basic competencies by students (4) Implementation of the curriculum in learning (5) Assessment.

Given this background, further research is necessary to evaluate the level of student satisfaction regarding the implementation of the Merdeka Learning Campus Merdeka program at Universitas Padjadjaran, specifically within the undergraduate program of the Faculty of Economics and Business, to reveal findings on how satisfied students are with the Merdeka Learning - Campus Merdeka program. Research Question:

What is the impact of the development and evaluation of the MBKM Curriculum on the satisfaction of undergraduate students at FEB UNPAD?

Variable X: Development and Evaluation of the MBKM Curriculum

Variable Y: Satisfaction of Undergraduate Students at FEB UNPAD.

2. METHOD

This research is a quantitative descriptive study. Descriptive research presents the research situation based on facts (Adiningtyas, Tomi, and Yudasmara 2020). The researcher acts solely as an observer. The research method employed is a survey method utilizing a questionnaire as the data collection tool.

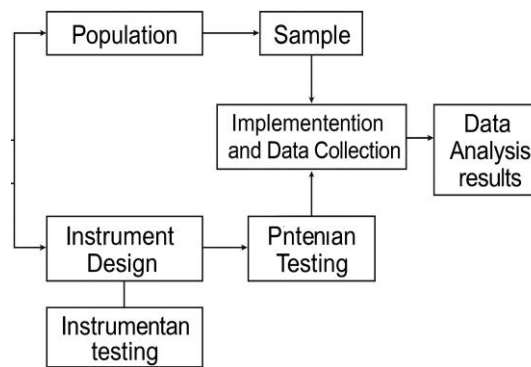


Figure 3. Research Survey Procedure

Source: Adiyanta 2019

The questionnaire includes questions related to basic information (Džolev, Laban, and Draganić 2021). These questions cover service quality across five dimensions: (1) Tangibles (Facilities, equipment, and appearance); (2) Reliability (The ability to provide reliable and accurate services); (3) Responsiveness (Willingness to assist and provide prompt service); (4) Assurance (Knowledge and courtesy, as well as the ability to instill trust and confidence); (5) Empathy (Caring, individual attention provided) (Kitapci, Akdogan, and Dortyol 2014; Ozdemir, Kaya, and Turhan 2020). This research was conducted at the Faculty of Economics and Business with a population of internal stakeholders, specifically students from the Management and Accounting programs who have implemented the MBKM, totaling 30 students.

The scale employed in this study is the 4-Point Likert Scale, which is a survey methodology that utilizes four response options to assess opinions or attitudes. Participants indicate their level of agreement or disagreement with the provided statements by selecting one of four options: Strongly Disagree, Disagree, Agree, or Strongly Agree (Newman et al, 2001). The hypotheses in this research include:

(Ha): It is suspected that there is an impact of the implementation of the independent learning curriculum on the satisfaction of FEB UNPAD students.

(Ho): It is suspected that there is no impact of the implementation of the independent learning curriculum on the satisfaction of FEB UNPAD students.

Testing Criteria

If P Value > 0.05 , then H_0 : is rejected.

If P Value < 0.05 , then H_a : is accepted.

The measurement of significance to be conducted in this research will utilize the bootstrapping feature from SEM-PLS analysis using the SmartPLS application.

In SEM-PLS analysis, there exists a p-value, which can serve as a guideline for decision-making regarding whether the effect is significant or not.

For p-values, if the p-value is less than 0.05, it is considered to indicate a significant effect. PLS-SEM can be employed to analyze data that does not meet the assumption of normality or when the research data is limited. This method is also applicable for analyzing reflective construct variables (Hair et al., 2014).

3. RESULTS AND DISCUSSION

The implementation of the MBKM policy has been carried out by the Management and Accounting programs at FEB Universitas Padjadjaran Bandung. This research obtained the results of a student satisfaction survey following the implementation of MBKM. A total of 30 (thirty) students were surveyed. The survey was conducted by distributing a questionnaire via a Google Form link. There are 4 aspects of satisfaction included in the questionnaire answered by the students, namely Tangibles, Responsiveness, Reliability, and Empathy.

The Merdeka Campus provides students with the freedom to achieve independence in learning at the university level. This concept is a continuation of the previous concept known as Merdeka Belajar. The planning of the Merdeka Campus concept is fundamentally an innovative approach to learning aimed at achieving high-quality education.

The results of the survey will be utilized to enhance the quality of services at FEB Unpad. Below are the results regarding student satisfaction levels concerning the implementation of the MBKM curriculum within the Faculty of Economics and Business at Universitas Padjadjaran Bandung. Below is Figure 2.2, which presents the results of calculations using SMRT PLS 4.0.

