Analysis of Institutional Support and Learning Management Strategies on Student Participation in MBKM Programs in Higher Education Institutions

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Abstract. The objectives of this study are: (1) analyzing institutional support for student participation in the implementation of the MBKM program and (2) analyzing management strategies for student participation in the implementation of the MBKM program. This research uses a quantitative approach with a correlation type. Sampling using a proportional random sampling technique at six universities spread across three regions with as many as 270 students. The analysis techniques used are the T, F, and R Square Determination tests using the SPSS application. The results showed that 1) institutional support has a significant influence on student participation, and 2) learning management strategies also have a significant influence on student participation in the implementation of the MBKM program.

Keywords: institusional support, learning management, student participation, MBKM program

1 Introduction

The existence of educational institutions is meaningful because education in Indonesia is one of the primary keys to the country's progress. Every cabinet in office must have policies that are useful for realizing the goals of national education. Starting from Ki Hadjar Dewantara to the current Minister of Education, Culture, Research and Technology (Mendikbud Ristekdikti), Nadiem Makarim issued many regulations aimed at realizing national education that is relevant to the 1945 Constitution of the Republic of Indonesia. Lasswell & Kaplan state that policies are program objectives, values, and practices that are projected (1). Anderson defines policy as a relatively stable action that individuals or groups can agree upon and adhere to in response to a problem (2).

Agustino can be concluded that the policy refers to a set of regulations by the government to regulate community life (3). So, it can be supposed that policy refers to a group of rules by the government to govern or manage a community's social life to achieve predetermined goals. With such a definition, the government must provide a platform as a stepping stone for all Indonesian people. Students are predicted as agents of change to help improve the Indonesian state from all aspects, one of which is education. Students of human resources are expected to be able to stand up to the movement

of the disruption era. They are developing with all the science and technology that can produce intellectuals and professional scientists who are culturally creative, tolerant, democratic, resilient and dare to fight the truth for the benefit of their nation. Universities are required to be able to compile and design the implementation of an innovative learning process so that students can achieve learning outcomes through cognitive, affective, and psychomotor aspects. To help universities accomplish these goals, the Minister of Education and Culture issued several policies currently being discussed, including the Merdeka Belajar Kampus Merdeka (MBKM) Program.

Officially, the MBKM program was approved on 24 January 2020. Some of the main points of the MBKM policy include (1) submission of new study programs; (2) higher education institutions accreditation system; (3) state universities as legal entities; and (4) the right to study three (3) semesters in other study programs. This policy is suspected to be the first step in a series of procedures for universities to move freely and achieve quality aspects of education. Quoted from the official website of Kampus Merdeka Indonesia, they explained that there are several types of learning activities carried out at other universities, such as internships or practices at industrial or other places, village community service, teaching at selected educational units, student exchange activities, carrying out research, activities in the field of entrepreneurship, independent/independent study activities and humanitarian projects. All of the above activities must be carried out under the guidance of the Merdeka Campus lecturers, who hope to provide contextualized experience in the field to increase competence in students, mature individuals in performance or create relevant job opportunities. In addition, the learning process at Merdeka Campus (KM) is among the learning activities oriented towards students or students (student-centered learning). This KM program is both a test and an opportunity to develop innovation increase capacity, creativity, and other abilities related to self-management and performance. Referring to the purpose of the MBKM program as a progressive step to present education relevant to the world of work, there is no doubt that many students are enlivened by participating in the MBKM program.

Student participation in MBKM activities hopes to get to know the world of work and be allowed to gain learning experience outside the classroom or the university. In addition, student participation is expected to optimize learning outcomes and be able to obtain benefits by the objectives of the MBKM program. Safrida et al explain that student participation is a form of student participation mentally, emotionally and physically in a learning activity and supports the achievement of goals and is responsible for its participation (4). Some elements contained in participation are 1) individual involvement in the entire series of activities and 2) the willingness of the individual to respond and be creative in all activities. Thus, student participation in MBKM activities is essential to create an active, creative and innovative learning atmosphere outside the scope of the study program. Student participation can be one of the stepping stones for policymakers in carrying out the evaluation process of a policy that has been implemented. Later, from the evaluation results, development will be carried out for the success of the goals that have been set.