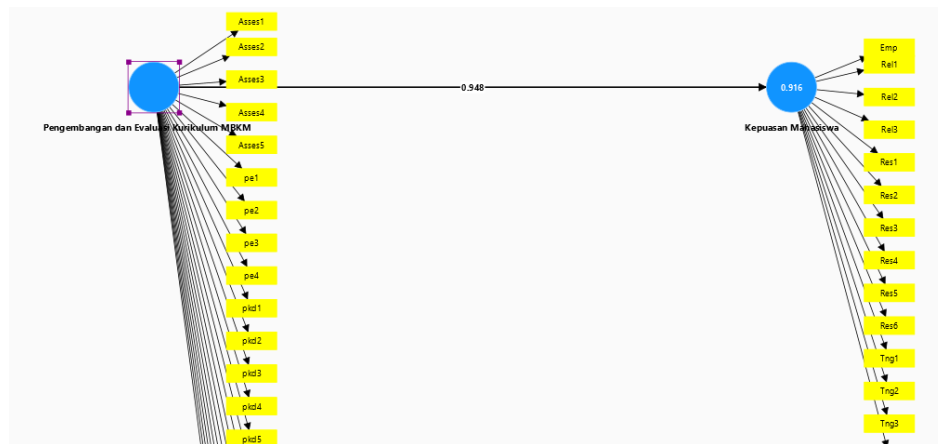


Figure 3. Graphical Output
Source: results obtained using SMRT PLS 4.0

Table 1. Outer Loading

Dimensi Variabel	Kepuasan Mahasiswa	Pengembangan & Evaluasi Kurikulum MBKM
Tangible 1	0.845	0.795
Tangible 2	0.866	
Tangible 3	0.838	
Empathy	0.726	0.796
Reliability 1	0.800	
Reliability 2	0.867	0.784
Responsiveness 1	0.737	0.769
Responsiveness 2	0.712	0.746
Responsiveness 3	0.817	0.743
Assessment 1	—	0.800
Pembelajaran Efektif 1	—	
Pembelajaran Efektif 1	0.746	0.752
Pencapaian Kompetensi 1	0.703	0.789
Pencapaian Kompetensi 2	0.701	
Penerapan Kurikulum 1	0.735	0.746
Penerapan Kurikulum 2	0.765	0.721
Penerapan Kurikulum 3	0.721	
Penerapan kurikulum 4	0.787	0.787
Penerapan kurikulum 9	0.801	0.789
Penerapan kurikulum 9	0.789	

Source: results calculated using SMRT PLS 4.0

According to Table 1.3, it is evident that the loading factor values for all instruments exceed 0.7. If the loading factor produced is greater than 0.7 (Loading factor > 0.7), the instrument is considered valid. Furthermore, the AVE value in Table 4.5 is found to be greater than 0.5, which is deemed valid, and if the AVE value exceeds 0.5 (AVE > 0.5), the instrument is also considered valid.

Table 2. Construct Validity and Reliability

Construct reliability and validity - Overview				
	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance extracted (AVE)
Kepuasan Mahasiswa	0.938	0.946	0.947	0.564
Pengembangan dan Evaluasi Kurikulum MBKM	0.956	0.959	0.960	0.764

Source: calculations using SMRT PLS 4.0

The method for measuring reliability employed in this research follows the same approach as the validity test, albeit with different assessment indicators. Specifically, the reliability test using Cronbach's Alpha is considered valid if the Cronbach's alpha value exceeds 0.70. Additionally, there is a reliability test based on composite reliability (rho_c), where the instrument is deemed valid if the composite reliability (rho_c) value is greater than 0.70. The results of this test can be found in Table 1.4. According to Table 1.4, it is evident that the Cronbach's alpha value for each indicator exceeds 0.70 (Cronbach's Alpha > 0.70), thus confirming the validity of the instrument. The Composite Reliability (rho_c) value obtained also exceeds 0.70 (Composite Reliability > 0.70), indicating that all instruments can be considered valid.

The significance measurement to be conducted in this study will utilize the bootstrapping feature from SEM-PLS analysis using the SmartPLS application. Within the SEM-PLS analysis, there exists a p-value, which can serve as a criterion for decision-making regarding significant influence. For the P-Values, if P-Values < 0.05, it is interpreted as a significant effect, as demonstrated by the bootstrapping results from the SEM-PLS application.

Table 3. Bootstrapping – Development & Evaluation of the MBKM Curriculum

Indicator	O	M	STDEV	T-stat	P-value
Asses1	0.695	0.690	0.110	6.306	0.000
Asses2	0.696	0.689	0.090	7.699	0.000
Asses3	0.784	0.786	0.081	9.664	0.000
Asses4	0.669	0.660	0.104	6.437	0.000
Asses5	0.769	0.768	0.090	8.527	0.000