However, it cannot be denied that student participation is not only supported by the internal factors of each student but also by external factors, namely support from student institutions and the academic community's role in the learning management process. Yukl explained that a manager must have skills in developing his members (5). Some that managers can do are skill development, giving praise and recognition and giving awards. Thus, the organization will see and recognize the value of its members in the future. Ardiami & Kusuma explained that institutional support is a form of effort to improve and provide appreciation, care and appreciation for the contributions made to subordinates (6). The context in higher education institutions is a form of concern given by universities to increase, reward and appreciate the academic community for their contributions to participating in an academic or non-academic activity. This is one of the supporting external factors for students participating in the MBKM program. Because the institutional support universities provide makes students confident and do not feel in vain by participating in the MBKM program. Institutional support and learning management strategies in supporting students to participate in the MBKM program are also needed. They are judging from the purpose of the MBKM program, namely to create an innovative learning process and achieve learning outcomes that cover three aspects optimally. The learning process is required to not only focus on mastering knowledge by its field but is expected to be able to develop multidisciplinary, interdisciplinary and transdisciplinary science and technology.
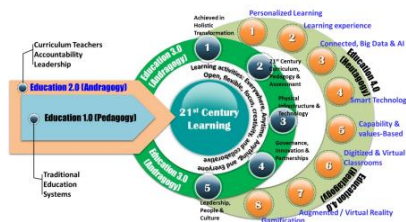

Figure 1. Shifting Education Paradigm

Based on Figure 1, it can be understood that education is increasingly developing until it reaches the 4.0 era, which is shown in the massive use of technology in the learning process so that it does not become a reason for students not to have learning resources because of the vast learning resources that can be accessed. Higher education institutions, as an organizer of innovative learning must be able to support learning management strategies that lead to the development of student potential. Soleh explained that the learning management strategy is a systematic procedure for planning, organizing, controlling and evaluating learning (7). The academic community uses this strategy to create learning management for students. Direktorat Pembelajaran dan Kemahasiswaan, learning management strategies that lecturers can carry out are choosing forms and learning methods to encourage students to have communication skills, teamwork, critical thinking and argumentative (8). This is because the accuracy of selecting the form of activities and learning methods will be the key of success. With this learning management strategy, it will indirectly encourage students to participate in the MBKM

program in order to achieve educational goals in the 4.0 era and make students agents of change.

2   Method

The approach used in this research is quantitative with the type of correlation research. Sugiyono (2019:65) explains that correlation research aims to determine the relationship between two or more variables. This research has independent variables (X1), namely institutional support and (X2) learning management strategies. While the dependent variable (Y), namely student participation in the implementation of the MBKM program. The sample of this research is students at six universities spread across three regions, namely Malang City, Jember City and Surabaya City, totaling 270 students who have participated in the MBKM program. This study uses data collection using questionnaire techniques by utilizing the WhatsApp application and the Form feature on Google. To process research data, researchers used the SPSS application.

3   Results and Discussion

Result

1. Hypothesis Test
Hypothesis testing in this study includes partial regression coefficient tests, joint regression coefficient tests, and R Square Determination tests. The partial regression coefficient test is carried out to determine which independent variables partially have a significant effect on the dependent variable. The regression coefficient test is jointly carried out to determine which independent variables substantially affect the dependent variable. While the R Square determination test aims to show the amount of influence of the independent variable on the dependent variable.

1.1   Partial regression coefficient test (T test)

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	18.749	3.310		5.663	.000		
	Strategi Manajemen Pembelajaran	.949	.127	.389	7.465	.000	.597	1.675
	Dukungan Institusional	.792	.093	.442	8.478	.000	.597	1.675

a. Dependent Variable: Partisipasi Mahasiswa

Figure 2. Partial regression coefficient test (T test)

Based on Figure 2, hypothesis testing shows the following results:
H1 : It is known that the Sig value for the effect of X1 on Y is 0.000 <0.05 so it can be concluded that H1 is accepted which means that there is an effect of X1 on Y.
H2 : It is known that the Sig value for the effect of X2 on Y is 0.000 <0.05 so it can be concluded that H1 is accepted which means that there is an effect of X2 on Y

1.2 Test the regression coefficient simultaneously (Uji F)

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	19869.076	2	9934.538	174.219	.000^b
	Residual	15225.224	267	57.023		
	Total	35094.300	269			

Figure 3. Test the regression coefficient simultaneously (F test)

Based on Figure 3, shows the results of hypothesis testing, namely the sig value for the simultaneous influence of X1 and X2 on Y is 0.000 <0.05, so it can be concluded that H3 is accepted, which means that there is a simultaneous influence of X1 & X2 on Y.