Source: results calculated using SMRT PLS 4.0

Table 4. *Bootstrapping* – Source: results calculated using SMRT PLS 4.0

Indicator	O	M	STDEV	T-stat	P-value
Emp	0.726	0.726	0.116	6.254	0.000
Rel1	0.800	0.801	0.078	10.302	0.000
Rel2	0.867	0.863	0.065	13.369	0.000
Rel3	0.637	0.633	0.130	4.888	0.000
Res1	0.612	0.602	0.153	4.007	0.000
Res2	0.817	0.815	0.107	7.655	0.000
Res3	0.781	0.776	0.105	7.442	0.000
Res4	0.572	0.566	0.156	3.680	0.000
Res5	0.559	0.553	0.158	3.547	0.000
Res6	0.791	0.788	0.098	8.101	0.000
Tng1	0.845	0.843	0.075	11.335	0.000
Tng2	0.866	0.869	0.064	13.599	0.000
Tng3	0.838	0.834	0.071	11.867	0.000
Tng4	0.700	0.696	0.101	6.905	0.000

Source: results calculated using SMRT PLS 4.0

Explanation:

- O = Original sample
- M = Sample mean
- STDEV = Standard deviation
- T stat = $|O / STDEV|$
- All p values = 0.000 (significant at $\alpha = 0.05$)

Based on Tables 1.5 and 1.6, it is evident that the overall values obtained from the test results yield a P Value < 0.05 , which signifies the significance of each instrument. If the P Value exceeds 0.05, then the alternative hypothesis (H_a) is accepted: It is suspected that the implementation of the Merdeka Belajar curriculum has an impact on the satisfaction of FEB UNPAD students. This finding is further supported by the feasibility tests of the instruments used in this research, where validity and reliability tests have been conducted to ensure that each instrument is valid and accurately represents the tested indicators. The validity tests employed include convergent and discriminant validity, while the reliability tests utilized are Cronbach's alpha and composite reliability (ρ_c). Overall, these tests provide a strong foundation for accepting the alternative hypothesis that the implementation of the Merdeka Belajar curriculum affects the satisfaction of FEB UNPAD students. The methods used, including validity and reliability tests, demonstrate that the instruments employed in this study are valid and reliable for producing accurate findings. According to Sugiyono (2017),

validity and reliability tests are crucial steps in the research process to ensure that the collected data is accurate and trustworthy. Sekaran & Bougie (2016) emphasize the importance of using convergent and discriminant tests in research involving the measurement of abstract factors such as student satisfaction. Therefore, the results of this study are not only supported by statistically significant tests ($p\text{-value} < 0.05$) but also by the validity and reliability of the instruments used, ensuring that the conclusions drawn are valid and accountable. This research concludes with findings that support the studies of Andari et al. 2021; Denny et al. 2022; Sintiawati et al. 2022; Dewi Fitrianti et al. (2023) regarding the differences in satisfaction levels among students concerning the implementation of the curriculum.

4. CONCLUSION

Overall, the findings of this research indicate a significant influence between the implementation of the MBKM policy and the level of student satisfaction at the Faculty of Economics and Business, Universitas Padjadjaran. The implementation of the MBKM policy has positively impacted students' learning experiences, encompassing aspects such as the quality of academic services, curriculum development, and competency achievement.

This result suggests that FEB UNPAD is on the right track in supporting the Merdeka Belajar Kampus Merdeka policy and should continue to make ongoing improvements based on student feedback. Based on the findings and analysis of the research results, several strategic suggestions and policy recommendations can be applied by the Faculty of Economics and Business, Universitas Padjadjaran (FEB UNPAD) to enhance the effectiveness of the MBKM policy implementation and student satisfaction. It is necessary to update and provide supporting facilities for MBKM, such as discussion rooms, stable internet access, collaborative workspaces, and multimedia resources that facilitate project-based learning and field practice. A specific budget allocation for the development of MBKM infrastructure is essential. Additionally, conducting an audit of MBKM facilities every semester and involving students in infrastructure surveys is recommended.

Strengthening the Responsiveness of Lecturers and Academic Staff requires training and capacity building for lecturers and educational personnel to be more responsive to the dynamics and needs of students participating in the MBKM program.

Recommended Policy: Develop Standard Operating Procedures (SOP) for academic services based on MBKM with clear response time standards. Implement a periodic feedback system for the services provided by lecturers and staff.

Enhancing Reliability in the Implementation of MBKM necessitates a robust documentation and monitoring system for each MBKM program to ensure transparency, accountability, and standardization. Develop a web-based MBKM dashboard that can monitor student progress and the effectiveness of program implementation in real time.

Establish key performance indicators (KPI) for faculties and study programs directly related to MBKM achievements. It is essential to ensure that all policies and procedures for MBKM implementation consider the diversity of students' backgrounds and abilities.

The MBKM curriculum needs to be evaluated regularly to align with industry needs, current developments, and feedback from program participants. Conduct annual curriculum reviews based on tracer studies and evaluations of MBKM student participants. Involve representatives from MBKM partners (industry, government, NGOs) in the formulation of the curriculum and learning outcomes.

Active Student Involvement in the Planning and Evaluation of MBKM: students should not only be participants in MBKM but also need to be involved in the formulation of its implementation policies, establish a student MBKM forum as a collaborative partner with the faculty in evaluating and conveying aspirations regarding program implementation, and organize discussion forums, focus group discussions (FGD), and regular academic forums involving students, lecturers, and MBKM partners.

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