1.3 R Square Determination Test (R2)

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.752^a	.566	.563	7.551

a. Predictors: (Constant), Dukungan Institusional, Strategi Manajemen Pembelajaran

b. Dependent Variable: Partisipasi Mahasiswa

Figure 4. R Square Determination Test (R2)

The value of $R2 = 0 < r2 < 1$, which is closer to 1, means that the model can be said to be good because the relationship between the independent and dependent variables is more intimate. So based on Figure 8, it is known that the R Square value is 0.566, this means that the effect of variables X1 and X2 simultaneously on variable Y is 56.6%.

Discussion

Based on the results of hypothesis testing conducted with the T-test, F-test and R Square Determination test, the sig value is 0.000 which means less than 0.05, so it can be concluded that there is an influence between institutional support and learning management strategies on student participation in the implementation of the MBKM program. These results align with the research conducted by Ardiami & Kusuma (6), namely institutional support has a significant influence on motivation with a T-statistic value of 4.863. In addition, research by Tatiyani found that organizational support positively affects motivation in PT Telkom Bandung Area employees (9). Eisenberger etal, explains that organizational or institutional support has an essential role in individual involvement in the organization, achieving performance in accordance with expectations and innovative behavior and will reduce the absenteeism rate of the employees themselves (10). Organizational support can be in the form of adequate training, positive support from superiors and coworkers and the positive attitude generated by individuals towards their work. In line with the theory described by Yukl ome forms of institutional support to its members include employee development, recognition and reward (5). If developed, the conditions of institutional support can be broader, such as training, technological equipment, performance standards, supervisors, and peers. So with this, institutional

support will encourage motivation which will have an impact on the level of student participation. Siagian explains that the effect of a person's interaction with the situation he faces is the emergence of motivation (11). So that participation in students cannot be separated from internal and external factors. This means that institutional support has its own impact on student participation. This should be understood by universities in Indonesia. Because if many universities slightly ignore the importance of institutional support, it will reduce the level of participation and have an impact on the quality of the MBKM programme.

The results on variable X2 or learning management strategies are also worth 0.000 which means less than 0.05, thus indicating that learning management strategies significantly influence student participation. The academic community is required to have high creativity in learning management. Efforts to improve the quality of education cannot be separated from the right learning management strategy. Asrori stated that learning strategy is a method applied to learning including planning, implementation and assessment (12). Efforts in determining learning management strategies need to pay attention to the elements of learning, especially the students' conditions. Asmoro & Mukti explained that the academic community has an essential role in interacting with students to create a relationship between the two (13). According to him, this interaction pattern will impact effective and efficient learning management. Research results by Safrida et al also mentioned that lesson study learning strategy affects student participation (4). This is inseparable from the role of learning management applied to students. Danarwati explains that learning management includes planning, implementation, and evaluation (14). Sahertian explains that learning management is a process of managing learning which includes planning learning programs, implementing learning processes, assessing operations and developing classroom management (15). The learning management strategy will be one of the supporting factors for student participation because its implementation cannot be separated from the efforts made by the relevant academic community in developing learning management and classroom climate. Following what is explained by Wijaya & Rusya that the academic community must do several things in creating learning management strategies, namely the use of lecture materials, management of learning programs, classroom management, the accuracy of the selection of learning media and assessments carried out as learning evaluation materials (16). In addition, the MBKM program aims to develop creative and innovative students with an insight into science and technology. Direktorat Pembelajaran dan Kemahasiswaan explained that the academic community has significant constraints as a driving force in learning management (17). Institutions and policy makers are expected to be able to pay attention to the important role of the academic community in maintaining the effectiveness of learning management strategies.

4   Conclusion

Institutional support and learning management strategies have a significant influence on student participation. Efforts to maintain both stability are needed primarily by the academic community to maintain the values that policymakers want to achieve in

the context of the MBKM program. Forms of institutional support that can be given to students include development and training, recognition and reward. Meanwhile, a learning management strategy is a systematic procedure in planning, organizing, controlling and evaluating learning. The academic community uses this strategy to create learning management for students. Learning management strategies that lecturers can carry out are choosing forms and methods of learning to encourage students to have communication skills, teamwork, critical and argumentative thinking.

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